



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION



STUDENT GROWTH OBJECTIVE (SGO)

Evaluating SGO Quality

Revised 7.31.14

Background

- Teachers can modify SGOs with chief school administrator approval before February 15.
- An optional evaluation of SGO quality by a district may identify SGOs that need to be modified by this date so that they are sufficient for evaluation purposes.
- A systematic SGO quality assessment is also beneficial because it:
 - Can indicate certain schools within the district that may need further SGO support; and,
 - May identify patterns of strengths and weaknesses in SGO construction that can be used to inform professional development decisions and future SGO development and training.

Overview

The following presentation will:

- Identify components of a high quality SGO
- Provide examples of SGOs before and after adjustment
- Outline a quality rating and scoring system for SGOs that can be used to begin the assessment process

Key Components of a High Quality SGO

1. The SGO statement is specific and measurable.
2. The scoring plan is consistent with the SGO statement and has a logical four point scale.
3. Learning targets are differentiated to be ambitious and achievable for all students.
4. The SGO includes a significant proportion of students and curriculum.
5. The assessment is comprehensive and of good quality. Evidence is provided for standards alignment.
6. More than one data source is used for baseline information. Used thoughtfully to set realistic targets.

The following slides illustrate components 1-3 from this list.

Specific and Measurable SGOs

Examples of Learning Goals

- 75% of students in preparedness group 1 will score 80% on the social studies final assessment
- 80% of students in preparedness group 3 will score 3/4 on at least 8 components of the art portfolio rubric
- 75% of all students will increase their performance by an average of 15% on several measures of writing competence over the course of 4 months
- The average improvement shown by the ten beginning students in the class will be two levels on the instrumental performance rubric.

Example of a **Low Quality SGO**

Objective is Unclear/Targets Too Low

Student Growth Objective

Students will increase their understanding of motion and energy.

Scoring Plan

Objective Attainment Based on Percent and Number of Students Achieving Target

Target	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Score 50% on assessment	2 students	10 students	5 students	4 students

- SGO statement is neither specific nor measurable
- Scoring plan sets target too low (may vary depending on assessment rigor)
- Learning goals are not differentiated
- Number of students in scoring plan doesn't make sense

Example of a High Quality SGO

Specific and Measurable Objective/Differentiated Targets

Student Growth Objective

At least 70% (45/65) of my students will attain a score as described in the scoring plan and set according to their preparedness level.

Scoring Plan

Preparedness Group	Target Score on Final Assessment	Objective Attainment Level Based on Percent and Number of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
3	70%	>85% students (31-36)	≥70% students (25-30)	≥55% students (18-24)	<55% students (0-17)
2	80%	>85% students (19-21)	≥70% students (15-18)	≥55% students (11-14)	<55% students (0-10)
1	90%	>85% students (8)	≥70% students (6-7)	≥55% students (4-5)	<55% students (0-3)

Key Components of a High Quality SGO

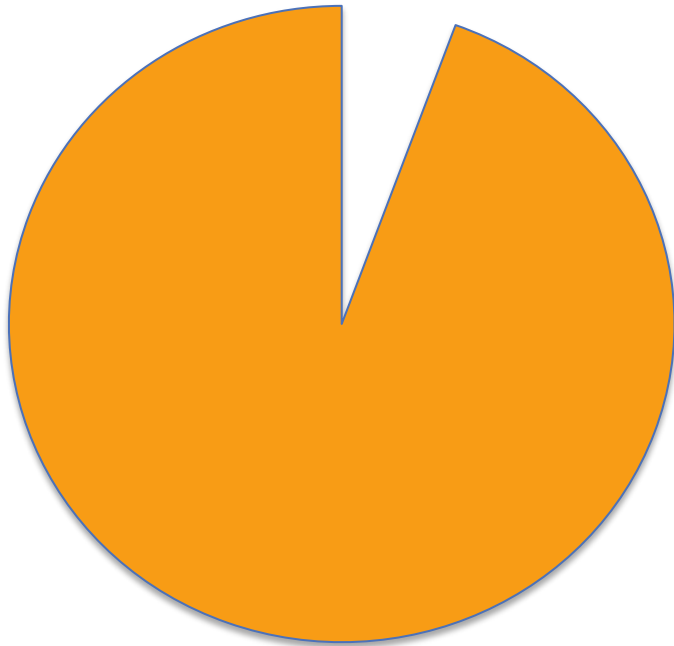
1. The SGO statement is specific and measurable.
2. The scoring plan is consistent with the SGO statement and has a logical four point scale.
3. Growth or achievement targets are differentiated to be ambitious and achievable for all students.
4. The SGO includes a significant proportion of students and curriculum.
5. The assessment is comprehensive and of good quality. Evidence is provided for standards alignment.
6. More than one data source is used for baseline information. Used thoughtfully to set realistic targets.

