

Social Studies, US History, Grade 8



Introduction

The teacher who wrote this Student Growth Objective teaches an 8th-grade United States History course in a traditional public high school. She uses an assessment technique that requires her students to apply foundational skills central to the study of history and social studies within the context of the content skills they are learning. The skill standards included in the assessment items (chronological, spatial and critical thinking) are consistent in the pre- and post-assessment but the content standards covered are expanded for the post-assessment. The teacher collects baseline data from her students after a few weeks of teaching the first set of content standards. She includes the Common Core Standards for Reading History/Writing as well as the skills found in the NJCCCS materials. Other History/Social Studies teachers who teach different content, e.g., World History, Civics, Geography etc, can adopt this approach to assessment. This has the potential to increase the comparability of SGOs between educators.

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		8	United States History	125	October 1 st – May 15 th

The teacher states that she will be collecting information between October and May, thereby indicating her intent to capture a significant portion of the school year in this SGO. This SGO also includes all her students as she teaches only one course.

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.

Content Standards

[NJCCCS 6.1.8.3/4/5](#)

[CCSSRH6-8.1-9](#)

Skills

[Skills table](#) - chronological thinking, spatial thinking, critical thinking

Assessment

Diagnostic assessment after first 4 weeks of school includes content standards 6.1.8.3 only.

Summative assessment in May includes content standards 6.1.8.3, 4 and 5 and incorporates:

1. Multiple-choice/defining questions to establish recall.
2. Timelines that require students to order events to assess **chronological thinking**.
3. Map questions to assess **spatial thinking**.
4. Text-dependent questions to assess reading comprehension and **critical thinking**

The teacher clearly states the standards she is teaching. She incorporates Common Core State Standards in her SGO, recognizing how important it is that all teachers teach these standards. She may consider including a brief description of the standards for easy reference. She clearly explains the assessment method she will be using at the end of the SGO period. She could also include the weights of each element as they pertain to an overall rubric (i.e. document-based questions being worth more than the recall items). Attaching a copy of the assessment rubrics to this form with an [Assessment Blueprint](#) will be useful for the teacher and her administrator when they sit down to discuss the SGO before the submission deadline. Finally, providing a rationale for why these are the standards she has chosen and how they are important for student future success would improve this 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. Add or subtract columns and rows as needed to match number of preparedness groups and types of information used.

The information used for setting preparedness groupings was collected from an assessment bank that captured the content taught in the initial four weeks of school and the skills that will be taught throughout the year, prior year ELA test scores and several markers of future success including class participation and academic independence. Students were divided into four groups the number of preparedness points they earned according the key below.

Preparedness Points	Information #1	Information #2	Information #3
	ELA NJ ASK Grade 7	Diagnostic Test Score	Markers of Future Success
3	<200	45-60%	6
2	200-250	61-75%	7
1	251-300	75-87%	10
Preparedness Group Placement		Score (max 9 points)	
1		8-9	
2		6-7	
3		4-5	
4		3	

The teacher has set her SGOs using three sources of information including prior year data from 7th grade ELA portion of the NJASK and information about student habits that enable success in the course including academic independence and participation. With this information and considering the large population of students, she created FOUR groups of students. She assigned points to each data source and grouped students based on the total number of points for each group. Using four groups allows the teacher to develop more precise targets for students based on their starting points. The teacher has modified the standard form to include a key to explain her grouping procedure.

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. Add or delete group rows as needed.

From October 1 to May 15, 85% of the 8th-grade US History students in each preparedness group will meet their targeted score on the department-developed assessment.

Preparedness Group	Number of Students in Each Group	Target Score on SGO Assessment
1	31	≥90
2	63	≥80
3	16	≥75
4	15	≥65

The teacher clearly states how many students will do what and by when. This statement aligns with the following scoring plan. This teacher's students are all expected to show good learning gains but overall proficiency is realistically differentiated based on starting points. Using this approach, the teacher sets targets that are both ambitious and achievable for a wide range of students.

Scoring Plan

State the projected scores for each group and what percentage of students will meet this target at each attainment level.

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
1	≥90	≥95	≥85	≥75	<75
2	≥80				
3	≥75				
4	≥65				

The scoring plan aligns with information in the rest of the form and clearly shows the scores the teacher will receive based on the percentage of students achieving their pre-set target score.

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
1	87	3	0.25	0.75	<u>2.99</u>
2	88	3	0.50	1.50	
3	75	2	0.13	0.26	
4	100	4	0.12	0.48	

The total score has been determined by taking each preparedness group score and multiplying it by its weight (based on the proportion of students in that group). The sum of the weighted scores is the Total SGO Score. This approach more fairly represents the teacher's success than using a straight average. The teacher met or exceeded her goals for three groups of students but did not meet it for group 3. However, her total score was balanced because she earned rating ratings of 3s for her largest groups of students.

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 _____