Student Growth Objective Form



(DISTRICT-DEVELOPED SAMPLE SGO for GRADE 8 MATH; 1 of 2)

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		8	Math		Sept. 2015 – Feb. 2016
Standards, Pationale, and Assessment Method					

Standards, Rationale, and Assessment Method

Critical Area(s): (1) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence

Mathematics | Grade 8

Rationale:

Critical areas are designed to bring focus to the standards in grade 8 by describing the big ideas that teachers may build their instruction upon them. This SGO reflects one of the critical areas within Grade 8:

(1) Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze twodimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Standards Addressed within this Student Growth Objective:

8th Grade SGO Standards

CCSS.MATH.CONTENT.8.G.A.1

Verify experimentally the properties of rotations, reflections, and translations.

CCSS.MATH.CONTENT.8.G.A.1.A Lines are taken to lines, and line segments to line segments of the same length.

CCSS.MATH.CONTENT.8.G.A.1.B Angles are taken to angles of the same measure.

CCSS.MATH.CONTENT.8.G.A.1.C Parallel lines are taken to parallel lines.

CCSS.MATH.CONTENT.8.G.A.2

Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

CCSS.MATH.CONTENT.8.G.A.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

CCSS.MATH.CONTENT.8.G.A.4

Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

CCSS.MATH.CONTENT.8.G.A.5

Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.

Assessment Method: Authentic Assessments (Assessment Portfolio) will be used as a tool to measure students' growth. The assessment portfolio incorporates carefully selected practice-forward tasks that reflect higher levels of cognitive complexity. All tasks included in the portfolio will be "practice forward" and rubric-scored.

Starting Points and Preparedness Groupings

Student tiers will be determined using a 4-data point system to develop a baseline index. Each tier will be assigned a target command level.

Data Measures used to Establish Baselines

2014-2015 Unit Assessment Average; weight (.40) 2014-2015 Performance Tasks Average; weight (.10) 2014-2015 Final Grade; weight (.10) 2015-2016 Diagnostic Assessment; weight (.40)

Preparedness Group	Baseline Score
Tier I	< 0.35
Tier 2	0.35 – 0.55
Tier 3	0.55 – 0.75
Tier 4	> 0.75

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		2
Tier 2		3
Tier 3		4
Tier 4		4 or 5 ¹

¹ It is expected that students in Tier 4 <u>maintain</u> a level of strong command or grow to distinguished command.

Scoring Plan State the projected so level. Modify the tab	cores for each group le as needed.	and what percentag	e/number of student	s will meet this target	at each attainment			
	Student	Teacher SGO Sco	ore Based on Percer	t of Students Achie	ving Target Score			
Preparedness	Target							
Group	Command	Exceptional (4)	Full (3) 70-80%	50-69%	son (1)			
	Level		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	50 05/0				
lier 1	2							
Tier 2	3							
Tier 3	4							
Tier 4	4 or 5							
Approval of Student Growth Objective Administrator approves scoring plan and assessment used to measure student learning.								
Teacher	Feacher Signature			Date Submitted				
Evaluator	Signature			Date Approved				
Results of Student	Growth Objective	2						
Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.								
Summarize results us	ing weighted averag	e as appropriate. De	lete and add columns	s 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			
Preparedness Group Tier 1	Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score			
Preparedness Group Tier 1 Tier 2	Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score			
Preparedness Group Tier 1 Tier 2 Tier 3	Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score			
Preparedness Group Tier 1 Tier 2 Tier 3 Tier 4	Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score			
Preparedness Group Tier 1 Tier 2 Tier 3 Tier 4 Notes Describe any changes circumstances, etc.	Students at Target Score	initial approval, e.g. l	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score			
Preparedness Group Tier 1 Tier 2 Tier 3 Tier 4 Notes Describe any changes circumstances, etc.	s made to SGO after	initial approval, e.g. l	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score			
Preparedness Group Tier 1 Tier 2 Tier 3 Tier 4 Notes Describe any changes circumstances, etc. Review SGO at Ann Describe successes ar SGOs for next year.	Students at Target Score smade to SGO after nual Conference nd challenges, lessor	initial approval, e.g. l	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score			
Summarize results us Preparedness Group Tier 1 Tier 2 Tier 3 Tier 4 Notes Describe any changes circumstances, etc. Review SGO at Ann Describe successes ar SGOs for next year.	s made to SGO after	initial approval, e.g. l	Weight (based on students per group)	s and rows as needed. Weighted Score	Total Teacher SGO Score			
Summarize results us Preparedness Group Tier 1 Tier 2 Tier 3 Tier 4 Notes Describe any changes circumstances, etc. Review SGO at Ann Describe successes ar SGOs for next year. Teacher	s made to SGO after	initial approval, e.g. l	because of changes in	sand rows as needed. Weighted Score Student population, Cudent learning, and s Date	Total Teacher SGO Score other unforeseen teps to improve			