**Student Learning Objective**

**Author:** JG **Building:**

**Title:**  Writing to explain and inform​

**Grade Level(s): 2-3**

**Content Area(s**

ELA/English ESL f

**Objective Statement:**

Students will make appropriate gains in academic English proficiency in the area of **writing** which will increase their success in content

area instruction.

**Rationale:**

I chose this objective based on results from the following standardized tests for ELL students. MODEL test for ELLs, the ACCESS test and the W-Apt

placement test. Student writing scores on these assessments range from EMERGING to DEVELOPING. Since writing is typically the last language

domain to develop in ELLs, this is clearly and English Language Development area of great need. The student will be able to build writing skills specifically when writing about an informational topic.

**Aligned Standards:**

Number Standard

W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Other Standard(s):**

Use only if your chosen standard(s) cannot be found using the standards selector above.

English Language Development Standard 2

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

English Language Development Standard 3

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics

English Language Development Standard 4

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science

English Language Development Standard 5

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

**Students:**

This objective will apply to six students in grades 2 through 5 at Fishing Cove School.

**Interval of Instruction:**

Semester m

School Year

Other\*

**Baseline data:**

Grade 2

AK Emerging (scale score of 268 on 1/2012 ACCESS and 301 on 12/2012MODEL)

CM

Grade 3

M.B.

T.H.

V.M.

Grade 5

T. H.

**Targets:**

# Details

Emerging (scale score of 215 1/2012 WAPT and 228 on 12/2012 MODEL) Emerging (scale score of 215 3/2012 WAPT and 266 on 12/2012 MODEL) Developing (scale score of 282 1/2012 ACCESS and 301 12/2012 MODEL)

Emerging (scale score of 227 3/2012 WAPT and 311 12/2012 MODEL)

3 At the end of the interval of instruction (April 2013), I expect that Thai and Thu will have improved by up to 2.25 %tile points on the Cooke's

growth model for ELLs

**Rationale for Target(s):**

The research behind Cooke's Growth Model clearly shows that lower proficiency level students make greater gains and higher proficiency students make more modest gains in English acquisition.

**Evidence Source 1**  **Level of Standardization:**  **Description:**

High

n Medium

ACCESS 01-2013 his is the annual standardized assessment test for evaluating ELL progress

Low

**Evidence Source 2**  **Level of Standardization:**  **Description:**

High

n Medium

MODEL 12-2012ml

his is the standardized instrument for monitoring progress of ELLs

n Low

**Evidence Source 3**  **Level of Standardization:**  **Description:**

High

n Medium

W-APT 09-2012

i

l

This is the standardized instrument used for initial identification and placement of ELLs.

n Low

**Administration:**  **Scoring:**

Evidence Source 1 ACCESS 2012 Writing is manually scored off site by trained, calibrated readers.

Evidence Source 2 MODEL Writing scored by ELL teacher using WIDA Writing Rubric

Evidence Source 3 W-APT Writing scored by ELL teacher using WIDA Writing Rubric

**Results**

Complete at the end of the instructonal period

**Results:**

**Summary Statement:**

**Approval of Objective**

To be completed by the Evaluator

**Acceptable:**  **Needs Revision:**

Priority of Content:

Rigor of target:

Quality of Evidence:

**Notes:**

**Scoring of Objective:**

To be completed by the Evaluator

in Not met

Nearly met m

 Met

**Notes:**