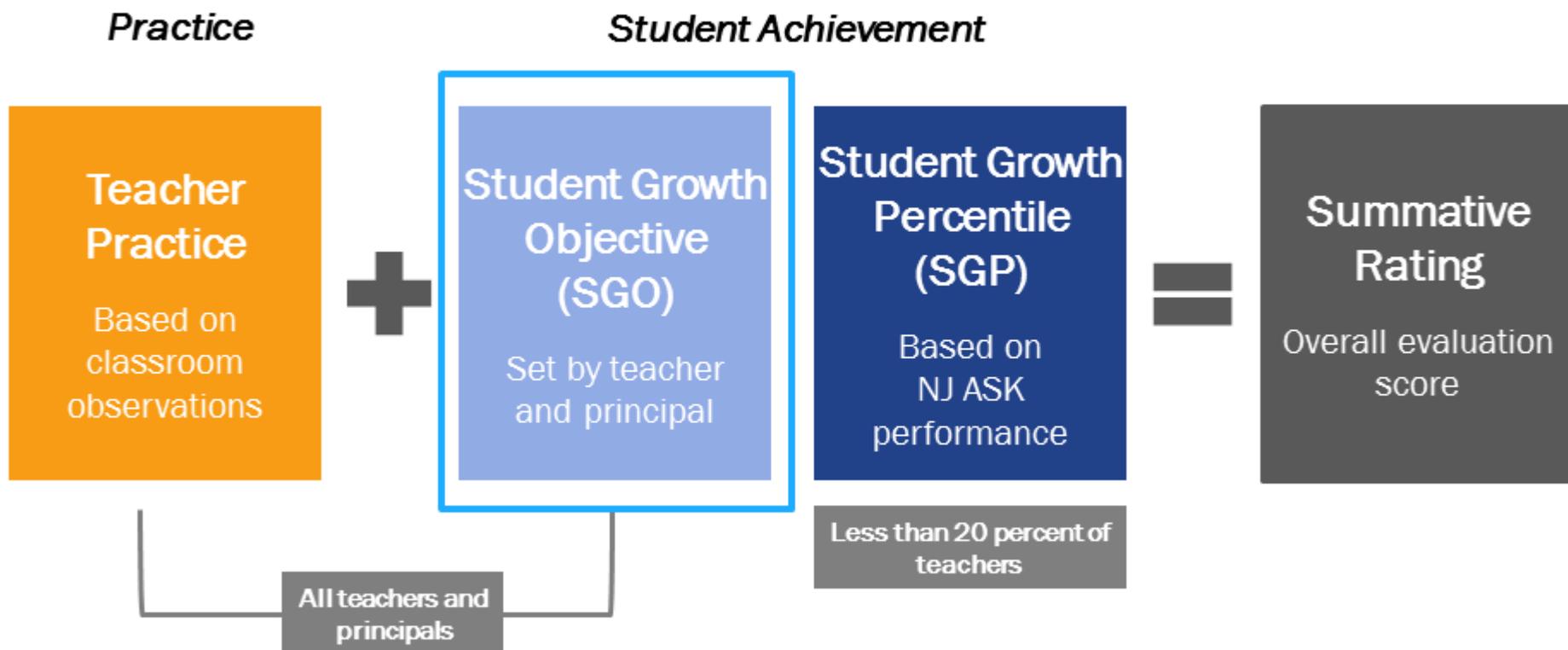




# AchieveNJ: Setting SGOs in Social Studies

May 2013

# Understanding Student Growth Objectives



All teachers will set academic goals for their students at the beginning of each school year – called Student Growth Objectives (SGOs).

# Component Weighting: Tested Grades

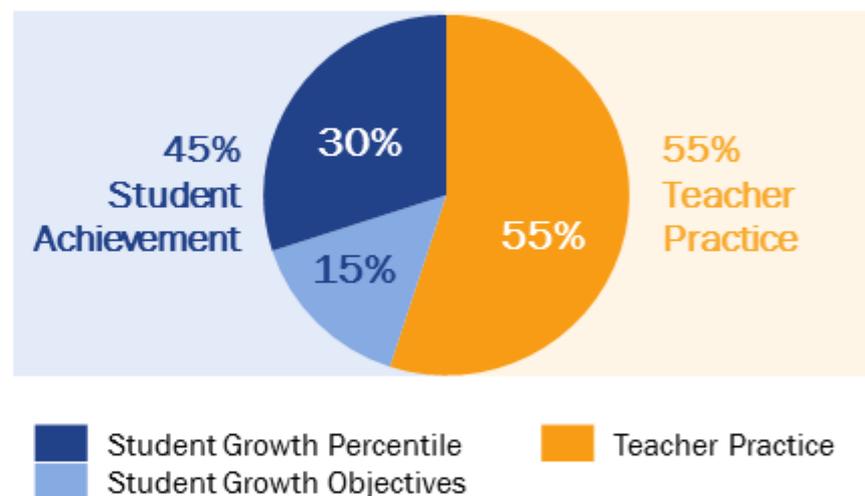
## Tested Grades and Subjects

(Currently grades 4-8, LAL and math):

- 55% teacher practice
- 45% student achievement

The Department will look to incorporate other measures where possible and percentages may change as system evolves.

