Student Growth Objective Form



(DISTRICT-DEVELOPED SAMPLE SGO for GRADE K MATH; 1 of 1)

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		К	Math		Sept. 2016 – Mar. 2017
Standards, Rationale, and Assessment Method					

Critical Area(s): (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space.

Rationale:

Critical areas are designed to bring focus to the standards in grade K by describing the big ideas within the grade. Teachers develop instructional activities that place emphasis on these big ideas in order to further develop students' conceptual understanding of mathematical concepts.

This SGO reflects the critical areas within Grade K as well as the fluency standards for that grade:

- (1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 2 = 5. Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away. K.CC; K.OA
- (2) Students add and subtract within 5 from memory (arithmetic fluency) as well as using patterns (adding zero yields the same number). K.OA

Grade K SGO Standards:

Counting and Cardinality

Count to 100 by ones and by tens. K.CC.1

Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **K.CC.2**

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CC.3**

Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.4

Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. **K.CC.5**

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. **K.CC.6**

Compare two numbers between 1 and 10 presented as written numerals. K.CC.7

Operations and Algebraic Thinking:

Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. **K.OA.1**

Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings

Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **K.OA.3**

For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. **K.OA.4**

Fluently add and subtract within 5. K.OA.5

Number and Operations in Base Ten

Work with numbers 11-19 to gain foundations in place value

• Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. **K.NBT.1**

Assessment Method: Authentic Assessments (Assessment Portfolio) will be used as a tool to measure students' growth. The assessment portfolio incorporates carefully selected practice-forward tasks that reflect higher levels of cognitive complexity. All tasks included in the portfolio will be "practice forward" and rubric-scored.

Starting Points and Preparedness Groupings

Student tiers will be determined using a 4-data point system to develop a baseline index. Each tier will be assigned a target command level.

Data Measures used to Establish Baselines

K.CC.1 – 7: Kindergarten Counting and Cardinality Inventory (weight 0.40)

K.OA.1, 2: Kindergarten Performance Task: Addition and Subtraction Situations (weight 0.25)

- K.OA.3: Kindergarten Performance Task: Decompose A Number (weight 0.25)
- K.OA.5: Kindergarten Fluency Baseline: Addition and Subtraction with 5 (weight 0.10)

Preparedness Group	Baseline Score
Tier 1	< 0.35
Tier 2	0.35 – 0.55
Tier 3	0.56 – 0.75
Tier 4	> 0.75

Student Growth Objective

By March 2016, 70% of students in each preparedness group will meet their assigned target command level for full attainment of the objective as shown in the scoring plan.

Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Command Level on SGO Assessment Portfolio
Tier 1		2
Tier 2		3
Tier 3		4
Tier 4		4 or 5 ¹

¹ It is expected that students in Tier 4 maintain a level of strong command or grow to distinguished command.

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.						
Student	Student	Teacher SGO Score Based on Percent of Students Achieving Target Score				
Group	Command Level	Exceptional (4) > 80%	Full (3) 70-80%	Partial (2) 50-69%	Insufficient (1) <50%	
Tier 1	2					
Tier 2	3					
Tier 3	4					
Tier 4	4 or 5					
Approval of Student Growth Objective Administrator approves scoring plan and assessment used to measure student learning.						
Teacher Signature				Date Submitted		
	r Signature					
Evaluator	Signa	ture		Date Approved		
Evaluator Results of Student	Growth Objective	ture e as appropriate. De	lete and add column	Date Approved		
Evaluator Results of Student Summarize results us Preparedness Group	Signa Growth Objective sing weighted averag Students at Target Score	ture e as appropriate. De Teacher SGO Score	lete and add column Weight (based on students per group)	Date Approved s and rows as needed. Weighted Score	Total Teacher SGO Score	
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Evaluator Results of Student Summarize results us Preparedness Group Tier 1 Tier 2 Tier 3 Tier 4 Notes Describe any change circumstances, etc. Review SGO at And Describe successes a SGOs for next year.	Signa Growth Objective sing weighted average Students at Target Score s made to SGO after nual Conference nd challenges, lessor	ture	lete and add column Weight (based on students per group)	Date Approved	Total Teacher SGO Score	

Teacher	Signature	Date
Evaluator	Signature	Date