The following slides illustrate component 4 from this list.

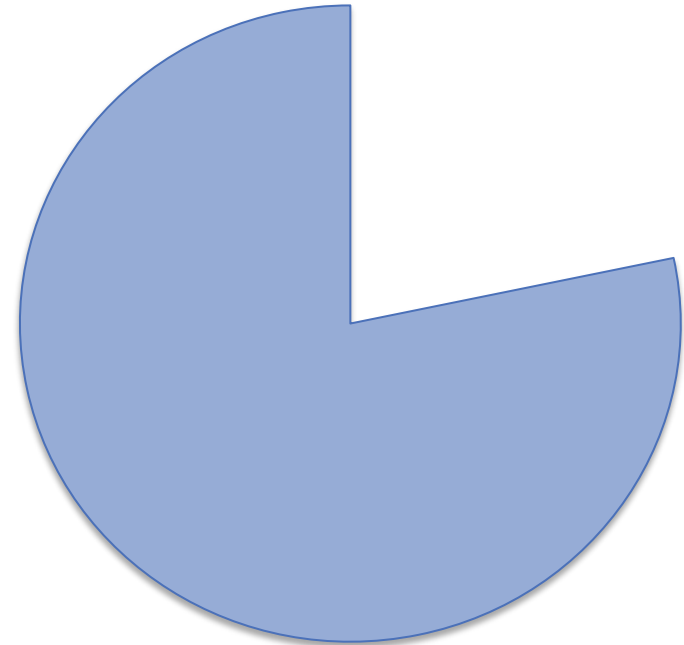
Students and Standards

Significant number included in course

All or Most Students*



Significant Proportion of Course Curriculum*



*See slide notes for more information

Example of a **Low Quality SGO**

Only one class and one standard

Grade	Subject	Number of Students	Interval of Instruction
9	Physical Science	21 / 65	10/1/13 to 4/30/14
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			
This SGO includes one of my science classes and the NJCCCS related to forces and motion			
NJCCCS physical science 5.2.12 E (forces and motion)			

- Only one class of students is included
- Only one NJCCCS is included
- Rationale and assessment also missing

Example of a High Quality SGO

Significant number of students and standards in course

Grade	Subject	Number of Students	Interval of Instruction
9	Physical Science	65 /65	10/1/13 to 4/30/14

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.

This SGO includes all of my physical science students, all of the NJCCCS physical science standards and all of the science practice standards:

NJCCCS physical science 5.2.12 C, D and E (energy, energy transformation, force and motion)

NJCCCS science practices 5.1.12 A-D (scientific explanations, investigation, reflection, and participation)

- Changes to only standards and students have been made for illustrative purposes - rationale and assessment also should be added this SGO

Key Components of a High Quality SGO

1. The SGO statement is specific and measurable.
2. The scoring plan is consistent with the SGO statement and has a logical four point scale.
3. Growth or achievement targets are differentiated to be ambitious and achievable for all students.
4. The SGO includes a significant proportion of students and curriculum.
5. The assessment is comprehensive and of good quality. Evidence is provided for standards alignment.
6. More than one data source is used for baseline information. Used thoughtfully to set realistic targets.

The following slides illustrate component 5 from this list.

Example of an **Low Quality SGO**

Limited assessment/created in isolation

Grade	Subject	Number of Students	Interval of Instruction
9	Physical Science	21 /65	10/1/13 to 4/30/14
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.			
This SGO includes one of my science classes and the NJCCCS related to forces and motion NJCCCS physical science 5.2.12 E (forces and motion)			
Teacher's Physical Science assessment – 50 multiple choice (4 choice)			

- Only 50 multiple choice questions
- Standalone assessment not used department-wide

Example of a High Quality SGO

Multiple components, common assessment

Grade	Subject	Number of Students	Interval of Instruction
9	Physical Science	21 /65	10/1/13 to 4/30/14

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.

This SGO includes one of my science classes and the NJCCCS related to forces and motion
NJCCCS physical science 5.2.12 E (forces and motion)

Department-developed Physical Science assessment –

Written: 60 multiple choice (4 choice), 5 short response questions

Practical: Students design a simple apparatus, take measurements and collect data.

- Two sections, including short response, in written component
- Additional performance-based assessment
- Developed in collaboration with other teachers

High Quality SGO

Assessment Blueprint to help develop assessments

[Assessment Blueprint](#) – PDF version

Assessment Blueprint: Aligning an Assessment to Course Standards, Content, Skills, and Rigor

PRIOR TO TEST DESIGN		DURING TEST DESIGN				
Standard and Description of Standard (NJCCCS, CCSS, etc.)	Relative Importance of Standard 4= High 3= Medium-high 2= Medium-low 1= Low	Type of Question (multiple-choice, constructed-response, essay, etc.)	Depth of Knowledge of Question 4 = Extended Thinking 3 = Strategic Thinking 2 = Skill/ Concept 1 = Recall	Question Number(s)	Points	Total Point Value/ Percentage of Test
4.NBT.B.4 Add and subtract multi-digit whole numbers	4	MC	2	#1	5	30 pts /10%
		MC	3	#3	5	
		CR	3	#6	20	

AFTER TEST DESIGN CHECKLIST
<input type="checkbox"/> Is the assessment of a length and format that is appropriate for subject/grade level?
<input type="checkbox"/> Is the complete assessment and each assessment item accessible to all students?
<input type="checkbox"/> Can the assessment be administered under comparable conditions across classrooms?
<input type="checkbox"/> Can the assessment be scored consistently with a readily accessible scoring guide and/or rubric?
<input type="checkbox"/> Does <i>each item</i> follow the rules of assessment item design ?

Key Components of a High Quality SGO

1. The SGO statement is specific and measurable.
2. The scoring plan is consistent with the SGO statement and has a logical four point scale. Targets are ambitious and differentiated.
3. The SGO includes a significant proportion of students and curriculum.
4. The assessment is comprehensive and of good quality. Evidence is provided for standards alignment.
5. The assessment is comprehensive and of good quality. Evidence is provided for standards alignment.
6. More than one data source is used for baseline information. Used to set realistic targets.

The following slides illustrate component 6 from this list.

Example of an **Low Quality** SGO

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.

Department-developed Physical Science pre-assessment.
Average score was 32%.

- Sole data point is a pre-assessment
- Students are not grouped by starting points

Example of a **Better Quality** SGO

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
	Grades to date	Department Physical Science pre-assessment
3	<50	35-49
2	50-75	50-66
1	>75	67-80

- Two sources of data for starting points used
- Students grouped into three categories by starting points

Example of a data used to create a High Quality SGO

Multiple sources of educationally valuable baseline data

Student ID	Prior Test Scores	Current Year Test Scores			Markers of Future Success				Preparedness Group
	NJ ASK 8 Math	Unit 1	Unit 2	Average Score	Class participation	Takes retakes	Completes homework	Total Points	
1	230	100	97	98.5	Yes	Yes	No	2	High
2	202	90	95	92.5	Yes	Yes	Yes	3	High
3	211	95	95	95	Yes	Yes	Yes	3	High
4	241	85	86	85.5	Yes	No	No	1	High
5	263	90	92	91	Yes	No	Yes	2	High
6	284	90	85	87.5	Yes	No	Yes	2	High
7	199	91	88	89.5	Yes	Yes	Yes	3	High
8	201	57	75	66	No	Yes	No	1	Low
9	144	50	58	54	No	No	No	0	Low
10	182	58	58	58	No	No	No	0	Low
11	143	62	83	72.5	Yes	Yes	No	2	Medium
12	171	78	83	80.5	No	Yes	No	1	Medium

NJ ASK Math Score	Current Year Test Score Average	Number of Future Success Markers	Preparedness Group	Target Score on Summative
<200	<70	0 – 1	Low	70
200 – 249	70 – 85	1 – 2	Medium	80
200 – 300	85 – 100	2 – 3	High	90

Problems and Solutions for **Low Quality SGOs**

1. A poorly constructed SGO statement and scoring plan make it **impossible to determine what the objective** is.

Solution - set targets that make sense, are consistent with baseline data, and include an aligned scoring plan.

2. The achievement or growth **target is set too low** to be a meaningful assessment of the teacher's effectiveness.

Solution - make the SGO include more students and/or set a higher target.

3. **No assessment** is provided or the assessment is inadequate.

Solution - require the assessment to be submitted or rewrite assessment.

4. **No information about starting points** is provided or data is inadequate.

Solution - require starting point information to be collected and submitted, preferably multiple measures.

Calibration and Rating

Guidance for evaluating SGO quality

- Use rubric to grade a variety of SGO samples as a team (see next slides for [SGO Quality Rating Rubric](#))
- Come to agreement on what constitutes SGOs of different quality on a 1-4 scale.
- Begin grading process and check with other team members as needed to confirm rating.
- Record scores and notes as needed on SGO directly, or on a form created for the purpose.
- Identify SGOs that require adjustment.
- Identify patterns of strengths and weaknesses in SGOs.

Student Growth Objectives: Quality Rating Rubric

Excellent	Good	Fair	Inadequate
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NUMBER OF STUDENTS/INTERVAL OF INSTRUCTION

Number of students in <i>combined</i> SGOs represents all or a large majority of the teacher's students. ¹	Number of students in <i>combined</i> SGOs represents at least half of the teacher's students.	Number of students in <i>combined</i> SGOs represents at least a quarter of the teacher's students.	Number of students in <i>combined</i> SGOs represents less than a quarter of the teacher's students.
Includes start and stop dates that include a significant proportion ² of the school year/course length.	Includes start and stop dates that include at least half of the school year/course length.	Includes start and stop dates that include some of the school year/course length.	Includes start and stop dates that include little of the school year/course length.

RATIONALE FOR STUDENT GROWTH OBJECTIVE/STANDARDS CHOSEN

Names the standards group addressed by the SGO and references content at the most specific level of applicable standards.	Names the standards group addressed by the SGO and references content at a general level of applicable standards.	Names the standards group addressed by the SGO.	Does not name standards addressed by the SGO.
Includes a significant proportion of standards for which the teacher is responsible during the instructional period. ³	Includes at least half of the standards for which the teacher is responsible during the instructional period.	Includes some of the standards for which the teacher is responsible during the instructional period.	Includes few of the standards for which the teacher is responsible during the instructional period.
Articulates how the majority of selected standards are critical to enduring understanding of the subject area, success in future classes, and readiness in college, career, and life.	Articulates how some selected standards are critical to enduring understanding of the subject area, success in future classes, and readiness in college, career, and life.	Articulates how some selected standards lead to future success.	Does not justify how the standards lead to future success or does not articulate any justification.

STARTING POINTS

Multiple, high quality measures are used to thoughtfully determine students' starting points.	Multiple measures of varying quality are used to thoughtfully determine students' starting points.	Multiple measures of varying quality are used to determine students' starting points.	A single measure is used to determine students' starting points.
Pre-assessment, if used, provides a high quality measure of skills , is administered reliably, is vertically aligned with the post-assessment, and is used in conjunction with other measures to determine starting points.	Pre-assessment, if used, is a quality measure of skills , is administered reliably, is mostly vertically aligned with the post-assessment, and is used in conjunction with other measures to determine starting points.	Pre-assessment, if used, is based on skill and content, is administered reliably, is somewhat vertically aligned with the post-assessment, and is used in conjunction with other measures to determine starting points.	Pre-assessment, if used, is head-based , is not administered reliably, is not vertically aligned with the post-assessment, and is used as the sole measure to determine starting points.

This two page rubric is a teaching tool that may be used by teachers and administrators to work towards producing high quality SGOs. This rubric describes activities and components of SGOs that align with guidance documents and presentations previously published by the Department. The State requirements for SGOs can be found in regulations at NJAC 6A:27. The score generated using this rubric cannot be used as part of a teacher's required evaluation rating.

¹ The mSGP rating of teachers in tested subjects and grades includes a significant number of standards and students. Therefore, SGOs for these teachers may address a more specific student group, content area or set of skills. SGOs may be designed to reinforce standards required for success on NJ's state tests or address areas on which the teacher would like to increase instructional focus. Additionally, in some cases, including for teachers with multiple discrete courses, or several hundred students, educators should strive to set SGOs that address a significant number of standards and students that best reflect their work, even if they cannot incorporate a majority of the classes and students for which they are responsible.

Excellent	Good	Fair	Inadequate
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ASSESSMENTS

Aligns all items ⁴ to the selected standards that were taught during the SGO period.	Aligns most items to the selected standards that were taught during the SGO period.	Aligns some items to the selected standards that were taught during the SGO period.	Aligns few or no items to the selected standards.
All selected standards have at least one assessment item. All critical standards ⁵ have multiple items.	Most selected standards have at least one assessment item. Most critical standards have multiple items.	Some selected standards have at least one assessment item. Some critical standards have multiple items.	Few or no selected standards have an assessment item. Critical standards are not identified or do not have multiple items.
Range of rigor in assessment accurately reflects rigor of instruction, content, and skills of course.	Range of rigor in assessment mostly reflects rigor of instruction, content, and skills of course.	Range of rigor in assessment somewhat reflects rigor of instruction, content, and skills of course.	Range of rigor in assessment does not reflect rigor of instruction, content, and skills of course.
Highly accessible to all students regardless of background knowledge, cultural differences, personal characteristics, and special needs.	Mostly accessible to all students regardless of background knowledge, cultural differences, personal characteristics, and special needs.	Somewhat accessible to all students regardless of background knowledge, cultural differences, personal characteristics, and special needs.	Clearly disadvantages certain students because of their background knowledge, cultural differences, personal characteristics, and special needs.
Assessment format, construction and item design is consistently high quality. Includes rubrics, scoring guides, and/or answer keys for all items, all of which are accurate, clear, and thorough.	Assessment format, construction and item design is mostly high quality. Includes rubrics, scoring guides, and/or answer keys for all items, most of which are accurate, clear, and thorough.	Assessment format, construction and item design is of moderate quality. Includes rubrics, scoring guides, and/or answer keys for some items, most of which are accurate, clear, and thorough.	Assessment format, construction and item design is of low quality. Includes rubrics, scoring guides, and/or answer keys for some items, few or none of which are accurate, clear, and thorough.

STUDENT GROWTH OBJECTIVES/SCORING PLAN

Student starting points are used thoughtfully to justify student learning goals.	Student starting points are used to set student learning goals.	Student starting points are present but their relationship to student learning goals is not clear.	Student starting points are not used when setting student learning goals.
Student learning goals are differentiated to be ambitious and achievable for all or nearly all students.	Student learning goals are differentiated to be ambitious and achievable for a majority of students.	Student learning goals are differentiated to be ambitious and achievable for some students.	Student learning goals are not differentiated or are set too low.
Scoring range for "full attainment" accurately reflects a teacher's considerable impact on student learning. Scoring range is justified by analysis of student starting points and the rigor of the assessment.	Scoring range for "full attainment" accurately reflects a teacher's considerable impact on student learning. Scoring range is implied by presented student starting points and the rigor of the assessment.	Scoring range for "full attainment" reflects less than a teacher's considerable impact on student learning. Scoring range may not be reflected by student starting points and the rigor of the assessment.	Scoring range for "full attainment" is too low or too high to accurately represent a teacher's considerable impact on student learning.

COLLABORATION/COMPARABILITY

Most, or all, key decisions ⁶ were made collaboratively between teachers. A common assessment is in use. ⁷	Many key decisions were made collaboratively between teachers. A common assessment is in use.	Some key decisions were made collaboratively between teachers. A common assessment is not in use.	Few or no key decisions are made collaboratively by teachers. A common assessment is not in use.
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⁴ Items: Performance-based or portfolio tasks, or questions on an assessment that measure learning.



FIND OUT MORE:

www.nj.gov/education/AchieveNJ

<http://www.nj.gov/education/AchieveNJ/teacher/objectives.shtml>

educatorevaluation@doe.state.nj.us

609-777-3788