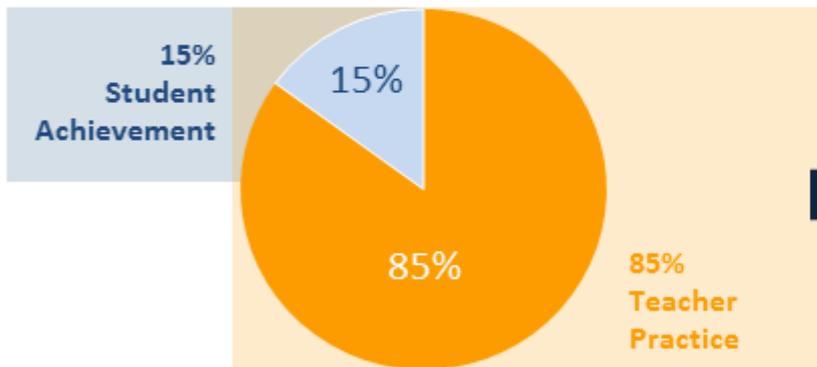
2013-14



# Component Weighting: Non-Tested Grades

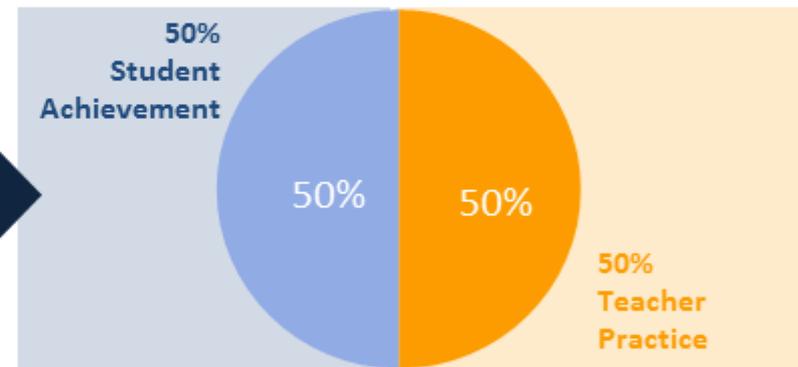
**Teacher in Non-Tested Grades and Subjects:** Student Achievement will be 15% in SY13-14, Teacher Practice will be 85%.

**2013–14**



- Teacher Practice
- Student Growth Objectives

**Future Target\***



- Teacher Practice
- Student Growth Objectives/ Other Measures of Student Learning



\*The Department will look to incorporate other measures where possible and percentages will change as system evolves.

# All Teachers Set Student Growth Objectives (SGOs)

Teachers with an SGP score	1 - 2 SGOs
Teachers without an SGP score	2 SGOs

- **SGOs:** Annual, specific, and measureable academic goals for groups of students that are **locally developed and assessed**
- **Creating an SGO:**
  - Collaborative process between teacher and immediate supervisor
  - Principal has final decision
- **SGOs can be based on:**
  - Appropriate national, state or LEA-developed assessments
  - Rubric-measured portfolios or performance assessments

