ELA, Reading, Grade 1

Overview

The teacher who wrote this Student Growth Objective teaches first grade in a general education classroom at a traditional public school. By using the Developmental Reading Assessment (DRA2), she requires her students to demonstrate their proficiency in reading as well as their application of reading skills they have learned throughout the year. Through the use of the DRA2, she is able to determine each student's independent reading level, reading comprehension, engagement, fluency, and accuracy. These skills incorporate many of the Common Core State Standards. When balanced with another SGO equally broad in scope, in mathematics, for example, her two SGOs combined include a significant portion of the teacher's work with her students.

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		1	English Language Arts	11/11	October 1st – May 31st

The teacher includes a good portion of the school year and all of her students. She begins instruction in the identified standards by October 1, prior to the October 31 deadline for SGO approval by her supervisor.

Standards, Rationale, and Assessment Method

Name the content standards covered, state the rationale for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/college/career. Name and briefly describe the format of the assessment method.

Standards

The following standards have been derived from a Level 14 DRA2 assessment.

COMMON CORE STATE STANDARDS – ENGLISH LANGUAGE ARTS

Reading: Literature

Key Ideas and Details CCSS.ELA-Literacy.RL.1-3
- CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.

Integration of Knowledge and Ideas CCSS.ELA-Literacy.RL.1.7, RL.1.9
- CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RL.1.10
- CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Foundational Skills

Phonics and Word Recognition CCSS.ELA-Literacy.RF.1.3a-g
- CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  - CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.
  - CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words
  - CCSS.ELA-Literacy.RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.
  - CCSS.ELA-Literacy.RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- o CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.
- o CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.
- o CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

Fluency CCSS.ELA-Literacy.RF.1.4a-c
- CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
  - o CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.
  - o CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - o CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Assessment

I will use the DRA2 to assess my students at three different points throughout the year (fall, winter, and spring). I will administer the DRA2 individually to determine students' reading level, comprehension, engagement, fluency, and accuracy. Depending on their reading level, either I will select the text or the student will select the text. I will begin the assessment by asking the student a couple of questions about their reading habits and book preferences. Then I will introduce the story and the student will look at the pictures and tell me what is happening. Next, I will ask the student to read the story aloud. As the student is reading aloud, I will do a "Record of Oral Reading", where I will document the student's accuracy, fluency, and oral reading behaviors. After the student finishes reading, I will assess comprehension by asking the student to retell the story, noting the information the student includes. Finally, the student will answer a couple of reflection questions to complete the assessment of reading comprehension. I will rate and score my students using the DRA2 Continuum. Then I will develop instructional activities based on their score and DRA2 Focus of Instruction recommendations.

The teacher provides a brief explanation of how she will use the DRA2 assessment. This is useful information for an evaluator who may not be familiar with this assessment. The teacher states that the assessment will be given three times during the school year, thereby building in a check point to help her monitor student progress and make adjustments to instruction as needed. She may consider providing the exact dates she expects to administer the assessment to her students. Attaching a copy of the assessment to this form will be useful for the teacher and her administrator when they sit down to discuss the SGO before the submission deadline. It may also be useful to attach examples of the instructional activities she would use with her students after she has analyzed their performance. The teacher clearly states the Common Core State Standards that will be covered. These standards include many that are critical for enduring understanding and foundational for future success. This is something she might explicitly state in the rationale section.

Starting Points and Preparedness Groupings

State the type of information being used to determine starting points and summarize scores for each type by group. Add or subtract columns and rows as needed to match number of preparedness groups and types of Information used.

I administered the DRA2 to my students during the first 6 weeks of school. I rated and scored students using the DRA2 Continuum. These starting points are shown in Table 1 attached.

For additional baseline information, I assessed my students' high frequency word recognition skills using the Ohio Word Recognition Assessment and gathered information on their reading habits. (see attached Reading Habits rubric) I awarded 1-2 points for each information source as shown in the table below. I determined learning targets for students using their scores on these baseline indicators. The full range of targets for my students is in the attached table.

Points	Information #1 High Frequency Word Recognition at Reading Level	Information #2 Reading Habits Rubric (8 points)
1	Below expected range	2-4
2	Within or above expected range	5-8

The teacher has incorporated a chart that summarizes her baseline data, which she has also attached in a separate document (Table 1). On the attached roster, she has provided fall DRA2 level scores for each of her students, their level of preparedness, and a target DRA2 level. The teacher may also consider including her students' DRA2 level data from the end of kindergarten. Using this measure would indicate any losses or gains a child made over the summer. This would provide a more complete picture of a student's reading skills and allow the teacher to set more appropriate targets.

Student Growth Objective
State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. "75% of students in each group will meet the target score." Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Add or delete group rows as needed.

At least 8/11 first grade students will reach or exceed their individual reading level targets by the end of the instructional period. See Table 1 for student targets.

