

Student Growth Objective Form

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		7	Science Content		September 2015 to March 2016
Standards, Rationale, and Assessment Method					
<p>Standard: 5.1 Science Practices: Science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science. Strand A. Understand Scientific Explanations; Strand B. Generate Scientific Evidence Through Active Investigations; Strand C. Reflect on Scientific Knowledge and Strand D. Participate Productively in Science</p> <p>5.2 Physical Science: Physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science. Strand A. Properties of Matter; Strand B. Changes in Matter; Strand C. Forms of Energy and Strand D. Energy Transfer and Conservation</p> <p>5.3 Life Science: All students will understand that life science principles are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics. Strand A. Organization and Development; Strand B. Matter and Energy Transformations; Strand C. Interdependence; Strand D. Heredity and Reproduction and Strand E. Evolution and Diversity</p> <p>Rational This SGO includes the NJCCCS related to components of Physical, Earth and Life Science addressed in 7th Grade. It encompasses the key foundational understandings that students must have to support content competency and progression. The SGO also includes the science practice standards crucial to helping student become scientific thinkers.</p> <p>Assessment Method Authentic Assessments throughout the year will be used to measure students' growth. The assessments will consist of select content understanding tasks, and performance tasks that reflect higher levels of cognitive complexity.</p>					
<p>Starting Points and Preparedness Groupings Students will be tiered as determined by a data point system the uses 2 points of data. Each tier group will be assigned a target level.</p> <p>Data Measures used to Establish Baselines</p> <ul style="list-style-type: none"> • 2014-2015 Final Grade; weight (.75) • Unit 1 Science Pre-Assessment: weight (.25) 					
Preparedness Group		Baseline Score			

Tier 1	< 0.45
Tier 2	0.45 – 0.65
Tier 3	0.65 – 0.8075
Tier 4	0.75 – .85
Tier 4 5	>.805

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 Level of SGO Combined Assessments
Tier 1		2
Tier 2		3
Tier 3		4
Tier 4		<u>Growth within Tier 4 or 55</u>
Tier 5		Growth within Tier 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.

Preparedness Group	Student Target Command Level	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		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.

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

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 _____