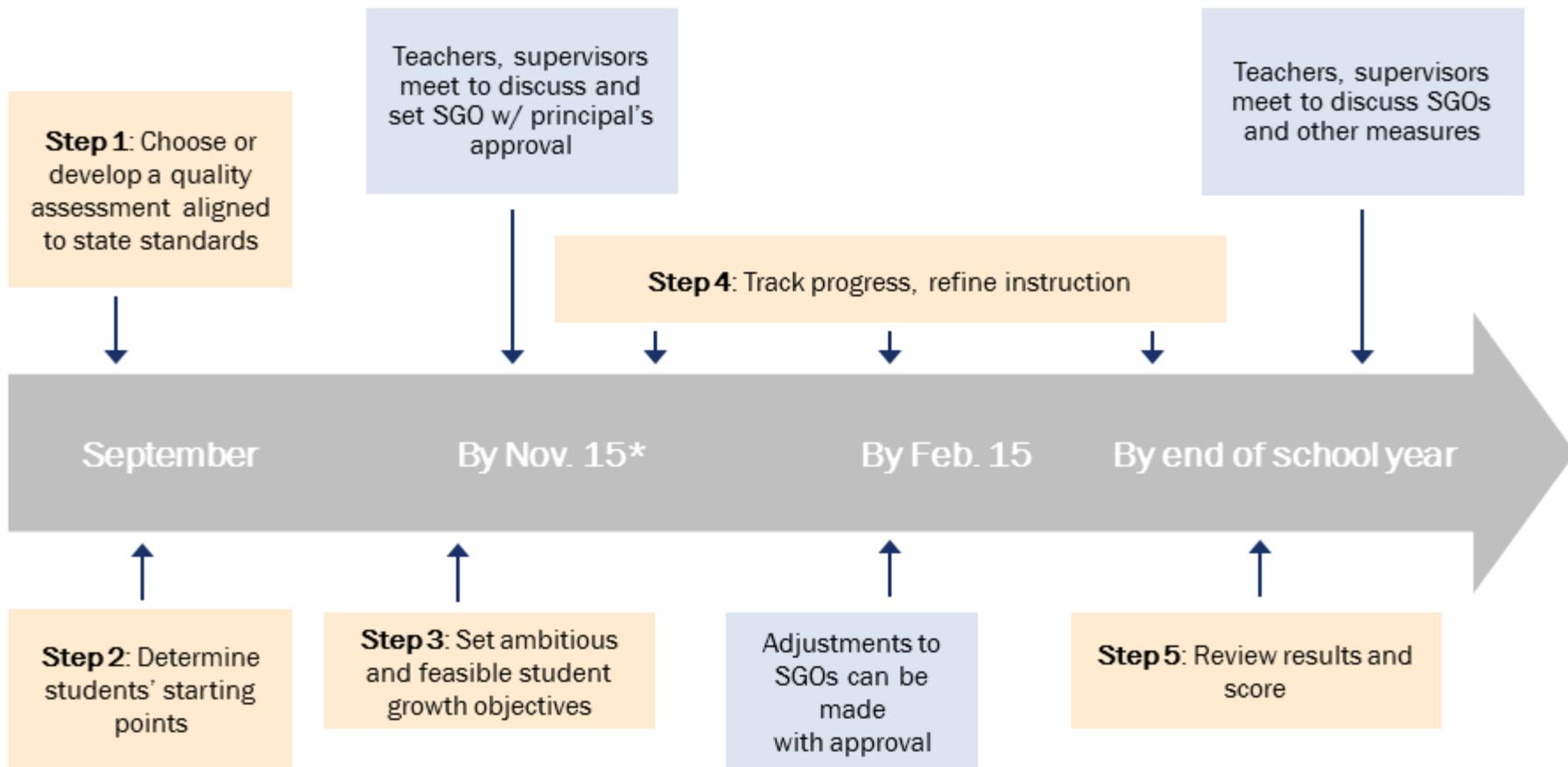


# The SGO Process

KEY

Recommended steps for setting a good SGO

Official SGO process in regulations



Practice + SGO = SGP = Summative

*\*For 2013-14 only. In subsequent years, SGOs must be set by Oct. 15.*

# Types and Examples of SGOs

Type of SGO	Definition	Examples (from Algebra I class)
<b>General</b>	Focused on the teacher's entire student population for a given course. Includes large proportion of curriculum standards.	Covers all students in a teacher's Algebra I classes and aligned comprehensively with course standards.
<b>General - tiered goal</b>	Same as above, but with student goals tiered by preparation levels	Same as above, but with student goals tiered by preparation levels.
<b>Specific— student group</b>	Focused on a subgroup of students that need specific support.	Covers a group of students that scored below 45 percent on the pre-test.
<b>Specific— content/skill</b>	Focused on specific skills or content that students must master.	Covers New Jersey Common Core State Standards related to quadratic functions and modeling.

