

SAMPLE - Student Growth Objective Form



Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		4 th	English Language Arts		September 2015-March 2016
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.					
<p>Standards:</p> <p><u>CCSS.ELA-LITERACY.RI.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.2</u> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.4</u> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topics or subject area</i>.</p> <p><u>CCSS.ELA-LITERACY.RI.4.5</u> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.8</u> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><u>CCSS.ELA-LITERACY.RI.4.9</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>CCSS.ELA-LITERACY.W.4.2.A</u> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><u>CCSS.ELA-LITERACY.W.4.2.B</u> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><u>CCSS.ELA-LITERACY.W.4.2.C</u> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>					

CCSS.ELA-LITERACY.W.4.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.4.2.E

Provide a conclusion that follows from the narrated experiences or events.

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.4.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Rationale: The above standards for 4th grade offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. All students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in previous grades.

Assessment Method: Students will take a post-assessment to include all standards listed above. This post assessment will be comprised of multiple choice items and a prose constructed response item.

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	Information #3
	*DWA#3 score from Grade 3	*End of 2014-2015 ELA grade in Genesis	Unit 1 Pretest Score
Low	0-69	0-69	0-69
Medium	70-84	70-84	70-84
High	85-100	85-100	85-100

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. Modify the table as needed.

70%-75 % of students in each preparedness group will meet the target score

*These targets reflect ambitious and achievable scores for all students because they reflect achievement expectations for success in the 4th grade and preparation for the following grade level.

Preparedness Group	Number of Students in Each Group	Target Score on Post-Assessment
Low		65-72
Medium		73-85
High		86-100

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.

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Low	65-72	76%-100%	70%-75%	50%-69%	0%-49%
Medium	73-85	76%-100%	70%-75%	50%-69%	0%-49%
High	86-100	76%-100%	70%-75%	50%-69%	0%-49%

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
Low					
Medium					
High					
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 _____	