Student Growth Objective Form



Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
	Orange High School	11-12	AP Calculus AB		Sept. 2015-March 2016
Standards, Rationale, and Assessment Method					

Rationale: The following College Board AP Calculus standards have been selected because they are major focus standards for the first year college calculus content cross nation. In addition, all eight mathematical practice standards are aligned to each standard listed on this SGO to support students develop their critical thinking skills as a preparation for students' college math courses.

Standards:

- Demonstrate an understanding of limits and limit properties
- Find the derivative of elementary and composite functions
- Demonstrate an understanding of the formal definition of a derivative of a function
- Use limits to find asymptotes
- Evaluate the average and instantaneous rates of change and find the velocity and acceleration
- Use techniques of integration to find simple integrals
- Use integration techniques to find distance and velocity from acceleration
- Apply the definite integral concepts such as area
- Use Riemann and Trapezoidal sums to approximate the area under a curve

Focused Mathematical Practice Standards:

MP 1: Make sense of problems and persevere in solving them

- **MP 2:** Reason abstractly and quantitatively
- MP 3: Construct viable arguments and critique the reasoning of others
- MP 4: Model with mathematics
- **MP 5:** Use appropriate tools strategically
- **MP 6** Attend to precision.
- **MP 7**: Look for and make use of structure
- MP 8: Look for and express regularity in repeated reasoning

Assessment Method:

Unit Assessments: Each Unit Assessment (District Approved) Post Assessment: Department developed AP Calculus post assessment

Final Score:

 $\frac{1}{2}$ (Average of unit assessments) + $\frac{1}{2}$ (post assessment score)

Starting Points and Preparedness Groupings

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

Data Measures used to Establish Baselines

- 2014-15 Average of unit assessments (40%)
- 2014-15 Average of SGO performance assessment (10%)
- 2014-15 Final grade (10%)
- 2015-16 current year diagnostic assessment (40%)2015-16 (September 8 October 10) class attendance (see Rubric)



Preparedness Group	Baseline Score			
Tier 1	< 0.35			
Tier 2	0.35 – 0.55			
Tier 3	0.55 – 0.75			
Tier 4	> 0.75			
Student Growth Objective	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			PLD 2	
Tier 2			PLD 3	
Tier 3			PLD 4	
Tier 4			PLD 4 or PLD 5	
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.

Duo no no dia coc	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	5				
Approval of Student Growth Objective Administrator approves scoring plan and assessment used to measure student learning.					
1					

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
Tier 1					
Tier 2					
Tier 3					
Tier 4					
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		Signatur	e	Da	te
Evaluator		Signatur	e	Da	te

Class Attendance Baseline Rubric

Attendance Rate (September 8 - October 10)	Scores
≥ 94%	No score deducted from the student's original
	baseline score
< 94%	6% of baseline score will be deducted from the
	student's original baseline score

Note:

The attendance percentage of 94% was used as good average attendance for public schools, while 93-85 percent was used as needing improvement and 84 percent or below was used as poor attendance as defined by the No Child Left Behind Act (NCLB) 2001.

Reference:

- Jones, J., (2006, April 7). The impact of student attendance, socio-economic status and mobility on student achievement of third grade students in Title I schools. Retrieved from: <u>http://scholar.lib.vt.edu/theses/available/etd04202006154606/unrestricted/jonesapproveddissertationsa</u> <u>pr7.pdf</u>
- 2. Applegate, K. (2003). The relationship of attendance, socio-economic status, and mobility and the achievement of seventh graders (Unpublished doctoral dissertation), Saint Louie University, St. Louis, MO.
- 3. Ziegler, C. W. (1972). School attendance as a factor in school progress (Rev. ed.). New York, NY: AMS Press, Inc.