Practice



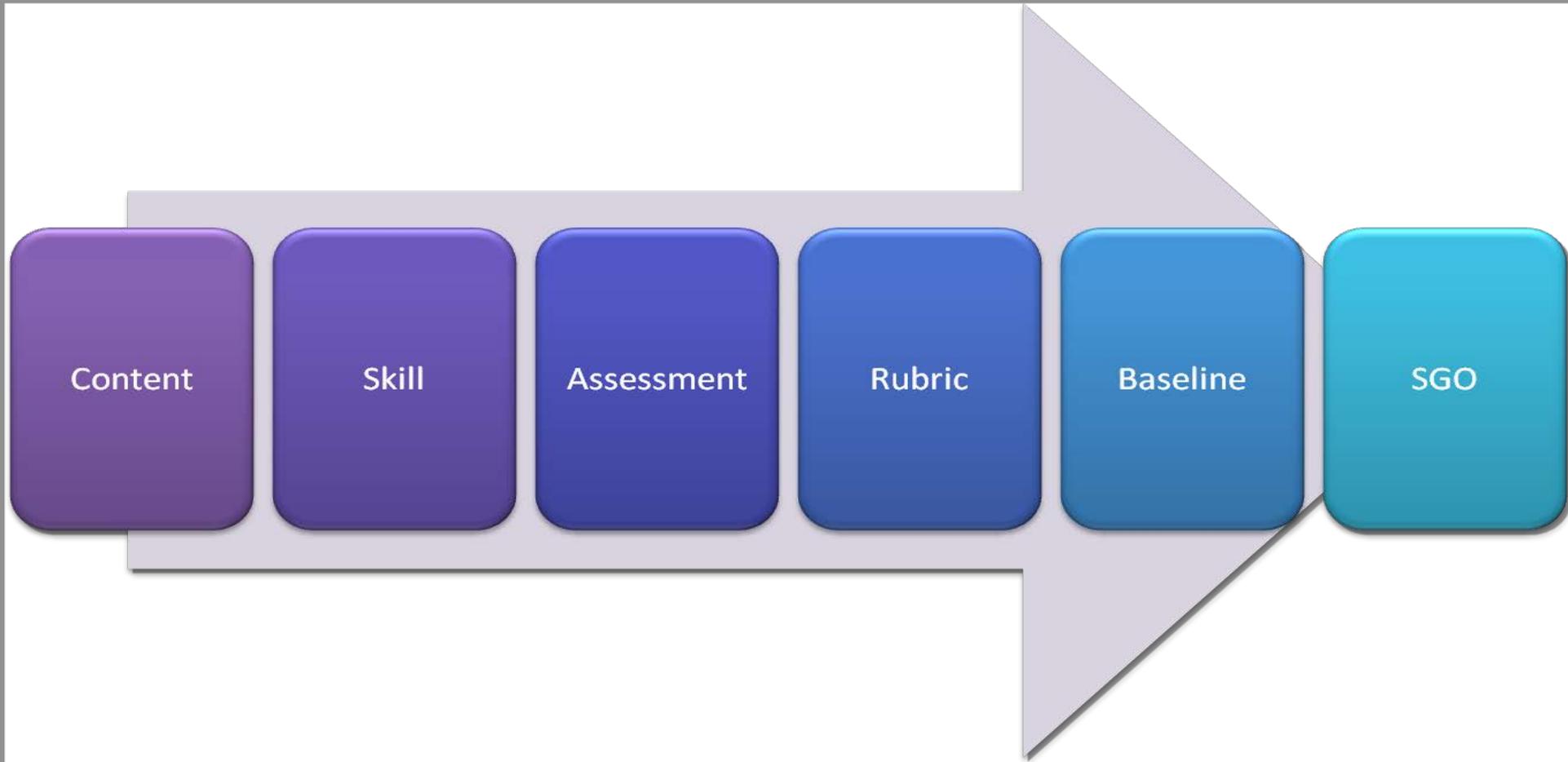
SGO

SGP



Summative

# Building an SGO from Scratch



# 5 Steps of the SGO Process

## Step 1

Choose or develop a quality assessment aligned to NJCCCS or CCSS.

## Step 2

Determine students' starting points.

## Step 3

Set ambitious and achievable SGOs with the approval of the principal.

## Step 4

Track progress, refine instruction.

## Step 5

Review results and score in consultation with your principal/supervisor.

Some detail on each of these steps can be found in the [SGO Quick Start Guide](#)

Question 9

# SGOs and SMART goals

	Typical Usage	SGOs must be	SGOs require a teacher to
<b>S</b>	Specific	Specific	Describe how many students learn “what” or grow by “how much”
<b>M</b>	Measurable	Measurable	Compare starting points to ending points using assessments
<b>A</b>	Achievable	Ambitious but Achievable	Determine a reasonable amount of growth according to knowledge of students
<b>R</b>	Relevant	Relevant	Align SGOs to standards
<b>T</b>	Time-related	Time-related	Set an appropriate instructional period

Grade:	Subject	Number of Students	Interval of Instruction	
			Full year <input type="checkbox"/>	Semester <input type="checkbox"/> Other _____
Name of Assessment			SGO Type	General <input type="checkbox"/> Specific <input type="checkbox"/>

**Rationale for Student Growth Objective**  
 (Please include content standards covered and explanation of assessment method.)

--

**Student Growth Objective**

--

**Baseline Data**  
 (Please include what you know about your students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)

--

**Scoring Plan**

Objective Attainment Based on Percent and Number of Students Achieving Target Score

Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

Grade:	Subject	Number of Students	Interval of Instruction	
9	Physics 1	65	Full year <input checked="" type="checkbox"/>	Semester <input type="checkbox"/> Other _____
Name of Assessment	Department-developed Physics 1 assessment	SGO Type	General <input checked="" type="checkbox"/>	Specific <input type="checkbox"/>

### Rationale for Student Growth Objective

(Please include content standards covered and explanation of assessment method.)

This SGO covers all of my students, all of the physical science standards that are part of NJ standards related to physics and many appropriate science practice standards:

NJCCCS physical science 5.2.12 D-E

NJCCCS science practices 5.1.12 A-D (as appropriate)

Physics 1 assessment -

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

**Practical:** students design a simple apparatus, take measurement and collect data.

### Student Growth Objective

At least 70% (45/65) of my students will attain a score of 80% or above on the end of course test.

### Baseline Data

(Please include what you know about your students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)

Grade 8 math scores, grade 8 science scores, scores on department-developed Physics 1 pre-assessment. A summary of this data is attached. Average score on the physics pre-assessment was 52%.

## Scoring Plan

### Objective Attainment Based on Percent and Number of Students Achieving Target Score

Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
80%	85% or greater of students (56 or more)	70%-84% of students (45-55)	55%-69% of students (36-44)	0-54% of students (35 or fewer)

### Approval of Student Growth Objective

Teacher _____	Signature _____	Date Submitted _____
Evaluator _____	Signature _____	Date Approved _____

### Results of Student Growth Objective

(State how many students met the final assessment target)

Score _____	Teacher _____
Date _____	Evaluator _____

## Is My SGO SMART Enough – Annotated Example

Collaboratively developed assessment used by all physics teachers for SGOs.

Majority or all of teacher's students is included.

Majority of the school year is included for year-long courses.

Grade:	Subject	Number of Students	Interval of instruction	
9	Physics 1	65	Full year <input checked="" type="checkbox"/>	Semester <input type="checkbox"/> Other <input type="checkbox"/>
Name of Assessment	Department-developed Physics 1 assessment	SGO Type	General <input checked="" type="checkbox"/>	Specific <input type="checkbox"/>
Rationale for Student Growth Objective (Please include content standards covered and explanation of assessment method.)				
<p>This SGO includes all of my students, all of New Jersey's standards for physical science and many appropriate science practice standards: NJCCCS physical science 5.2.12 D and E NJCCCS science practices 5.1.12 A-D (as appropriate)</p> <p>Physics 1 assessment -</p> <p><b>Written:</b> 60 multiple choice (4 choice), 5 short response questions.</p> <p><b>Practical:</b> students design a simple apparatus, take measurement and collect data</p>				
<b>Student Growth Objective</b>				
At least 70% (45/65) of my students will attain a score of 80% or above on the end of course test.				
<b>Baseline Data</b> (Please include what you know about your students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)				
Grade 8 math scores, grade 8 science scores, scores on department-developed Physics 1 pre-assessment. A summary of this data is attached. Average score on the physics pre-assessment was 52%.				
<b>Scoring Plan</b>				
Objective Attainment Based on Percent and Number of Students Achieving Target Score				
Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
80%	85% or greater of students (56 or more)	70%-84% of students (45-55)	55%-69% of students (36-44)	0-54% of students (35 or fewer)

**Relevant** - Important content and skill standards are both included in SGO.

Assessment has multiple components to better assess student understanding of specific standards.

