



## Student Growth Objective Form

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
Franklin Roosevelt	Hyde Park High	10	US1	45	Early September-May 15 <sup>th</sup>
<b>Standards, Rationale, and Assessment Method</b> Name content standards covered and state 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 format of the assessment method.					
<p>One of the recurring themes of the US1 course is the emergence of the modern welfare state officially ushered in during the New Deal era. In this SGO students will write a research paper tracing the growth of the federal government, drawing on aspects learned throughout the year, making judgments as to its positive or negative influence on the United States of America. In this SGO, students will display their content knowledge, as well as their ability to develop a well-designed argumentative short research paper. This SGO will assess the following Common Core Social Studies Grades 9 and 10 Standards:</p> <p>9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively, assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>In addition, this SGO will assess the following Social Studies Core Curriculum Content Standards.</p> <p>6.1.12.D.4.c Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p>6.1.12.D.4.e Analyze the impact of the Civil War and the 14<sup>th</sup> Amendment on the development of the country and on the relationship between the national and state governments</p> <p>6.1.12.A.5.a: Relate industrial growth to the need for social and governmental reforms.</p> <p>6.1.12.A.5.b: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p>					

- 6.1.12.A.6.a: Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.A.8.a: Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
- 6.1.12.A.10.c: Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- 6.1.12.C.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- 6.1.12.C.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
- 6.1.12.D.10.b: Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.

**Starting Points and Preparedness Groupings**

State the type of information being used to determine starting points and summarize scores for each type by group. Modify the table as needed.

Starting points were determined by the following items: First, a diagnostic assessment in the form of two writing samples. The writing samples were assignments given early in the school year measuring skills they were to acquire during their ninth grade ELA class. Secondly, the markers of future success used are attendance and homework completion conducted through October 15<sup>th</sup>. Finally, students’ freshmen year English grades were utilized.

Preparedness Group	Information #1	Information #2	Information #3
	Diagnostic Assessment in the form of their writing samples.	Markers of Future Success	Freshmen year’s English grade
High	≥90%	6 points	≥90%
Middle	78-89%	4-5 points	78-89%
Low	≤77%	1-3 points	≤77%

**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. Modify the table as needed.

Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Score on SGO Assessment
High	7	≥93
Middle	22	84-92
Low	16	78-83

**Scoring Plan**

State the projected scores for each group and what percentage/number of students will meet this target at each attainment level. Modify the table as needed.

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
High	≥93	≥90%	80-89%	70-79%	≤70%
Middle	84-92	≥90%	80-89%	70-79%	≤70%
Low	78-83	≥90%	80-89%	70-79%	≤70%

**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
High	6	3	.15	.45	3.13
Middle	20	4	.49	1.96	
Low	12	2	.36	.72	

**Notes**

Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.

Although no changes were made by the February 15<sup>th</sup> deadline, by tracking progress and refining instruction throughout, I was able to target some items that students particularly in the low preparedness group, were struggling with and adapt their instruction and assessing on these skills raising his classes' overall achievement.

**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.

The greatest success from this year's SGO occurred while I was tracking progress. During the unit on Progressivism, assessment data showed many of my students having trouble grasping the concepts of laws and their relationship to the benefit of the social welfare of the people. In addition, from the first writing sample throughout much of the year this group struggled with the causal relationship of some laws and events to others (CCSS.ELA-LITERACY.RH.9-10.3). Because of the data revealing this, I was able to adjust my instruction and content analysis accordingly.

Teacher _____ Signature _____	Date _____
Evaluator _____ Signature _____	Date _____