## General Information

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator Name</td>
<td>Example Teacher</td>
</tr>
<tr>
<td>Course/Subject</td>
<td>Library</td>
</tr>
<tr>
<td>Grade Level(s)</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Interval of Instruction</td>
<td>9/1/15 – 2/15/16</td>
</tr>
</tbody>
</table>

## Timeline

<table>
<thead>
<tr>
<th>Initial Approval Date</th>
<th>9/1/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midcourse Check-In Date</td>
<td>11/15/15</td>
</tr>
<tr>
<td>Midcourse Check-In Notes</td>
<td>No changes were made.</td>
</tr>
</tbody>
</table>

## Element 1: Learning Goal

<table>
<thead>
<tr>
<th>Description</th>
<th>Students will be able to record age appropriate notes on a research topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Describe the learning goal.</td>
<td></td>
</tr>
<tr>
<td>☐ Identify the content standards associated with the learning goal.</td>
<td></td>
</tr>
</tbody>
</table>

**New Illinois Learning Standards - ELA**

- CC.3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- CC.3.RI.5 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
- CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**American Association of School Librarians - Standards for the 21st Century Learner**

- 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social
1.3.1 Respect copyright/intellectual property rights of creators and producers.

Illinois Standards Aligned Instruction for Libraries
- 3.2.1 Learn to choose what facts and details to include in note taking.
- 3.2.3 Use different clues to determine important ideas in illustrations and text.

☐ Describe the student population.
There are two students who are English Learners and two students with identified learning disabilities in reading.

☐ Summarize the instructional strategies used to teach the learning goal.
The librarian will instruct students on note taking practices, and students will engage in individual and small group activities practicing taking notes by rephrasing main ideas and supporting details. In addition, students will practice discriminating which information is relevant to the research question, identifying individual facts, and organizing their notes accordingly. Finally, students will also practice citing their sources.

Discussion Questions
- What “big idea” is supported by the learning goal?
  - The big idea is note taking when engaging in research.
- How does the learning goal support students’ development of critical thinking, problem solving, and analytical skills?
  - Note taking is an important part of the research process. It allows students to follow an inquiry based process, think critically, and gain knowledge. It also teaches students to be ethical users of information.
Element 2: Assessment

<table>
<thead>
<tr>
<th>☐</th>
<th>Describe the assessment and evaluation procedures that measure students’ understanding of the learning goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At the beginning of the school year, students will be given a research question and passage. Students will be asked to take notes without any prior instruction. Their notes will be evaluated using the note taking rubric (see attached). Throughout the school year, formative assessment practices will be used to monitor student progress as they engage in various research projects. For the final assessment, students will be given a final research question and multiple passages. Their notes will be evaluated using the note taking rubric.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>☐</th>
<th>Describe how the assessment and evaluation procedures will be differentiated to meet the needs of all students described in the student population.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Based on student needs, various adaptations may be used, including:</td>
</tr>
<tr>
<td></td>
<td>• The passage is read aloud.</td>
</tr>
<tr>
<td></td>
<td>• Student will dictate notes.</td>
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<tr>
<td></td>
<td>• Passage complexity will be adjusted.</td>
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<tr>
<td></td>
<td>• Passage will be translated.</td>
</tr>
<tr>
<td></td>
<td>• Additional time.</td>
</tr>
<tr>
<td></td>
<td>• Note taking involves circling and underlining in place of writing.</td>
</tr>
</tbody>
</table>

Discussion Questions

- How often will you collect data to monitor student progress toward this learning goal?
  - Notes will be collected and evaluated based on the rubric in early fall and for the final assessment.
- How will you use this assessment information to monitor student progress and inform your instruction?
  - Formative data will also be collected and used to adapt instruction throughout the year.
Element 3: Growth Targets

☐ Identify students’ baseline data.

<table>
<thead>
<tr>
<th></th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimenting</td>
<td>12</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing</td>
<td></td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capable</td>
<td></td>
<td></td>
<td>1</td>
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<tr>
<td>Experienced</td>
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☐ Using students’ baseline data identify appropriate growth targets for your student population.

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Discussion Questions

- Explain how the growth targets demonstrate ambitious, yet realistic targets, for all students described in the student population.
  - These targets are ambitious and realistic for a third grade yearlong library research class. Many third grade students have never experienced formal note taking instruction or been instructed on the concept of the ethical use of information. The majority of the students will be able to grow by at least one performance level by the end of the school year.
Element 4: Outcome

☐ Document the number or percentage of students who achieved their identified growth targets.

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Required for Evaluator

☐ Explain how the number or percentage of students who met their identified growth targets translates into an appropriate teacher rating.

All students either met their identified growth targets.

Element 5: Teacher Rating

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25% of Students Met the Indicated Growth Target(s).</td>
<td>25% - 50% of Students Met the Indicated Growth Target(s).</td>
<td>51% - 75% of Students Met the Indicated Growth Target(s).</td>
<td>76% - 100% of Students Met the Indicated Growth Target(s).</td>
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<td>☐</td>
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<td>☒</td>
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</tbody>
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Date: 2/15/16
Evaluator Signature: Example Evaluator

Date: 2/15/16
Teacher Signature: Example Teacher
<table>
<thead>
<tr>
<th>Note Taking Rubric</th>
</tr>
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<tbody>
<tr>
<td><strong>Rephrasing</strong></td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
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<tr>
<td><strong>Organization</strong></td>
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<tr>
<td><strong>Citation</strong></td>
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Notes: