

Title – Middle School Reading Specialist Student Learning Objective

Content Area – Reading Comprehension

Grade Level – 7-8

Students – Tier 3 Literacy students total (11 7th graders and 21 8th graders). Both grades and classes are mainly comprised of Special Education students.

Interval of Instruction – SY 2013-14

Main Criteria	Element	Description
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Essential Questions: What is the most important outcome that will enable students to have better access to education through your services?

Priority of Content	Objective Statement	Students will improve their comprehension of literary and informational text as shown by the Growth Score Value (GSV) on the Group Reading Assessment and Diagnostic Evaluation (GRADE) throughout the school year.
	Rationale	<p>10% of 7th grade Tier 3 students were Proficient on the 2012-2013 NECAP Test.</p> <p>47% of 7th grade Tier 3 students were Partially Proficient on the 2012-2013 NECAP Test.</p> <p>43% of 7th grade Tier 3 students were Substantially Below Proficient on the 2012-2013 NECAP Test.</p> <p>32% of 8th grade Tier 3 students were Proficient on the 2012-2013 NECAP Test.</p> <p>41% of 8th grade Tier 3 students were Partially Proficient on the 2012-2013 NECAP Test.</p> <p>27% of 8th grade Tier 3 students were Substantially Below Proficient on the 2012-2013 NECAP Test.</p>
	Aligned Standards	<p>CCSS 7.4 & CCSS RL 8.4 Determine the meaning of words and phrases as they are used in text.</p> <p>CCSS RL 7.10 & CCSS RL 8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at the high end of grades 6-8 text complexity and proficiently.</p> <p>CCSS RI 7.10 & CCSS RI 8.10 By the end of the year, read and comprehend literary nonfiction in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

Essential Questions: Where are my students now with respect to the objective?

Baseline Data / Information	<p>Grade 7:</p> <p>GSVs below 420: 3 out of 11 students</p> <p>GSVs in the 420s: 0 out of 11 students</p> <p>GSVs in the 430s: 1 out of 11 students</p> <p>GSVs in the 440s: 1 out of 11 students</p> <p>GSVs in the 450s: 4 out of 11 students</p> <p>GSVs in the 460s: 1 out of 11 students</p> <p>GSVs in the 470s: 1 out of 11 students</p> <p>Grade 8:</p> <p>GSVs in the 430s: 4 out of 21 students</p> <p>GSVs in the 440s: 5 out of 21 students</p> <p>GSVs in the 450s: 5 out of 21 students</p> <p>GSVs in the 460s: 2 out of 21 students</p> <p>GSVs in the 470s: 4 out of 21 students</p> <p>GSVs in the 480s: 1 out of 21 students</p>
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Essential Questions: Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?		
Rigor of Target	Target(s)	It is expected that each child will show growth in the area of reading comprehension as measured by the GRADE, however, given significant and multiple learning disabilities for some of these student. This year, I am hoping for 6 out of 11 – 7th grade students to earn at least two points while the other 5 – 7th graders will gain at least five points or higher on their GRADE/GSV score. For my 8th grade students, I am hoping for 14 out of 21 of the students to earn at least two points, while the other 7 – 8th graders will earn at least 5 points or higher on their GRADE/GSV score.
	Rationale for Target(s)	This specific target was chosen based on the need to raise students reading scores. Historically, students have made gains ranging from at least 2 points to 10 points or higher on their GSVs. However, the students in my class this year have historically shown growth on the lower-end, rather than the upper end. This is largely due to their significant and multiple learning disabilities.
Quality of Evidence	Evidence Source(s)	<p>The GRADE (Group Reading Assessment and Diagnostic Evaluation) will be administered 3 times a year. The GRADE is meant to be a diagnostic tool to identify what readings skills students have and what skills need to be taught. It also is and can be used to follow progress and monitor growth. This assessment can be identified as high, due to how it is administered and scored in a standardized manner.</p> <p>The Fall and Spring GRADE is administered universally in ELA classes the Winter GRADE is administered to Tier 3 students in my Literacy classes. Administration of the GRADE is over a three to four day period of time.</p> <p>All GRADE Assessments (Fall, Winter and Spring) will be scored electronically through the district Information Technologies Department. Once they have been scored, I will then receive reports for each student that will include their scores in the following areas: Sentence Comprehension, Passage Comprehension, Comprehension Composite, Vocabulary, Total Test and Listening Comprehension.</p>