

Student Growth Objective Form

| Name | School | Grade | Course/Subject | Number of Students | Interval of Instruction |
|---|--------------------------|-------|------------------------|--------------------|-----------------------------------|
| | | 2 | ELA/iRead | | 10/1/18-4/25/19 |
| 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. | | | | | |
| <p>These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are necessary and important components that will support students as they develop into proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention</p> <p>Standards:</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary | | | | | |
| 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 |
| | iRead Score 9/14/2018 | | iRead Score 10/1/19 | | # Deferrals within Current Topics |
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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.

Students will move within series with minimal (less than two) deferments per topics.

Low=Students within series 9-18. Each student will increase 18 series by 4/19

Middle= Students within series 19-36. Each student will increase 17 series by 4/19

High= Students within series 37-51. Each student will complete iRead.

| Preparedness Group (e.g. 1,2,3) | Number of Students in Each Group | Target Score on SGO Assessment |
|------------------------------------|----------------------------------|--------------------------------|
| Low | | |
| Medium | | |
| High | | |

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 | Teacher SGO Score Based on Percent of Students Achieving Target Score | | | |
|--------------------|---|------------------|------------------|------------------|
| | Exceptional (4) | Full (3) | Partial (2) | Insufficient (1) |
| Low | 95% met the goal | 85% met the goal | 70% met the goal | 65% or below |
| Medium | 95% met the goal | 85% met the goal | 70% met the goal | 65% or below |
| High | 95% met the goal | 85% met the goal | 70% met the goal | 65% or below |

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 |
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| Notes Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc. | | | | | |
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| 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 _____ | | | | | |