

Student Growth Objective Form

Grade:	Subject	Number of Students	Interval of Instruction
Second Grade	Math	24	Full year
Name of Assessment	Math Assessment	SGO Type	General

Rationale for Student Growth Objective

In Grade 2, instructional time should focus on (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; and (3) describing and analyzing shapes.

Common Core State Standards:

CCSS.Math.Content.2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.

CCSS.Math.Content.2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

CCSS.Math.Content.2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

CCSS.Math.Content.2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1

CCSS.Math.Content.2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

CCSS.Math.Content.2.OA.B.2 Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers

CCSS.Math.Content.2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Note: Teacher will administer a beginning of the year, mid-year, and end of the year math assessment. Teacher will also use data from previous school year such as Model Curriculum Benchmark Assessments. Throughout the school year, the teacher will continuously assess students formally with tests, quizzes and math work sampling and informally with anecdotal notes to monitor and adjust instruction.

Students Growth Objective

By June 2014 80% of students will have a Strong Command (level 4) or Distinguished Command (level 5) on 80% of the Math Assessment Checklist.

Student Growth Objective Form

Five Performance Levels

Level 5: Distinguished Command

Students performing at this level demonstrate a **distinguished** command of the knowledge, skills, and practices embodied within the Common Core State Standards for Second Grade focused on representing and comparing whole numbers assessed at their grade level.

Level 4: Solid Command

Students performing at this level demonstrate a **solid** command of the knowledge, skills, and practices embodied within the Common Core State Standards for Second Grade focused on representing and comparing whole numbers assessed at their grade level.

Level 3: Moderate Command

Students performing at this level demonstrate a **moderate** command of the knowledge, skills, and practices embodied within the Common Core State Standards for Second Grade focused on representing and comparing whole numbers assessed at their grade level.

Level 2: Partial Command

Students performing at this level demonstrate a **partial** command of the knowledge, skills, and practices embodied within the Common Core State Standards for Second Grade focused on representing and comparing whole numbers assessed at their grade level.

Level 1: Minimal Command

Students performing at this level demonstrate a **minimal** command of the knowledge, skills, and practices embodied within the Common Core State Standards for Second Grade focused on representing and comparing whole numbers assessed at their grade level

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 2012-2013 Model Curriculum Benchmark Assessments and the Pre-test as a formative assessment. Based on these assessments

Scoring Plan

Objective Attainment Level Based on Percentage and Number Achieving Target Score

Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
80%				

Approval of Student Growth Objective