Multiple pieces of evidence used to learn about students and set their starting point.

Teacher will provide details in Standards Alignment and Coverage form in preparation for conference with evaluator in fall.

**Specific, measurable and time-related** - states how many students will attain how much and by when.

May take the form of a spreadsheet or other analysis.

**Ambitious** - for 70% of students to reach 80% on the SGO exam is ambitious based on a pre-assessment.

**Achievable** - goal is not unreachable and has a forgiving scoring range.

# Step 1 – Choose or Develop a Quality Assessment

## 3 components

### 1. Assessment Scope

Determine the instructional period, the appropriate standards, and the educational goals that will be captured by the assessment.

### 2. Assessment Quality

Analyze for quality and modify the assessment as necessary.

### 3. Collection of Evidence

Ensure that scoring and administration of school-based assessments relies on valid, reliable, and practical systems.

# Component 1: Assessment Scope Planning

1. Determine the instructional period, the appropriate standards, and the educational goals that will be captured by the assessment (and SGO).

<p>What style assessment will best measure student growth in relation to my SGO?</p>	<p>Check all that apply:</p> <p><input type="checkbox"/> Predominantly written/multiple choice</p> <p><input type="checkbox"/> Performance-based</p> <p><input type="checkbox"/> Portfolio-based</p> <p>Other _____</p>
<p>What assessments do I have now that I might use? (Final exam, benchmark tests, portfolio assessments?)</p>	
<p>If I have an assessment that I might use for SGOs, do I need to modify it?</p>	<p><input type="checkbox"/> I don't need to modify it.</p> <p><input type="checkbox"/> I will modify it by using the approval checklist for school based assessments and associated assessment forms. (link)</p> <p>Other _____</p>
<p>If I do not currently have an assessment to use, what resources are available to find or create an assessment?</p>	
<p>What period of instruction will the assessment include? (Note: data should be available for annual summative conference.)</p>	<p>_____ to _____</p>
<p>What time is available to me (and my colleagues) to devote to developing an assessment? (SGOs must be approved by your evaluator by November 15, 2013)</p>	<p>Check all that apply and add dates and approximate time available</p> <p><input type="checkbox"/> PLC _____</p> <p><input type="checkbox"/> Common planning _____</p> <p><input type="checkbox"/> Faculty meeting _____</p> <p><input type="checkbox"/> PD time _____</p> <p>Other _____</p>

How do I intend to collaborate with my colleagues on assessment development? (see sample)

(See workplan as needed)

# Incorporating Content: What do you want your students to KNOW and DO?

Content Area Standard	Content Statement	students will acquire the knowledge and skills to think analytically about how past and present events have shaped the American heritage. Such knowledge and skills enable students to make informed decisions and promote democratic values as productive citizens in local, national, and global communities.	
<b>Era</b> <b>Grade Level</b> <b>Content Statement</b> <b>4. Civil War and Reconstruction</b> <p>The Civil War was caused by ideological, economic, and political differences about the future course of the nation.</p> <p>Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.</p>	<b>4. Civil War and Reconstruction</b> <p>The Civil War was caused by ideological, economic, and political differences about the future course of the nation.</p>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
		1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
		1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
		1.12.A.4.c	Evaluate how political and military leadership affected the outcome of the Civil War.
		1.12.A.4.d	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
		1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.
		1.12.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.
		6.1.12.A.4.a	North and South (i.e., Secession) led to the Civil War.
		6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
		6.1.12.A.4.c	Evaluate how political and military leadership affected the outcome of the Civil War.

# Incorporating Skills: What do you want your students to DO?

Social Studies Skills Table			
Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?			
Social Studies Skill	K-4	5-8	9-12
<b>Chronological Thinking</b>	<ul style="list-style-type: none"> <li>Place key historical events and people in historical eras using timelines.</li> <li>Explain how the present is connected to the past.</li> </ul>	<ul style="list-style-type: none"> <li>Construct timelines of the events</li> </ul>	<ul style="list-style-type: none"> <li>Compare present and past events to</li> </ul>
<b>Spatial Thinking</b>	<ul style="list-style-type: none"> <li>Determine locations of places and interpret information available on maps and globes.</li> <li>Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish valid arguments from false arguments when interpreting current and historical events.</li> <li>Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</li> </ul>	
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>Distinguish fact from fiction.</li> <li>Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.</li> </ul>	
<b>Presentational Skills</b>	<ul style="list-style-type: none"> <li>Use evidence to support an idea in written and/or oral format.</li> </ul>	<ul style="list-style-type: none"> <li>written and/or oral format.</li> </ul>	<ul style="list-style-type: none"> <li>analysis in a written and/or oral format.</li> </ul>

# Collaborate with ELA by infusing the Common Core Standards: Note the similarities

## Grades 9-10 students:

### Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

## G

1. Cite specific textual evidence to support analysis of primary sources to such fields as history, literature, and the sciences.
2. Determine the primary purpose or central claim of a text and analyze how that purpose or claim is supported and refined by the selection of details and the inclusion of relevant sources.
3. Analyze in detail how a text includes relevant sources, and analyze how those sources are used to support a particular point, view, or issue.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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.

