

Determining Students' Baseline Levels of Preparedness

Objective: Determine the extent to which your student is prepared (ready) to learn the content you are teaching.

Determining Data Sources	Guiding Questions		
<ul style="list-style-type: none"> Select 2- 3 sources of evidence for baseline data 1 source should be from <i>this</i> school year (i.e. be selected or designed and administered by you in the fall to the students you are tracking for this SLO). 	<p>What are some prerequisite skills or understandings students might need for this Objective?</p> <p>How might we make decisions about which data sources to look at for Baseline information?</p> <p>Are there sources that take into consideration language proficiency or native language?</p> <p>What assessments or tasks could we use for a Baseline on this Objective?</p> <p>How prepared (ready) are my students to learn the content and language in my Objective?</p>		
Examine the Data	Guiding Questions		
Calibrate with Grade level Team based on the evidence of student learning, weigh the stronger data more.	<p>How much does the evidence align to the prerequisite skills or understandings essential for your content?</p> <p>How consistent is this evidence with the evidence from other trusted assessments?</p> <p>Are there considerations of language proficiency or native language?</p> <p>How recent is this evidence?</p> <p><i>If your answer is "not very" for some of these questions, you should be less confident in this evidence.</i></p>		
Determine Baseline Level of Preparedness	Use the definitions below to determine students' baseline preparedness level in regards to the critical knowledge and skills reflected in your Objective Statement.		
Preparedness level and primary definition	If a natural prerequisite course* exists, command level from previous year	General grade-level equivalent and readiness for the course/grade	Connection to Learning Progression or support needed
Ahead: Students who enter the course/grade with a deep command of the prerequisite knowledge and skills for the course/grade. These students are able to apply previous learning to a variety of contexts.	Most likely at Distinguished Command in the previous year	Distinctly ahead of grade level for the course/ grade	May already have mastered some course material shown on the current grade level learning progression rubric
Prepared: Students who enter the course/grade with sufficient prerequisite knowledge and skills for the course/grade. Students are academically prepared to engage in the content area of the SLO.	Most likely at Strong Command in the previous year	Considered ' on-grade level ' for the course/grade and is ready to appropriately engage in grade-level material.	Ready to appropriately engage in grade level material for the course
Somewhat Prepared: Students who enter the course/grade have some, but not all, prerequisite knowledge and skills for the course/grade.	Most likely at Moderate or Limited Command in the previous year	Less than one year behind	Likely needs some support to engage successfully in the content area of the SLO
Underprepared: Students who enter the course/grade with minimal mastery of the prerequisite knowledge and skills for the course/grade.	Most likely at Limited or Below Limited Command in the previous year	1-2 years behind In many cases, these students will be identified by the READ ACT as 1-2 years behind	Likely requires substantial support to engage successfully in the content area of the SLO
Significantly Underprepared: Students who enter the course/grade with particularly minimal mastery of the prerequisite knowledge and skills for the course/grade.	At Below Limited Command in the previous year	More than two years behind In many cases, these students will be identified by the READ ACT as two or more years behind	Likely requires adjusted learning activities and targeted support to engage successfully in the content area of the SLO
Reflection and Next Steps:	<p>What does this data tell me about my students?</p> <p>What skills do my students need to start working on the year-long learning objective?</p> <p>How might I use this information to plan my instruction?</p>		