

Student Growth Objective Form

Overview:

This SGO was developed using Teaching Strategies GOLD data to assess development through a performance based approach. This SGO measures student’s progress on one literacy objective required for this age group.

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		KDG	Literacy	21	Oct 15 – May 15

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.

The SGO targets all children based on TS GOLD assessment data in the domain of Literacy Development Objective 18: Comprehends and responds to books and other texts, and is aligned to the New Jersey Student Learning Standards.

Sources of evidence: anecdotal records, photographs, videos and work samples observed throughout the Kindergarten day.

Teaching Strategies Gold Objective 18: Comprehends and responds to books and other texts

- a. Interacts during reading experiences, book conversations, and text reflections
- b. Uses emergent reading skills
- c. Retells stories and recounts details from informational texts

New Jersey Student Learning Standards:

RI.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.K.2 With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how)

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RI.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic

RI.K.10 Actively engage in group reading activities with purpose and understanding.

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.

Authentic assessments (anecdotal notes, photographs, and work samples) from the first 6-8 weeks of school are uploaded onto the Teaching Strategies GOLD online assessment system. Documentation is leveled and students are placed into one of the following categories for each of the objectives/dimensions.

Below Widely Held Expectations
Meeting Widely Held Expectations
Exceeding Widely Held Expectations

Teachers take advantage of the information they gathers about students during the first few weeks of the school year to determine their starting points. The multiple notes, photographs, and work samples collected constitute valuable multiple measures of the students' current levels in math.

Student Growth Objective

State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. "80% 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.

At least 80% of students will advance two levels or more on the dimensions measured according to the Teaching Strategies GOLD assessment tool.

Teachers chose to set targets for students based on expected growth from a well-defined starting point. This makes sense when using a sophisticated portfolio system that measures increases in a set of skills over time. The expectation is that all students will improve by a particular amount on a majority of the standards/objectives being taught.

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	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
	Increase at least 2 levels	90%	80%	70%	60%

Each student has his or her own learning target and the teacher will receive a rating based on how many students meet their target. Because the teacher has 21 students, they may want to convert the % of students to numbers for ease of tracking and calculating a final score.

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.

Students at Target Score	Teacher SGO Score	Total Teacher SGO Score

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

The scoring section of the form has been simplified to record success as measured by attainment of individual learning targets rather than by using a tiered approach.

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.

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Teacher _____	Signature _____
Date _____	
Evaluator _____	Signature _____
Date _____	