# New Jersey Core Curriculum Content Standards: Science Example

12 Cell differentiation is regulated through the expression of different genes during the development of complex multicellular organisms.

applications of the regulation of cell differentiation and analyze the benefits and risks (e.g., stem cell therapy, gene therapy, cloning, and cell termination).

12 Describe modern applications of the regulation of cell differentiation and analyze the benefits and risks (e.g., stem cells, sex determination).

Describe how a disease is the result of a malfunctioning system, organ, and cell, and relate this to possible treatment interventions (e.g., diabetes, cystic fibrosis, lactose intolerance).

# Assessment Scope

## Critical Decisions About Critical Standards

- Review them using the questions:
  - ✓ Which of these standards will I be teaching during the SGO window?
  - ✓ Which standards are foundational for success in this class and beyond?
  - ✓ Which standards will lead to enduring understanding?

# Assessment Quality

## Standards Alignment and Coverage



*SGO Step 1, Form 2: Choose or Develop Quality Assessments*

### Standards Alignment and Coverage Check

---

Grade Level/Subject: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

**Directions:** After aligning assessment to New Jersey Core Curriculum Content Standards or the Common Core State Standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Use extra sheets as needed. Teachers with common assessments need only complete one copy.

Standard Number	Standard Description	Question Numbers/Portfolio Components



# Step 1 – Choose or Develop a Quality Assessment

2. Ensure the quality of the assessment by analyzing and modifying it as necessary.

# Assessment Quality

## Types of Assessments

Traditional Assessments	Portfolio Assessments	Performance Assessment
<ul style="list-style-type: none"><li>• District, school and departmental tests e.g., modified final exams, benchmark exams</li><li>• State and national exams (except the NJ ASK), e.g. NOCTI, AP.</li></ul>	<ul style="list-style-type: none"><li>• Teaching Strategies Gold® (pre-K, K)</li><li>• Writing and reflection samples (LAL)</li><li>• Laboratory research notebook (sciences)</li><li>• Portfolio of student work (visual and performing arts, etc.)</li><li>• Student project-based assessments (all subjects)</li></ul>	<ul style="list-style-type: none"><li>• Lab Practicum (sciences)</li><li>• Sight reading (music)</li><li>• Dramatic performance (drama)</li><li>• Skills demonstration (physical education)</li><li>• Persuasive speech (public speaking)</li></ul>

- Choose to purchase a new assessment or use an existing one, as is
- Develop an assessment from scratch
- Modify and existing assessment

# Identifying Quality Assessments

**Directions:** Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor. Teachers with common assessments need only complete one copy.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers/Portfolio Components
<b>Level 1: Recall</b>	Requires simple recall of such information as a fact, definition, term, or simple procedure.	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many...? Label parts of the.... Which is true or false...?	
<b>Level 2: Concept</b>	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity.	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will....	
<b>Level 3: Strategic Thinking</b>	Requires reasoning, planning, using evidence, and thinking at a higher level.	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Construct a defense of.... Can you illustrate the concept of...? Apply the method used to determine...? Use evidence to support....	
<b>Level 4: Extended Thinking</b>	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains.	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove, Support	Design x in order to.... Develop a proposal to.... Create a model that.... Critique the notion that...	

# Assessment Quality

## Variety and Validity



*SGO Step 1, Form 4: Choose or Develop Quality Assessments*  
**Approval Checklist for School-based Assessments**

Grade Level/Subject: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Criteria	Considerations (Check all that apply)
Alignment and Stretch	<input type="checkbox"/> Items/tasks cover key subject/grade-level content standards. <input type="checkbox"/> Where applicable, items/tasks cover knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in career/life. <input type="checkbox"/> Where applicable, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course. <input type="checkbox"/> Scoring system is weighted appropriately for question complexity. <hr/> Evidence/Feedback:
Rigor and Complexity	<input type="checkbox"/> Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course (e.g. appropriate depth of knowledge and correct reading level). <input type="checkbox"/> Many items/tasks require strategic and extended thinking. <input type="checkbox"/> Multiple-choice questions are appropriately rigorous or complex (e.g. multistep, four or more choices). <input type="checkbox"/> Key content standards are assessed at greater depths of understanding and/or complexity. <hr/> Evidence/Feedback:
Format Captures True Mastery	<input type="checkbox"/> Items/tasks are written clearly. <input type="checkbox"/> The assessment/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures, or genders. <input type="checkbox"/> Some standards are assessed across multiple items/tasks. <input type="checkbox"/> Item types and length of the assessment are appropriate for the subject/grade level.





# Collection of Evidence

3. Ensure that scoring and administration of school-based assessments relies on valid, reliable, and practical systems.



# Collection of Evidence

## Quality Rubrics

**Strong rubrics ensure that a student's knowledge of a subject or skill is accurately assessed.** Use the bullets below and the example on the following page to help guide you in rubric development or modification as needed.

