

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		3	Language Arts		Sept 2018 - March 2019
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.					
Reading Literature RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Reading Informational RI.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3 Describe the relationship between a series of historical events; scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. Language L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). Rationale: The aforementioned reading literature, informational, and Language standards are critical for student success in 3 rd grade. They represent the skills necessary for cross-curricular success. Close reading of complex text and careful analysis of evidence are emphasized in the New Jersey Students Learning Standards for English Language Arts. These are skills that students will be called upon to employ as they engage in close reading of complex text and analysis of text evidence.					

Assessment Method: Levels are determined based on 3 information points. (2nd Grade Final Grade, 3rd Grade Reading Plus Data (Insight Assessment: Proficiency Index), 3rd Grade SRI scores in September) 2nd grade Final Grade will be 25%; 3rd grade Reading Plus data (Insight Assessment: Proficiency Index) will be 25%; 3rd grade SRI scores for September will be 50%. The third semester SRI will be used for the target score.

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 Levels	Information #1	Information #2	Information #3
	Final Grade (2 nd Grade)	Reading Plus Data-Insight Assessment Proficiency Index (3 rd Grade)	September-SRI (3 rd Grade)
1	0-69	0-1.5	BR-329
2	70-79	1.6-2.8	330-519
3	80-89	2.9-3.6	520-820
4	90-100	3.7+	821+

Student Growth Objective

State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. "70% 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 will meet the target score as indicated in the table below. These targets are rigorous and achievable because they reflect achievement expectations for success and preparation for 4th grade.

Preparedness Levels	Target Score on SRI Assessment
Individual	See Table 1

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 Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
	Exceptional (4) >75%	Full (3) 75%-70%	Partial (2) 69%-65%	Insufficient (1) <65%
Individual (See table 2)				

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
(Total number of students)			100%		

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 _____

Table 1

Student Number	Fall SRI Score	Target Growth
1		
2		
3		
4		
5		
6		
7		

Table 2

Student Number	Fall SRI Score	SRI Spring	Target Growth	Actual Growth
1				
2				
3				
4				
5				

