

FORM F-3**End-of-Year Summative ~ Teacher Self-Assessment/Reflection***(See exemplar as guide.)*Teacher Name: Ann StructureDate: 5/17/16Comment [r1]: Sub
of conference.School: Elementary SchoolGrade: 4Subject: Reading**STUDENT OUTCOMES INDICATORS****Student Growth and Development****45%**SLO: *(Copy and paste.)*

SLO: By June 2016, students will demonstrate improvement in Reading.

IAGD 1

Comment [r2]: Sta

By May 2016, 16/19 of my student will make one year's growth as measured on the Scholastic Reading Inventory/Fountas Pinnell.

By May 2016, 3/19 of my students will make one year's growth as measured on the Fountas/Pinnell with IEP modifications

IAGD 2

Comment [r3]: No

By May 2016, 16/19 students will increase written response score to higher level questions using text at their level using a grade level designed rubric by at least .5 from Sept. to May.
By May 2016, 3/19 students will increase verbal response score to open ended questions as measured by a teacher developed rubric by at least .5 from Sept. to May.

Outcome:**Standardized IAGD 1-**

17/19 made one year's growth in reading as measured by the pre and post Fountas/Pinnell assessment. Of those 17 students, 6 made over one year's growth exceeding the original goal. The 3 students that were special education in the classroom that had modifications to the assessments were as follows: one student made one year's growth, one student did not make a year's growth but made a half year's growth and one student did not show growth on these measures but growth was noted on fluency and decoding skills.

Non-Standardized IAGD 2

Results on the non-standardized measure indicated that 19/19 students made at least .5 growth on the rubric designed for response to text. Out of the 19 students, 14 made over .5 growth on written responses along with two of the three special education students scoring an increase of 1.0 on their verbal responses.

Comment [RT4]: S
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