- Identify the knowledge and skills being measured
- Differentiate between high and low achievement
- Clearly identify and describe levels of performance for each element
- Determine component weighting as necessary
- Create and share with colleagues to ensure rigor and alignment to common expectations

# Collection of Evidence Quality Rubrics

## Grades 9-12 Common Core History and Social Studies Rubrics



### Key Ideas and Details

**RH.11-12.1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Identify the knowledge and skills being measured.

Needs Specific Improvement	Approaching	Meets Expectations	Exceeds
<ul style="list-style-type: none"> <li>Lacks specific details from the text</li> <li>Does not connect details to the text as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>Contains some specific details from the text but omits the most important ones</li> <li>Attempts to connect details to the text as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>Cites specific evidence to support the analysis of the text-Connects insights from specific details to the text as a whole.</li> </ul>	Meets expectations and performs one of the following: <ul style="list-style-type: none"> <li>Brings in outside information from prior knowledge/other sources</li> <li>Demonstrates a connection between the historical context of the document and the modern day.</li> </ul>

Differentiate between high and low achievement

Clearly identify and describe levels of performance for each element.

# Step 2 – Determine Students’ Starting Points

Source of Performance Data to Determine Students’ Starting Points	Examples and Notes
Results from beginning-of-course diagnostic tests or performance tasks	<ul style="list-style-type: none"><li>• Department-generated pre-assessment</li><li>• Early course test</li></ul>
Results from prior-year tests that assess knowledge and skills that are pre-requisites to the current subject/grade	<ul style="list-style-type: none"><li>• NJASK for math, LAL and science</li><li>• DRA for reading</li><li>• End of course tests assessments, e.g. results on English 9 writing portfolio are used by the English 10 teacher</li></ul>
Results from tests in other subjects including both teacher- or school-generated tests and state tests (tests must have assessed pre-requisite knowledge and skills)	<ul style="list-style-type: none"><li>• A physics teacher uses results of her students’ prior math assessments</li></ul>
Students’ grades in previous classes	<ul style="list-style-type: none"><li>• Teachers should make sure they understand the basis for the grades given by students’ previous teachers</li></ul>

# Step 3 – Set Growth Objectives

## Attainment of Student Growth Objective

Exceptional 4	Full 3	Partial 2	Insufficient 1
Teacher has demonstrated an <b>exceptional</b> impact on learning by <b>exceeding</b> the objective.	Teacher has demonstrated a <b>considerable</b> impact on learning by <b>meeting</b> the objective.	Teacher has demonstrated <b>some</b> impact on learning but <b>did not meet</b> the objective.	Teacher has demonstrated an <b>insufficient</b> impact on learning by <b>falling far short</b> of the objective.

# Scoring Guide

Target Score	Attainment Level in Meeting Student Growth Objective			
80% or Higher on Final Assessment	Exceptional 4	Full 3	Partial 2	Insufficient 1
Percent of Students Meeting Target	Greater than 84%	70-84%	55-69%	Less than 55%

# Administer the assessment and see where your students are in Content AND Skill.

Level of Preparedness	Number/Percentage of Students	Evidence Collected
<b>High</b> <i>(students' prerequisite skills or knowledge are ahead of where they need to be starting this course)</i>		
<b>Medium</b> <i>(students' prerequisite skills or knowledge are where they need to be starting this course)</i>		
<b>Low</b> <i>(students' prerequisite skills or knowledge are below where they should be starting this course)</i>		

**Possible Sources of Baseline Data (all do not need to be used)**

**Current Year**

- Results from beginning of course pre-assessment
- Results from first interim assessment

# Set your SGO: Where are your students and how much can they grow?

Student Growth Objective Form (Tiered)			
Grade	Course/Subject	Number of Students	Interval of Instruction
			Full year <input type="checkbox"/> Semester <input type="checkbox"/> Other _____
Name of Assessment			
Rationale for Student Growth Objective (Please include content standards covered and explanation of assessment method.)			
Student Growth Objective			
Preparedness Group (e.g. Low, Medium, High)	Number of Students in Each Group (Total)	Target Score on Post-Assessment (%)	Number of Students Required for "Full Attainment"
Baseline Data and Preparedness Groupings (Please include the number of students in each preparedness group. Summarize the information you used to produce these groupings. Provide any additional student data or background information used in setting your objective.)			
Scoring Plan			

# Sample Tiered SGO:

	United States History	125	Full-year Semester      Other 9/30-4/30
Name of Assessment	Locally Developed Baseline and Post Assessments		
Rationale for Student Growth Objective (Please include content standards covered and explanation of assessment method.)			
Student Growth Objective	<p><b>Student Growth Objective: 85% of the 8<sup>th</sup> grade US History Students in each preparedness group will meet their targeted score on the 3<sup>rd</sup> marking period benchmark assessment.</b></p> <p>1. Multiple-choice questions to establish reading comprehension and analysis with critical thinking. A mix of DBQ/open-ended and multiple-choice is appropriate.</p> <p>2. Timelines (or multiple-choice that requires students to order events to establish chronological thinking baseline. A mix of multiple choice and open ended is appropriate.</p> <p>3. Map questions to establish spatial thinking baseline</p> <p>4. Text dependent questions to establish reading comprehension and analysis with critical thinking. A mix of DBQ/open-ended and multiple-choice is appropriate.</p>		

