Student Growth Objective Form

Grade:	Subject	Number of Students	Interval of Instruction
Grade 5	Math	???	Full year
Name of Assessment	Grade 5 Mathematics Assessment (Major Work)	SGO Type	Specific; Tiered

Rationale for Student Growth Objective:

Critical areas are designed to bring focus to the standards in Grade 5 and embody the major work of the grade. Approximately 75% of the total possible points on the next generation will aligned exclusively to the major work of the grade.

Within this SGO, focus is placed on the following areas:

- 1) Students extending their understanding of fractions, with a particular emphasis on Operations, Comparing & Equivalence, Problem Solving
- 2) Students developing mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision, including vocabulary when making mathematical statements. (SMP 3 & 6)

Common Core State Standards:

CCSS Math Content 5.NF.1: Add and subtract fractions with unlike denominators

CCSS Math Content: 5.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

CCSS Math Content: 5.NF.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions

STUDENT MATHEMATICAL PRACTICES: 3 & 6

Teachers will administer pre- and post- mathematics assessments. Throughout the school year, the teacher will assess the students' adequate progress by using periodic assessments (check points), such as: exit slips, games record sheets, journal pages, open response problems, progress checks and written assessments. Teacher will also administer secure assessments, monthly that will address the Major Work and the Mathematical Practices 3 & 6.

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 Mathematics 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 Command Tier 2 (Mid Level) Average end of the year score will be Level 4: Strong Command Tier 3 (High Level) Average end of the year score will be Level 5: Distinguished Command

Performance levels Descriptors				
Fractions with unlike denominators	Multiplying & Dividing with Fractions			
Minimal Command(1) Student cannot add or subtract_fractions or mixed numbers with unlike denominators using only fractions with denominators of 2,4, 5 or 10 in such a way as to produce an equivalent sum or difference with like denominators.*	<u>Minimal Command(1)</u> Cannot multiply a fraction by a whole number by a fraction and divide a fraction by a whole number or whole number by a fraction using visual fraction models.			
Partial Command (2) Adds or subtracts two fractions or mixed numbers with unlike denominators using only fractions with denominators of 2,4, 5 or 10 in such a way as to produce an equivalent sum or difference with like denominators.*	Partial Command (2) Multiplies a fraction or a whole number by a fraction and divide a fraction by a whole number or whole number by a fraction using visual fraction models.			
<u>Moderate Command: Low (3)</u> Adds and subtracts two fractions or mixed numbers with unlike denominators in such a way as to produce an equivalent sum or difference with like denominators.	Moderate Command: Low (3) Multiplies a fraction or a whole number by a fraction and divides a fraction by a whole number – or whole number by a fraction –using visual fraction models and creating context for the mathematics, including rectangular areas.			
Strong Command: Middle (4) Adds and subtracts up to three fractions and adds and subtracts two mixed numbers with unlike denominators in such a way as to produce an equivalent sum or difference with like denominators.	Strong Command: Middle (4) Solves real-world problems, by multiplying a mixed number by a fraction, a fraction by a fraction and a whole number by a fraction; dividing a fraction by a whole number and a whole number by a fraction using visual fraction			
Distinguished Command: High (5) Adds and subtracts more than three fractions and mixed numbers with unlike denominators in such a way as to produce an equivalent sum or difference with like denominators.	models and creating context for the mathematics, including rectangular areas; and interpreting the product and/or quotient.			

Distinguished Command: High (5) Creates real-world problems, by multiplying a mixed number by a fraction, a fraction by a fraction, and a whole number by a fraction; dividing a fraction by a whole number and a whole number by a fraction and creating context for the mathematics and equations

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 5 Mathematics Pre Assessments (Major Work) to acquire baseline data.

Pre-Assessments are two-part assessments designed to determine the degree to which a student (a) demonstrates particular skills relating to fractions that are deemed important for students to be successful in specific grade level content and (b) expresses appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements (MPs 3 & 6).

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 Student Achieving Target Score			Number of Students
•	Assessment	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

Student Growth Objective Form

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