# ELL, Writing, Grade 5

**Overview**
*The teacher who wrote this Student Growth Objective teaches Writing to 5th-grade English Language Learners in a traditional public school.*
***Strengths:*** *a) Using a district-created writing assessment allows for cross-grading, thereby increasing the quality of the scores. This also enables greater collaboration across colleagues. b) Setting differentiated targets based on student prepardness level and research on extpected English Language Development (ELD) growth, make the goals more ambitious and achievable.*
***Suggestions:*** *a) Use multiple sources of information from the current year in addition to data from the previous year to develop a more detailed picture of students' starting points. b) Explicitly state the standards that will be covered in the course to provide a clearer picture of student learning and encourage stronger conversations with administrators and peers. This will also allow for easier cross-checking to ensure the assessment captures all of the intended standards.*

| Name | School | Grade | Course/Subject | Number of Students | Interval of Instruction |
|---|---|---|---|---|---|
| | | 5 | ESL | 16/16 | September 30th to April 15th |

*The teacher clearly states her intent to capture a significant portion of the instructional period in this SGO. This SGO includes all of her 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 will cover all of the WIDA English Language Development (ELD) Standards for 5th grade writing. It is designed to measure English language development for a specific language domain (writing) based on the WIDA writing rubric. The assessment includes 3 performance criteria: linguistic complexity, vocabulary usage, and language forms and conventions. The SGO will be measured using a district-created writing assessment scored with WIDA writing rubric.

*Standards: The teacher states that the SGO will cover all of the WIDA English Language Development Standards for writing, thereby representing a significant portion of the teacher's work throughout the year.*
*Assessment: The teacher clearly explains the assessment method she will be using at the end of the SGO period. Using a district-created writing assessment allows for cross-grading, thereby increasing the quality of the scores.*
*Suggestions: a) The teacher might consider listing the standards coverd in this section and adding some rationale for why the selected standards are critical for student success in the course and beyond. It might be helpful to analyze how the WIDA standards compare with CCSS and supplement as necessary. b) Attaching a copy of the assessment and scoring rubric to this form may also be useful for the teacher and administrator when they sit down to discuss the SGO before the submission deadline.*

**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.

The table below summarizes data taken from students' previous year (4th grade) writing assessments based on WIDA writing rubrics. A data table showing the full breakdown of performance criteria changes is attached.

| Information #1 | | | |
|---|---|---|---|
| Number of students who in last year: | ELP Levels 1 & 2 | ELP Level 3 & 4 | Total |
| Did not increase ELP level in any performance criteria | 0 | 2 | 2 |
| Increased 1 ELP level in one performance criteria | 0 | 3 | 3 |
| Increased 1 ELP level in two performance criteria | 3 | 3 | 6 |
| Increased 1 ELP level in three performance criteria | 4 | 1 | 5 |
| Total | 7 | 9 | 16 |

11/16 students were able to increase 1 ELP level in at least 2 WIDA writing performance criteria. Additionally, in keeping with the research on expected rates of ELD growth, all students in ELP 1 & 2 grew one ELP level in at least 2 criteria. Using this information and the most recent ACCESS scores, students were grouped by ELP level and provided growth targets that are ambitious and achievable. Students' incoming ELP levels were determined though the spring administration of the ACCESS. Three (3) students who were ELP level 2 as 4th graders, entered 5th grade at level 3.

- ELP level 1 & 2 (4 students)
- ELP level 3 & 4 (12 students)

*The teacher uses two separate sources of information to determine her students' starting points. They include ACCESS scores from the prior year (used to calculate ELP levels) and the prior year writing assessment.*
*Suggestion: The teacher might consider gathering additional baseline data from the beginning of the current school year. This could include a diagnostic writing task administered at the beginning of the year, current grades, and future indicators of success, such as attendance and class participation. Using multiple sources of data allow the teacher to more accurately gauge her students' starting points and the quality of the SGO she 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.

75% of students will increase 1 English Language Proficiency (ELP) level in a number of writing performance criteria at rates appropriate for their current ELP level (1 & 2 or 3 & 4) and as shown in the table below.

| Preparedness Group (e.g. Low, Medium, High) | Number of Students in Each Group | Target Score on SGO Assessment |
|---|---|---|
| 1 & 2 | 4 | Increase 1 ELP level in 3 performance criteria |
| 3 & 4 | 12 | Increase 1 ELP level in 2 performance criteria |

*The teacher clearly states how many students will accomplish what by when. She 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) |
| 1 & 2 | 3 | 4 | 3 | 2 | <2 |
| 3 & 4 | 2 | >9 | 8-9 | 5-7 | <5 |

*The scoring plan aligns with the SGO statement and other information on this form. The teacher is using the number of students that will attain a particular target differentiated by starting point rather than percentages due to the smaller the class size.*