# Sample SGO part 1: Rationale

## SGO Step 3, Form 3: Set Ambitious and Feasible Student Growth Objectives

### Student Growth Objective Form (Tiered with weighted score)

Grade	Course/Subject	Number of Students	Interval of Instruction	
8	United States History	125	Full year <input type="checkbox"/>	Semester <input type="checkbox"/> Other 9/30-4/30
Name of Assessment		Locally Developed Baseline and Post Assessments	SGO Type	General <input checked="" type="checkbox"/> Specific <input type="checkbox"/>
Rationale for Student Growth Objective (Please include content standards covered and explanation of assessment method.)				
<p><b>Baseline Assessment:</b>            Standards: NJCCCS 6.1.3            Skills: Chronological Thinking, Spatial Thinking, Critical Thinking            CCSSRH6-8.1-9            Assessment Method:            1. Multiple Choice/ID Questions to establish recall            2. Timelines (or multiple-choice that requires students to order events to establish chronological thinking baseline. A mix of multiple choice and open ended is appropriate.            3. Map questions to establish spatial thinking baseline            4. Text dependent questions to establish reading comprehension and analysis with critical thinking. A mix of DBQ/open-ended and multiple-choice is appropriate.</p> <p><b>Post-Assessment:</b>            Standards: NJCSS 6.1.3/4/5            Skills: Chronological Thinking, Spatial Thinking, Critical Thinking            CCSSRH6-8.1-9            Assessment Method: The post assessment follows the same format and structure of the baseline assessment.</p>				
<b>Student Growth Objective</b>				
Student Growth Objective: 85% of the 8 <sup>th</sup> grade US History Students in each preparedness group will meet their targeted score on the 3 <sup>rd</sup> marking period benchmark assessment.				
Preparedness Group	Number of Students in	Target Score on Post-	Number of Students	

I've noted the appropriate content, skills and Common Core standards.

While the skills standards are the same, the post assessment reflects a wider breadth of content.

This baseline need not be given in one sitting, but possibly over the course of a few days.

# Sample SGO Part 2: Objective and Preparedness Groups

Post assessments reflects a wider breadth of content.

assessment.

## Student Growth Objective

**Student Growth Objective: 85% of the 8<sup>th</sup> grade US History Students in each preparedness group will meet their targeted score on the 3<sup>rd</sup> marking period benchmark assessment.**

Preparedness Group (e.g. Low, Medium, High)	Number of Students in Each Group (Total)	Target Score on Post-Assessment (%)	Number of Students Required for "Full Attainment"
Low	31	70	26
Medium	63	80	52
High	31	90	26

## Baseline Data and Preparedness Groupings

(Please include the number of students in each preparedness group. Summarize the information you used to produce these groupings. Provide any additional student data or background information used in setting your objective.)

The information used was collected from an assessment bank that captured the content taught in the initial three weeks of school and the skills that would be taught throughout the year. This establishes a starting point for basic factual recall and integration of that knowledge into high levels of the taxonomy produced through skill sets.

Using more than just scores to build context is helpful.

I've calculated 85% for each preparedness group. This allows every student to have equal weight while safeguarding against focusing on the largest group.

# Sample SGO Part 3: Scoring Guide and Results

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)	
Low	70	>29	26-29	18-25	<18	
Medium	80	>56	52-56	35-51	<35	
High	90	>29	26-29	18-25	<18	
Approval of Student Growth Objective						
Teacher Anthony Fitzpatrick			Signature <i>Anthony Fitzpatrick</i>		Date Submitted November 1, 2013	
Evaluator Diana Pasculli			Signature <i>Diana Pasculli</i>		Date Approved November 14, 2013	
Results of Student Growth Objective						
Group	Number of Students at Target Score	Objective Attainment Level	Weight (based on no. stu. per group)	Weighted Score	Total SGO Score	Teacher <i>Anthony Fitzpatrick</i>
Low	27	3	.25	.75	_3.25_	Evaluator <i>Diana Pasculli</i>
Medium	58	4	.50	2		
High	25	2	.25	.5		Date April 10, 2014

To find the weight of each preparedness group, take the number of students in a group, divide by the total number of students and multiple that number by 100. I did round 24.8 up to 25.

Multiply the weight and the attainment level to get the weighted score. Add the weighted scores together to get the total SGO score.

# A second SGO: based on the same baseline:

<p>Rationale for Student Growth Objective (Please include content standards covered and explanation of assessment method.)</p> <p><b>In administering my baseline assessment, I discovered that my 3<sup>rd</sup> period class had lower scores on the DBQ portion. In digging further, I noticed that they were all in a lower level English course the previous year.</b></p>														
<p><b>Student Growth Objective</b></p> <p>80 percent of my 3<sup>rd</sup> period United States History Students will increase their DBQ score by 2 points. Document Based Questions are scored on a 1-9 scale.</p>														
<p>Baseline Data (Please include what you know about your students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)</p> <p>The baseline data is derived from a baseline assessment. I also looked at their previous year schedule to determine that they were in a lower level of English. Consequently, they are also in that same track this year.</p>														
<p><b>Scoring Plan</b></p> <p>Objective Attainment Level Based on Percent and Number of Students Achieving Target Score</p> <table border="1"> <thead> <tr> <th>Target Score</th> <th>Exceptional (4)</th> <th>Full (3)</th> <th>Partial (2)</th> <th>Insufficient (1)</th> </tr> </thead> <tbody> <tr> <td>+ 2 points from baseline</td> <td>&gt;20</td> <td>20</td> <td>15</td> <td>10</td> </tr> </tbody> </table>					Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)	+ 2 points from baseline	>20	20	15	10
Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)										
+ 2 points from baseline	>20	20	15	10										

# Step 4: Track and refine Instruction

**As the year progresses, monitor student learning by consistently revisiting the content and skills scaffolded throughout the year.**

# Step 5: Review Results and Score

**Examine the results of your SGO and discuss not only the score, but areas of professional growth that could be explored to improve instruction and outcome.**



## FIND OUT MORE:

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