Preparedness Level (Points Earned)	Target Score on SGO Assessment (DRA2)
A (1-2)	Current reading level plus one year
B (3-4)	Current reading level plus one year and one level

The teacher expands on her SGO statement using a table to show specific target scores. Because her students are starting out the year at different levels and she has a small class, the teacher has set individualized targets for her students shown in Table 1. She uses the students' high frequency word recognition, academic independence, class participation, and attendance rate to set targets from their starting points that make sense for each student. The teacher has set quite ambitious goals for her students using the information she has collected. She and her supervisor should discuss these goals to make sure they are feasible in the context of the classroom and the students included.

Scoring Plan
State the projected scores for each group and what percentage of students will meet this target at each attainment level.

Student Target Score	Teacher SGO Score Based on Number of Students Achieving Target Score						
	Exceptional		Full		Partial		Insufficient
	4	3.5	3	2.5	2	1.5	1
Individual (see table below)	11	10	9	8	7	6	fewer than 6

Each student has his or her own learning target and the teacher will receive a rating based on how many students meet their target. The teacher has modified the scoring plan using half-points between 1 and 3.5. This provides a scoring approach that recognizes the teachers' success in a more graduated manner.

Approval of Student Growth Objective
Administrator approves scoring plan and assessment used to measure student learning.

Teacher _____ Signature_____ Date Submitted_____

Evaluator _____ Signature _____ Date Approved _____

Results of Student Growth Objective Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.		
Students at Target Score	Teacher SGO Score	**Total Teacher SGO Score**
9/11	3	**3**

Nine of the teacher's student met or exceeded their goal resulting in a score of a 3 for the teacher. A weighted average was not appropriate for this situation as the teacher set individualized goals. During her annual conference, she and her supervisor may discuss what instructional strategies the teacher will use during the last few weeks of school, particularly for students who did not meet their learning targets.

Notes
Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.

Review SGO at Annual Conference
Describe successes and challenges, lessons learned from SGO about teaching and student learning, and steps to improve SGOs for next year.

Teacher _____   Signature _____   Date _____

Evaluator _____   Signature _____   Date _____

Table 1: DRA2 Fall Data, Preparedness Groupings and Targets

Student	Fall DRA2 Reading Level	Preparedness Group	End of Year Target Level
1	3	A	16
2	1	A	3
3	3	B	18
4	5	B	20
5	4	B	20
6	8	B	24
7	3	B	18
8	3	A	16
9	4	A	18
10	3	B	18
11	4	B	20

Table 1: The teacher has provided her class roster and incorporated fall DRA2 level data, preparedness groups, as well as target levels. She has given each student a target for the end of the year based upon their beginning reading levels and two other sources of data as described in the starting points section of the form. For example, Students 1 and 3 both begin at level 3. However, Student 3 has a target of more than a year of reading growth based on factors that indicate this student may successfully meet this challenge. The teacher might consider using her students' prior year reading level scores in addition to the fall DRA assessment. This might provide even greater insight into her student's learning trajectories.

Table 2: DRA2 Performance Data and Student Learning Target Results

Student	Fall DRA2 Reading Level	Preparedness Group	End of Year Target Level	End of Year Reading Level	Met or Exceeded Target
1	3	A	16	16	Yes
2	1	A	3	3	Yes
3	3	B	18	16	No
4	5	B	20	20	Yes
5	4	B	20	20	Yes
6	8	B	24	24	Yes
7	3	B	18	16	No
8	3	A	16	14	Yes
9	4	A	18	20	Yes
10	3	B	18	18	Yes
11	4	B	20	20	Yes

Table 2: This table shows that most of her students met their year-end target. The teacher should use these results to help set her targets for next year. For example, the two students who did not make their target all started at level 3, were in the higher preparedness group but did not make their goal of level 18 (reading improvement of more than one year). This might indicate the learning goal was overly ambitious even for a motivated student starting at this level.

Reading Habits Rubric

	4	3	2	1
Getting Started	Immediately goes to designated area, chooses a book and begins reading.	Goes to designated area, spends some time choosing a book, and then begins reading.	Takes a great deal of time to choose a book, and does little reading.	Takes a great deal of time choosing a book and does not do any reading.
Stamina	Begins reading immediately and gets "lost" in their book. Requires no teacher direction.	Sometimes requires a teacher redirection in order to maintain focus.	Requires some teacher prompting and intervention in order to focus on reading.	Does not maintain focus even after teacher prompting and redirection.

The teacher uses this rubric to help her determine her students' starting points. In combination with other measures, determining these reading habits can help the teacher set goals that are ambitious and achievable for her students. Teachers may use the factors shown in this rubric, or other factors such as homework completion, seeking extra help, etc. They may also choose not to use these measures but instead rely on other readily available data such as prior year grades, current grades and test scores, etc.