

**SAMPLE - Student Growth Objective Form**

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		3	English Language Arts		September 9, 2014-February 9, 2015
<b>Standards, Rationale, and Assessment Method</b> 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>The following standards for Third Grade offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. 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 preceding grades.</p> <p><b>Standards:</b></p> <p>CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison,</p>					

cause/effect, first/second/third in a sequence).

CCSS.ELA-LITERACY.RI.3.9

Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.3.4

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose

CCSS.ELA-Literacy.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-Literacy.W.3.6

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.3.7

Conduct short research projects that build knowledge about a topic.

CCSS.ELA-Literacy.W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CCSS.ELA-Literacy.W.3.10

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.3.1

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

CCSS.ELA-Literacy.L.3.2

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

CCSS.ELA-Literacy.L.3.3

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

CCSS.ELA-Literacy.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.

CCSS.ELA-Literacy.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*).

Throughout the instructional period, (the teacher) will continuously assess in-progress and writing pieces of

various genres, including informational writing, to monitor and adjust instruction.

Teachers will:

- Guide students through the writing process.
- Use the Lucy Calkins units of study to support students in writing informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Allow for numerous opportunities for students to discuss texts to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- Gradually release support to promote student independence and ensure students are becoming independent writers

The DWA#2 is the Post-Assessment. The task is structured to resemble the Research Simulation Task (RST) of the PARCC Performance Based Assessment. In each testing situation, students read three texts and generate informative/explanatory writing that responds to a given task. This type of Prose Constructed Response measures each student's ability to comprehend texts, connect ideas across these sources, and draw logical conclusions.

### 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 2	Current writing samples from Sept-Oct	End of 2013-2014 ELA grade in Genesis
High			
Medium			
Low			

### 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.

\_\_\_\_\_ % of students will move 1 level on the 4 point informational rubric.

Each writing level group will increase by at least 1 point by the final writing sample.

Low = Students scoring a 1 on the first writing sample.

Middle= Students scoring a 2 on the first writing sample.

High= Students scoring a 3 or above on the writing sample.

Preparedness Group	Number of Students in Each Group	Target Score on Post-Assessment
High		3
Medium		2

Low		1			
<b>Scoring Plan</b> 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)
High	3	____% met the goal	____% met the goal	____% met the goal	____% met the goal
Medium	2				
Low	1				
<b>Approval of Student Growth Objective</b> Administrator approves scoring plan and assessment used to measure student learning.					
Teacher _____ Signature _____				Date Submitted _____	
Evaluator _____ Signature _____				Date Approved _____	
<b>Results of Student Growth Objective</b> 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
<b>Notes</b> Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.					
<b>Review SGO at Annual Conference</b> 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 _____	