**Goal Setting for Student Academic Progress Form**

**Teacher’s Name** \_\_\_\_\_\_\_\_\_\_\_\_\_

**Subject/Grade** Writing – Grade 4 **School Year** \_\_\_\_ **-** \_\_\_\_

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| ***I. Setting*** | | This pull-out ESOL/HILT language arts class is made up of 8 students ranging in ELP levels from 1-4. The class meets for 2 hours every day and is taught reading, writing, and English language development. | |
| ***II. Content/Subject/Field Area*** | | Writing | |
| ***III. Baseline Data*** | | Based on the Writing Stages of Second Language Development rubric, after administering a writing sample in September, of the 8 students in the above class, 1 student was at writing stage 4, 5 students were at writing stage 3, and 2 students were at writing stage 2. | |
| ***IV. SMART Goal Statement*** | | By the end of the school year, 80% of the students will make progress by at least one stage of development on the elementary ESOL/HILT writing rubric. | |
| ***V. Means for Attaining Goal*** *(Strategies used to accomplish the goal)* | | | |
| **Instructional Strategy** | **Evidence** | | **Target Date** |
| Build background and vocabulary before writing. | Students will write at least 6 sentences about the building background experience. | | Mid-year holistic scoring |
| Link writing assignment to prior knowledge of topic, content area, or building background experience | Students will write at least 2 paragraphs about a topic including a topic sentence and details | | Mid-year holistic scoring |
| Provide sample of completed assignment and model the writing with students | Students will begin writing with an understanding of what to write as evidenced by a brainstorming web | | Mid-year holistic scoring |
| Conduct mini-lessons in the mechanics of writing | Students will use correct capitalization and punctuation | | Mid-year holistic scoring |
| Conduct mini-lessons in grammatical structures | Students will use correct grammatical structures for their English language proficiency levels | | End of year writing sample |
| Conduct mini-lessons on elaboration and detail | Students writing will include supporting details and adjectives appropriate for their ELP | | End of year writing sample |
| Provide time for journal writing every day | Journal entries will increase in length and details | | Monthly checks of journals |
| Provided opportunities to write about nonfiction topics/content | Writing will improve by at least one stage of writing development | | End of year writing sample |
| Provide opportunities to do creative writing | Writing will improve by at least one stage of writing development | | End of year writing sample |
| Provide time for individual conferencing with teacher | Writing will improve by at least one stage of writing development | | End of year writing sample |
| Provide time for students to share their writing with each other | Writing will improve by at least one stage of writing development | | End of year writing sample |
| Student | Holistic Score September | | Holistic Score June |
| A | 4 | | 4/5 |
| B | 3 | | 4 |
| C | 3 | | 4 |
| D | 3 | | 4 |
| E | 3 | | 4 |
| F | 3 | | 3 |
| G | 2 | | 3 |
| H | 2 | | 3 |