Overview
A 7th-grade ELA team created this SGO to prepare their students for continued success in this content strand throughout middle and high school. This SGO is aligned to the Common Core State Standards (CCSS) for ELA and uses several data points to determine each student's Preparedness Group (Diagnostic Assessment, Model Curriculum Unit 1 Benchmark Assessment and Markers of future success). The choice to focus on the specific content strand is acceptable as their mSGP score will encompass student achievement on the broader grade-level content standards taught throughout the year.

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		7	ELA	32	Oct-March

Standards, Rationale, and Assessment Method
Name the content standards covered, state the 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 the format of the assessment method.

RATIONALE
Beginning in 6th grade, Model Curriculum Units focus on literature and narrative writing or on informational text and expository writing. As students begin to enter 7th grade ELA classes, the emphasis on research and analysis becomes greater. The growth measured in this SGO matches many of those changes from 6th to 7th grade, as students move to citing several pieces of evidence and determining multiple themes in a reading, while the writing standards demand students support claims with logical reasoning as well as acknowledging opposing claims. Growth is assessed by a student's ability to perform these and many other literary analysis and research tasks, as well as citing textual evidence in the written analysis of ideas and arguments presented in grade level informational text. The skills addressed in this growth objective require the careful reading and analysis of multiple, related informational texts. These skills are also interdisciplinary, offering support throughout various academic disciplines.

   To determine student readiness for the material being taught and assessed, a diagnostic assessment based on 6th ELA standards was administered. In addition, the Model Curriculum Unit 1 benchmark assessment was administered and scored along with three separate Markers of Future success (noted on the rubric contained at the bottom of this SGO form).

   Although the starting points set were based on accelerated, average and remedial preparedness groups, the data collected by this teacher clearly showed only two of those preparedness groups were necessary. Student scores collected during the first 7 weeks of instruction showed all students to be on the accelerated or average preparedness level. The growth plan set reflects data collected from the population.

ASSESSMENT
The research simulation tasks accompanying the SGO assesses a student's ability to read and examine multiple, related informational texts, writing a well-developed analysis of those texts. The tasks are modeled after the PARCC Performance Based Assessment (PBA) and are aligned with the common core standards addressed below.

   Students will complete three research simulation tasks. Each assessment has been developed by the grade level ELA team using texts of appropriate complexity for 7th grade students. Each student response will be scored using a modified version of the PARCC Scoring Rubric for Research Simulation Tasks (modifications will be made according to the unit of instruction being assessed at each level), and a weighted average of the three scores (each counting for 1/3 of the overall growth score) will be calculated as part of an overall portfolio of assessments to determine whether students met the targets set.

   For example, if student "A" scored 85% on the first assessment, 90% on the second and 82% on the third, that would equate to 85+90+83 = 257/3 = 85.6%.

Assessment Schedule:
Research Simulation Task #1: December
Research Simulation Task #2: January
Research Simulation Task #3: March

STANDARDS
Reading: Informational:
CCSS.ELA-LITERACY.RI.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.7.2
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.7.3
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Writing:
CCSS.ELA-LITERACY.W.7.1
Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-LITERACY.W.7.1.A
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-LITERACY.W.7.1.B
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-LITERACY.W.7.1.C
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s) and reasons.
CCSS.ELA-LITERACY.W.7.1.D
Establish and maintain a formal style.
CCSS.ELA-LITERACY.W.7.1.E
Provide a concluding statement or section that follows from the argument presented.

Language:
CCSS.ELA-LITERACY.L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

Preparedness Group	Information #1	Information #2	Information #3
	Diagnostic assessment based on 6th grade writing standards	Unit 1 MCA benchmark	Markers of Future Success (based on the sample rubric score below)
Accelerated	85-100	85-100	9-12
Average	70-84	70-84	5-8
Remedial	Below 70	Below 70	1-4

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.

At least 70% of students in each preparedness group will achieve the average target portfolio score or above for their preparedness group.

Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Score on SGO Assessment
Accelerated	11	≥90
Average	21	≥80

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)
Accelerated	≥90	≥80	70-79	60-69	≤60
Average	≥85	≥80	70-79	60-69	≤60

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

Notes

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

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.

Teacher   _____   Signature _____   Date _____

Evaluator _____   Signature _____   Date _____

Rubric for Important Markers of Future Success

Criterion	Level 4	Level 3	Level 2	Level 1
Active Participant	Always prepared. Engaged in all of the learning process.	Mostly prepared. Engaged in most of the learning process.	Sometimes prepared. Engaged in some of the learning process.	Rarely prepared. Engaged in little or none of the learning process
Academic Independence	Consistently demonstrates. intellectual curiosity Consistently self-motivated and independent.	Frequently demonstrates. intellectual curiosity Usually self-motivated and independent.	Sometimes demonstrates intellectual curiosity. Sometimes self-motivated and independent.	Rarely demonstrates intellectual curiosity. Rarely or never self-motivated, frequently depends on prompting and/or teacher assistance.
Class Attendance	Never absent.	Rarely absent.	Sometimes absent.	Frequently absent.