Sample Student Growth Objective Form

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
	Orange High School	11	English III		Sept 2017 – March 2017

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.

Standards

- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Rationale: The aforementioned writing and language standards are critical for student success in 11th grade. They represent the skills necessary for success in writing in both English / Language Arts and across the disciplines. It is important for students to be able to compose a prose response with textual evidence after reading a complex text, a task which they will also have to perform in college. Additionally, the ability to communicate clearly and effectively in writing is an essential skill in nearly any career.

Assessment Method: Levels are determined based on 3 information points. (10th Grade Final Grade, 10th Grade PARCC Writing Score, 11th Grade First Benchmark PCR Score) 10th grade Final Grade will be 25%; 10th grade PARCC writing score will be 25%, 11th Grade First Benchmark PCR Score will be 50%. A PCR score from a benchmark assessment closest to the end of the SGO 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 Group	Information #1	Information #2	Information #3
	10th Grade Final Grade	10th Grade PARCC Writing Score (Literary Analysis Task)	First Benchmark PCR Score (example - 11.1.1 End-of Unit Assessment)
High	80-100	13-19	13-19
Middle	70-79	9-12	9-12
Low	0-69	0-8	0-8

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.

At least 70% of students will meet the target score as indicated in the table below. These targets are rigorous as they reflect considerable progress towards college readiness measured by the utilized PCR rubrics. The target scores indicated represent most students growing another "step" towards full readiness. For students already performing at an exceptional level, there is also an expectation that such performance be maintained; for students placed in the bottom tier, it is necessary that they show exhibit additional group to close the achievement gap present. However, such targets are also attainable, as most students are only being asked to grow a single "step" over the course of an academic year, with additional growth being asked of students who have the room and most urgent need for more rapid growth.

(See Table 1 for individual target scores)

Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Score on SGO Assessment
High		>16
Middle		>13
Low		13

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 Scores (Fill from results in Table 2)			
		Exceptional (4) >75%	Full (3) 70%-75%	Partial (2) 69%-65%	Insufficient (1) <65%
All students	(Individualized Target Scores)				

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**

All 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 _____