

ELA, Reading, Grade 11

Overview

The teacher who wrote this Student Growth Objective teaches an 11th-grade English course in a traditional public high school.

Strengths: a) The assessment is aligned to the CCSS and includes a significant portion of standards for Literature, Informational Text, and Language. Using a common assessment allows for cross-grading, thereby increasing the quality of the scores. b) The teacher and his colleagues have developed a system of analyzing data from different sources that allows them to create a rich picture of their students' starting points.

Improvement: The final assessment consists of only 25 multiple choice and 2 open-ended questions, which may not cover all of the standards reflected in the SGO. The teacher may want to evaluate assessment items to determine if they effectively cover all of the standards.

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		11	English 11	96/96	Oct. 1-April 30

The teacher clearly states his intent to capture a significant portion of the instructional period in this SGO. This SGO includes all of his students.

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.

This SGO includes one section of English 11 Honors with 28 students. The remaining students are in English 11 Standard (College Prep).

The following standards are critical to the academic growth of my students and include a significant portion of the standards I teach throughout the year:

CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

(RL.11-12.8 not applicable to literature)

CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCSS.ELA-Literacy.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-Literacy.L.11-12.3a Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

CCSS.ELA-Literacy.L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-Literacy.L.11-12.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**CCSS.ELA-Literacy.L.11-12.5a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-Literacy.L.11-12.5b Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The final result of the SGO will be measured by the English 11 Final Reading Standards Assessment:

This is a common 11th grade assessment, given to all 11th grade students in May. It has been designed by a team of district 11th grade teachers. It is composed of 25 multiple-choice (4 choice) questions and 2 open-ended questions.

Standards: A large proportion of CCSSs are included in this SGO that are relevant to reading – Literature, Informational Text, and Language – thereby representing a significant portion of the teacher’s work throughout the year.

Assessment: The teacher clearly explains the assessment method he will be using at the end of the SGO period and describes the format of the assessment. Using a common department assessment allows for cross-grading, thereby increasing the quality of the scores.

Suggestions: a) Even though many standards are included in the SGO, the assessment consists of only 25 multiple choice and 2 open-ended questions. The teacher should consider submitting an analysis of the assessment showing that it is aligned to the standards and can be used to assess each of them. See Assessment Blueprint and Completion Guide. If gaps in coverage are indicated, the teacher may consider adding more assessment items to the assessment. b) The teacher may also consider providing a more detailed rationale for why these standards have been chosen for the SGO.

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.

Preparedness Group	Information #1	Information #2	Information #3
	Prior Year Final Exam	Cold Read Pre-Assessment	Summer Reading Assessment
High	80%	78%	85%
Medium	72%	72%	80%
Low	63%	58%	73%

The teacher and his colleagues use three separate sources of information to determine their students’ starting points. They include results on a department-wide final exam from the previous year, a pre-assessment delivered during the first few weeks of school, and an assessment based on the summer reading assignment. Using multiple sources of data allow the teacher to more accurately gauge his students’ starting points and the quality of the SGO he sets for them.

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 75% of my students in each preparedness group will achieve their target score or above on the English 11 Final Reading Standards Assessment.

Preparedness Group (e.g. Low, Medium, High)	Number of Students in Each Group	Target Score on SGO Assessment
High	14	85%

Medium	57	80%
Low	25	75%

The teacher clearly states how many students will accomplish what by when. He recognizes that students start the year at different levels and looks to set reasonable targets for all students using a differentiated approach.

Scoring Plan

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

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
High	85%	≥100	≥100	≥100	<70%
Medium	80%	≥100	≥100	≥100	<70%
Low	75%	≥100	≥100	≥100	<70%

The scoring plan is clear, logical, and aligns with the SGO statement and other information on this form. The teacher is using percentages of students that will attain a particular target to differentiated levels of success on the SGO. This will simplify calculations for an SGO score if students enter or leave his class through the year. Suggestion: The author may consider increasing the scoring range for the 1-4 score to provide more flexibility in the scoring process.

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.

Preparedness Group	% Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score

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 _____