

**Title** – Building Administrator ELA Student Learning Objective

**Content Area** – ELA

**Grade Level** – 6<sup>th</sup> – 8<sup>th</sup>

**Students** – All students in grades 6<sup>th</sup> – 8<sup>th</sup> (328 total)

**Interval of Instruction** – Year

<b>Main Criteria</b>	<b>Element</b>	<b>Description</b>
<b>Essential Question:</b> What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?		
<b>Priority of Content</b>	<b>Objective Statement</b>	All students will improve their reading comprehension of informational text, as measured by their ability identify the general topic of a text, use explicitly-stated information to answer questions about the text, and make inferences and/or draw conclusions about central ideas that are relevant to the text.
	<b>Rationale</b>	Based on end-of-year district assessments and NECAP data, our students are weaker in their ability to respond to informational texts than to literary texts. In addition, the high school educators have indicated that our eighth grade graduates are unprepared for honors, AP, or other upper-level classes, which are reading and writing intensive. We believe increasing success in literacy skills focused on informational texts will lead to increased achievement in all classes at our school and when students enter high school. Furthermore, this is in alignment with CCSS emphasis on literary text as students move into the secondary grades.
<b>Essential Question:</b> Where are my students now (at the beginning of instruction) with respect to the objective?		
	<b>Baseline Data / Information</b>	Last year, only 30% of students showed mastery of this skill on district-wide end-of-year assessments and only 30% showed proficiency. This year, the beginning-of-year district benchmark assessment data (administered in English classes) indicates that 41% of 6 <sup>th</sup> graders, 57% of 7 <sup>th</sup> graders and 62% of 8 <sup>th</sup> graders can proficiently read, comprehend, and respond to informational texts. Beginning-of-year Social Studies benchmark assessments corroborate these findings.
<b>Essential Question:</b> Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?		
<b>Rigor of Target</b>	<b>Target(s)</b>	Based on beginning of year benchmark assessments and student data taken from portions of district-wide tests in English, Social Studies, and Science assessments, we have sorted all students into three tiers: <ul style="list-style-type: none"><li>• The 57 students who earned 80%-100% will maintain their high level of skill on assessments with increased text complexity by the end of the year as measured by quarterly assessments.</li><li>• The 163 students who earned 65%-79% will increase by an average of 10% by the final quarterly assessment.</li><li>• The 108 students who earned below 65% will increase by an average of 20% by the final quarterly assessment.</li></ul>
	<b>Rationale for Target(s)</b>	These targets set the expectation that all students will make progress, but that those students who are the furthest behind will make more progress, thereby narrowing the gap between them and their on-grade-level peers. We believe they will be attainable through increased supports to our most struggling students and some differentiated tasks and instruction for students in different tiers.
<b>Quality of Evidence</b>	<b>Evidence Source(s)</b>	Quarterly assessments for each grade level focusing on informational texts have been created collaboratively between English, Science, and Social Studies teachers at our school and with consultation from our district's high school department heads. The passages include short articles, essays, and other informational texts. Students are asked to read, analyze, and respond through multiple choice and open response items. This assessment will be administered by grade-level teams the last week of each quarter. The quarterly assessments will be scored collaboratively by the 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> grade teams using department meetings to calibrate, score, and discuss data.