## 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 |
|---|---|---|---|---|---|
| 1 & 2 | 3/4 (# of students) | 3 | 0.25 | 3 x 0.25 = **0.75** | **3.75** |
| 3 & 4 | 10/12 | 4 | .75 | 4 x 0.75 = **3.0** | |

## 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 _____

**Supporting Documentation**

**Student Targets and Baseline Information Using Prior Year Writing Growth Scores, Current ELP Level Based on ACCESS Scores, and Initial Results of 5th grade Writing Assessment**

**Fig 1: Change in Student Writing Performance in Students' Previous Year (4th grade)**

| Student | Writing Performance Criteria (WIDA Writing Rubric) | | | | | | Performance Criteria Increasing by 1 ELP level |
|---|---|---|---|---|---|---|---|
| | Linguistic Complexity | | Vocabulary Usage | | Language Forms and Conventions | | |
| | Sept | April | Sept | April | Sept | April | |
| Level 1 and 2 Students | | | | | | | |
| 1 | 3 | 4 | 3 | 4 | 3 | 3 | 2/3 |
| 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2/3 |
| 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3/3 |
| 4 | 2 | 3 | 2 | 3 | 2 | 2 | 2/3 |
| 5 | 3 | 4 | 4 | 5 | 3 | 4 | 3/3 |
| 6 | 1 | 2 | 1 | 2 | 1 | 2 | 3/3 |
| 7 | 1 | 3 | 1 | 3 | 1 | 2 | 3/3 |
| Level 3 and 4 Students | | | | | | | |
| 8 | 3 | 4 | 3 | 4 | 3 | 4 | 3/3 |
| 9 | 4 | 4 | 4 | 4 | 4 | 4 | 0/3 |
| 10 | 3 | 4 | 4 | 3 | 3 | 3 | 1/3 |
| 11 | 3 | 4 | 5 | 4 | 4 | 4 | 1/3 |
| 12 | 3 | 4 | 4 | 4 | 3 | 4 | 2/3 |
| 13 | 4 | 4 | 4 | 4 | 4 | 4 | 0/3 |
| 14 | 3 | 4 | 3 | 4 | 3 | 3 | 2/3 |
| 15 | 4 | 4 | 4 | 4 | 3 | 4 | 1/3 |

| 16 | 4 | 5 | 5 | 5 | 4 | 5 | 2/3 |
|---|---|---|---|---|---|---|---|

**Figure 2: Learning Targets, ELP Levels, and Initial Writing Performance for Current Students**

| Student | ELP Level Based on ACCESS* | Writing Performance Criteria | | | | | | Performance Criteria Increasing by 1 ELP level | |
|---|---|---|---|---|---|---|---|---|---|
| | | LC | | VU | | LFC | | Target | Result |
| | | Sept | Apr | Sept | Apr | Sept | Apr | | |
| 1 | 1.9 | 3 | | 3 | | 3 | | 3 | |
| 2 | 2.4 | 2 | | 2 | | 1 | | 3 | |
| 3 | 2.4 | 3 | | 3 | | 3 | | 3 | |
| 4 | 2.7 | 3 | | 3 | | 2 | | 3 | |
| 5 | 3.1 | 4 | | 5 | | 3 | | 2 | |
| 6 | 3.2 | 2 | | 2 | | 2 | | 2 | |
| 7 | 3.9 | 3 | | 3 | | 2 | | 2 | |
| 8 | 4.1 | 4 | | 3 | | 4 | | 2 | |
| 9 | 4.2 | 3 | | 4 | | 4 | | 2 | |
| 10 | 4.2 | 4 | | 3 | | 3 | | 2 | |

| Student | ELP Level Based on ACCESS* | Writing Performance Criteria | | | | | | Performance Criteria Increasing by 1 ELP level | |
|---|---|---|---|---|---|---|---|---|---|
| | | LC | | VU | | LFC | | Target | Result |
| | | Sept | Apr | Sept | Apr | Sept | Apr | | |
| 11 | 4.2 | 4 | | 3 | | 4 | | 2 | |
| 12 | 4.5 | 3 | | 3 | | 4 | | 2 | |
| 13 | 4.5 | 4 | | 4 | | 3 | | 2 | |
| 14 | 4.7 | 3 | | 3 | | 3 | | 2 | |
| 15 | 4.9 | 3 | | 3 | | 4 | | 2 | |
| 16 | 4.9 | 3 | | 4 | | 5 | | 2 | |

**Key:**

LU - Linguistic Complexity

VU – Vocabulary Usage

LFC - Language Forms and Conventions

* ELP level determined by ACCESS is based upon a composite score including speaking, reading, listening, and writing components.