Grade:	Subject	Number of Students	Interval of Instruction
Grade 3	Math	???	Full year
Name of Assessment	Grade 3 Mathematics Fluency Assessment	SGO Type	Specific; Tiered

Rationale for Student Growth Objective

Computational fluency is an essential goal for school mathematics and forms the foundation for many higher level math concepts. This SGO will provide practice with skills that are critical to the development of computational fluency in Operations and Algebraic Thinking and Number and Operations in Base Ten.

Common Core State Standards:

CCSS Math Content: 3.OA.A7: Students will fluently multiply and divide within 100. Students will use strategies such as the relationship between multiplication and division, e.g. knowing that 8 x 4=40, one knows 40 divided by 5 = 8, or properties of operations. By the end of third grade, students will know from memory all products of two one-digit numbers (See CCSS Table 2).

CCSS Math Content: 3.NBT.2: Students will fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction (See CCSS Table 1).

Throughout the school year, the teacher will assess the students' adequate progress by using periodic assessments, such as: exit slips, games record sheets, journal pages, open response problems, progress checks and written assessments. Teacher will also administer secure checkpoint assessments, quarterly. **Students Growth Objective**

By April 2014, 85% of the students within each Tier will have obtained an average score of 3, 4, or 5 on the Math Assessment Rubrics, advancing a minimum of 1-2 Performance Levels *(see below).*

Tier 1 (Low Level) Average end of the year score will be Level 3:Moderate CommandTier 2 (Mid Level) Average end of the year score will be Level 4:Solid CommandTier 3 (High Level) Average end of the year score will be Level 5:Distinguished Command

Mastering the material of the above standards and reaching fluency in addition and subtraction within 1000, single digit multiplication, and related divisions with understanding may be quite time consuming. Students will develop strategies and algorithms based on: Relationships, properties and place value. It is imperative that extra time and support be provided if needed. Fluency is not meant to come at the expense of understanding. Fluency is an outcome of a progression of learning and sufficient thoughtful practice and expectations should be built throughout the course of the year and should be assessed in a timed setting.

Performance Level Descriptors			
3.OA.7 Operations and Algebraic Thinking	3.NBT.2 Numbers and Operations in Base Ten		
<u>Minimal Command (1)</u> Does not accurately display a command for multiplying and dividing within 100.	<u>Minimal Command (1)</u> Does not accurately display a command for adding and subtracting within 1000.		
<u>Partial Command (2)</u> Multiplies and divides within 100, using strategies relating multiplication and division or properties of operations.	Partial Command (2) Adds and subtracts within 1000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction. Calculates at least 75% of sums and differences of items which are timed.		
<u>Moderate Command: Low (3)</u> Accurately multiplies and divides within 100, using strategies relating multiplication and division. Knows from memory more than 80% and less than 100% of the multiplication and division facts within 100 on items which are timed.	<u>Moderate Command: Low (3)</u> Accurately adds and subtracts within 1000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction. Calculates more than 75% and less than 100% of sums and differences of items which are timed.		
Strong Command: Middle (4) Accurately multiplies and divides within 100, using strategies relating multiplication and division. Knows from memory 100% of the multiplication and division facts within 100 in the allotted time on items that are timed.	Strong Command: Middle (4) Accurately in a timely manner adds and subtracts within 1000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction. Calculates 100% of sums and differences in the allotted time .		
Distinguished Command: High (5) Accurately and quickly multiplies and divides within 100, using strategies relating multiplication and division. Knows from memory 100% of the multiplication and division facts within 100 in less than the allotted time on items that are timed.	Distinguished Command: High (5) Accurately and quickly adds and subtracts within 1000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction. Calculates 100% of sums and differences in less than the allotted time .		

Baseline Data

(Please include what you know about your students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)

Teacher will use the Grade 3 Mathematics Pre Assessments (Fluency) to acquire baseline data. Pre-Assessments are timed tests designed to determine the degree to which a student can "quickly and accurately" demonstrate a particular procedural fluency.

Performance Level (Rounded Averages)	Distinguished Command (5)	Solid Command (4)	Moderate Command (3)	Partial Command (2)	Minimal Command (1)
Number of Students at each Level					

Preparedness Level	Number of Students in Each Group (Total)	Target Score on Post- Assessment (%)	Number of Students Required for "Full Attainment"
Tier I (Low Level)			
PLD 1 and 2			
Tier II (Mid Level)			
PLD 3			
Tier III (High Level)			
PLD 4 and 5*			

* It is expected that students in Performance Level 5 maintain a level of distinguished command.

Scoring Plan					
Preparedness Group	Target Score on Final	Objective Attainment Level Based on Percent and Number of Students Achieving Target Score			
	Assessment	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

Orange Board of Education

Approval of Student Growth Objective				
Teacher	·	_ Signature _ Signature		Date Submitted Date Approved
Results of Stude	ent Growth Obje	ctive		
Preparedness Group	Number of Students at Target Score	Objective Attainment Level	SGO Score Average Objective Attainment Level	Teacher
			-	Evaluator
				Date