

Tiered Student Growth Objective First Grade, English Language Arts

Grade	Subject	Number of Students	Interval of Instruction	
1	English Language Arts	24	Full year <input checked="" type="checkbox"/>	Semester <input type="checkbox"/> Other _____
Name of Assessment		Developmental Reading Assessment, Second Edition (DRA2)	SGO Type	General <input checked="" type="checkbox"/> Specific <input type="checkbox"/>
Rationale for Student Growth Objective (Please include content standards covered and explanation of assessment method.)				
<p>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.</p> <p>COMMON CORE STATE STANDARDS – ENGLISH LANGUAGE ARTS</p> <p><u>Reading: Literature</u></p> <p>Key Ideas and Details CCSS.ELA-Literacy.RL.1-3</p> <ul style="list-style-type: none"> • 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. <p>Integration of Knowledge and Ideas CCSS.ELA-Literacy.RL.1.7, RL.1.9</p> <ul style="list-style-type: none"> • 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. <p>Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RL.1.10</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. <p><u>Reading: Foundational Skills</u></p> <p>Phonics and Word Recognition CCSS.ELA-Literacy.RF.1.3a-g</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ 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.
- CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.
- CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.
- 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.
 - CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.
 - CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

Student Growth Objective

At least 70% of first grade students, based on their initial reading level, will reach or exceed an appropriate reading level by the end of the instructional period.

Preparedness Group (e.g. Low, Medium, High)	Number of Students in Each Group (24 in class)	Target Level on Post-Assessment	Number of Students Required for "Full Attainment"
Low	5	4	3
Medium	13	14-16	10
High	6	18-20	5

Baseline Data and Preparedness Groupings

(Please include the number of students in each preparedness group. Summarize the information you used to produce these groupings. Provide any additional student data or background information used in setting your objective.)

My students' kindergarten reading level data was available for review. I examined their DRA2 levels from the end of their kindergarten year to help inform my administration of the DRA2 at the beginning of this year. I administered the DRA2 to my students during the first 6 weeks of school. I rated and scored students using the DRA2 Continuum. Then I developed instructional activities based on their score and DRA2 Focus of Instruction recommendations.

I analyzed the baseline data and sorted my students into preparedness groups based on their current reading level. Students within the "Low" group are students whose reading level is below grade level expectations for the beginning of first grade. Students within the "Medium" group are students whose reading level meets grade level expectations for the beginning of first grade. Finally, students within the "High" group are those whose reading level exceeds the expectations for the beginning of first grade.

Below is a summary of my students' baseline data by preparedness group:

Preparedness Group	DRA2 Level	Number of Students
Low	A	2
	1	3
Medium	3	5
	4	8
High	6	5
	8	1

Please see the attached roster with detailed baseline data, preparedness groups, and target levels for each student.

Scoring Plan

Preparedness Group	Target Score on Final Assessment	Objective Attainment Level Based on Number of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Low (5 students)	4	4 or more students OR 2 meet and 1 or more exceed by at least 1 level	3 students	2 students	1 or fewer students
Medium (13 students)	14-16	11 or more students OR 7 meet and 3 or more exceed by at least 1 level	10 students	9 students	8 or fewer students
High (6 students)	18-20	6 students OR 3 meet target and 2 exceed by at least 1 level	5 students	4 students	3 or fewer students

Approval of Student Growth Objective

Teacher <u>L. Lipscomb</u> Signature <u>L. Lipscomb</u>	Date Submitted <u>11/1/13</u>
Evaluator <u>Y. McBain</u> Signature <u>Y. McBain</u>	Date Approved <u>11/11/13</u>

Results of Student Growth Objective

Group	Number of Students at Target Score	Objective Attainment Level	Weight (based on no. stu. per group)	Weighted score	Total SGO Score	Teacher <u>L. Lipscomb</u>
Low	5	4	.21	0.84	3.75	Evaluator <u>Y. McBain</u>
Medium	9 meet, 3 exceed	4	.54	2.16		Date <u>5/16/14</u>
High	5	3	.25	0.75		

First Grade Roster

DRA2 Fall Data, Preparedness Groupings and Targets

Student	Fall DRA2 Level (Baseline)	Level of Preparedness	End of Year Target Level
1	3	Medium	14
2	1	Low	4
3	3	Medium	14
4	6	High	18
5	4	Medium	16
6	8	High	20
7	3	Medium	14
8	6	High	18
9	4	Medium	16
10	A	Low	4
11	4	Medium	16
12	6	High	18
13	3	Medium	14
14	4	Medium	16
15	4	Medium	16
16	1	Low	4
17	A	Low	4
18	4	Medium	16
19	3	Medium	14
20	1	Low	4
21	4	Medium	16
22	6	High	18
23	4	Medium	16
24	6	High	18

DRA2 Performance Data and Student Learning Target Results

Student	Fall DRA2 Level (Baseline)	Winter DRA2 Level	Spring DRA2 Level	Target Level	Target Achieved?
1	3	8	14	14	Yes
2	1	2	4	4	Yes
3	3	8	16	14	Exceeded
4	6	12	18	18	Yes
5	4	10	16	16	Yes
6	8	14	20	20	Yes
7	3	8	14	14	Yes
8	6	12	16	18	No
9	4	10	16	16	Yes
10	A	2	4	4	Yes
11	4	10	16	16	Yes
12	6	12	18	18	Yes
13	3	8	14	14	Yes
14	4	10	18	16	Exceeded
15	4	10	16	16	Yes
16	1	2	4	4	Yes
17	A	2	4	4	Yes
18	4	10	16	16	Yes
19	3	8	12	14	No
20	1	3	6	4	Exceeded
21	4	10	16	16	Yes
22	6	12	18	18	Yes
23	4	10	18	16	Exceeded
24	6	12	18	18	Yes