STUDENT GROWTH OBJECTIVES

A Professional Development Session Designed to Support Turnkey Training on the Shifting Gears Initiatives

Objectives for Today

- Understand how to use what you know about the CCSS and PARCC to create Student Growth Objectives (SGOs) that improve student achievement.
- Understand the process for developing SGOs that are meaningful and that meet the requirements of TEACH NJ.

What is a Student Growth Objective?

	SMART	SGOs must be	SGOs require a teacher to
S	Specific	Specific	Identify **who** will learn **how much** about **what** by **when**
M	Measurable	Measurable	Use prior learning data and/or pre-assessments and post-assessments
A	Achievable	Ambitious & Achievable	Set a target for growth based on baseline data and teaching context
R	Results-Oriented	Relevant	Align SGOs to content standards
T	Time-bound	Time-bound	Establish a timeframe for the learning (from when to when)

What are the requirements for SGOs?

- All teachers who receive an **SGP score** must set **1** SGO.
- Teachers who do not receive an SGP score must set **2 SGOs**.
- A teacher develops SGOs in **consultation with the principal**.
- SGOs must be **aligned to NJCCCS or CCSS** and measure student achievement and/or growth between two points in time.
- SGOs must be **specific** and **measurable** and based upon students' **prior learning data** (when available).
- A teacher's final SGO rating is **determined by the principal.**

Types of SGOs

- **General SGOs** are broad in scope. They include a significant proportion of the curriculum and key standards, and all, or a significant number of students.

- **Specific SGOs** focus on a particular subgroup of students, or specific content or skill.

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Grade:	Subject	Number of Students	Interval of Instruction
9	Physics 1	65	Full year ■ Semester ☐ Other _____
Name of Assessment	Department-developed Physics 1 assessment		**SGO Type** General ■ Specific ☐

Rationale for Student Growth Objective
(Please include content standards and explanation of assessment method.)

This SGO includes all of my students and key physical science standards and practices:
NJCCCS physical science 5.2.12 D-E
NJCCCS science practices 5.1.12 A-D

Physics 1 assessment –
Written: 40 multiple choice (4 choice), 5 constructed response questions,
Practical: students design an apparatus to test an assigned concept and write a report of findings.

Student Growth Objective

At least 70% (45/65) of my students will attain a score of 80% or above on the end of course test.

Baseline Data
(Use 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.)

Grade 8 math scores, grade 8 science scores, scores on department-developed Physics 1 pre-assessment. A summary of this data is attached. Average score on the physics pre-assessment was %.

Scoring Plan				
Objective Attainment Based on Percent and Number of Students Achieving Target Score				
Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
80%	85% or greater of students (56 or more)	70%-84% of students (45-55)	55%-69% of students (36-44)	0-54% of students (35 or fewer)

Approval of Student Growth Objective		
Teacher _____	Signature_____	Date Submitted_____
Evaluator _____	Signature _____	Date Approved _____

Results of Student Growth Objective (State how many students met the final assessment target)		
	Score _____ Date _____	Teacher _____ Evaluator _____

5 Steps of the SGO Process

Pre-Planning: Determine what you want students to know /be able to do.

Step 1

Choose or develop a quality assessment aligned to NJCCCS or CCSS.

Step 2

Determine students' starting points.

Step 3

Set ambitious and achievable SGOs with the approval of the principal.

Step 4

Track progress, refine instruction.

Step 5

Review results and score in consultation with your principal/supervisor.

Some detail on each of these steps can be found in the SGO Quick Start Guide

Evidence-Based Design
(Apply the PARCC process!)

Claims

Design begins with the inferences (**claims**) we want to make about students

Evidence

In order to support **claims**, we must gather **evidence**

Tasks

Tasks are designed to elicit specific **evidence** from students in support of **claims**

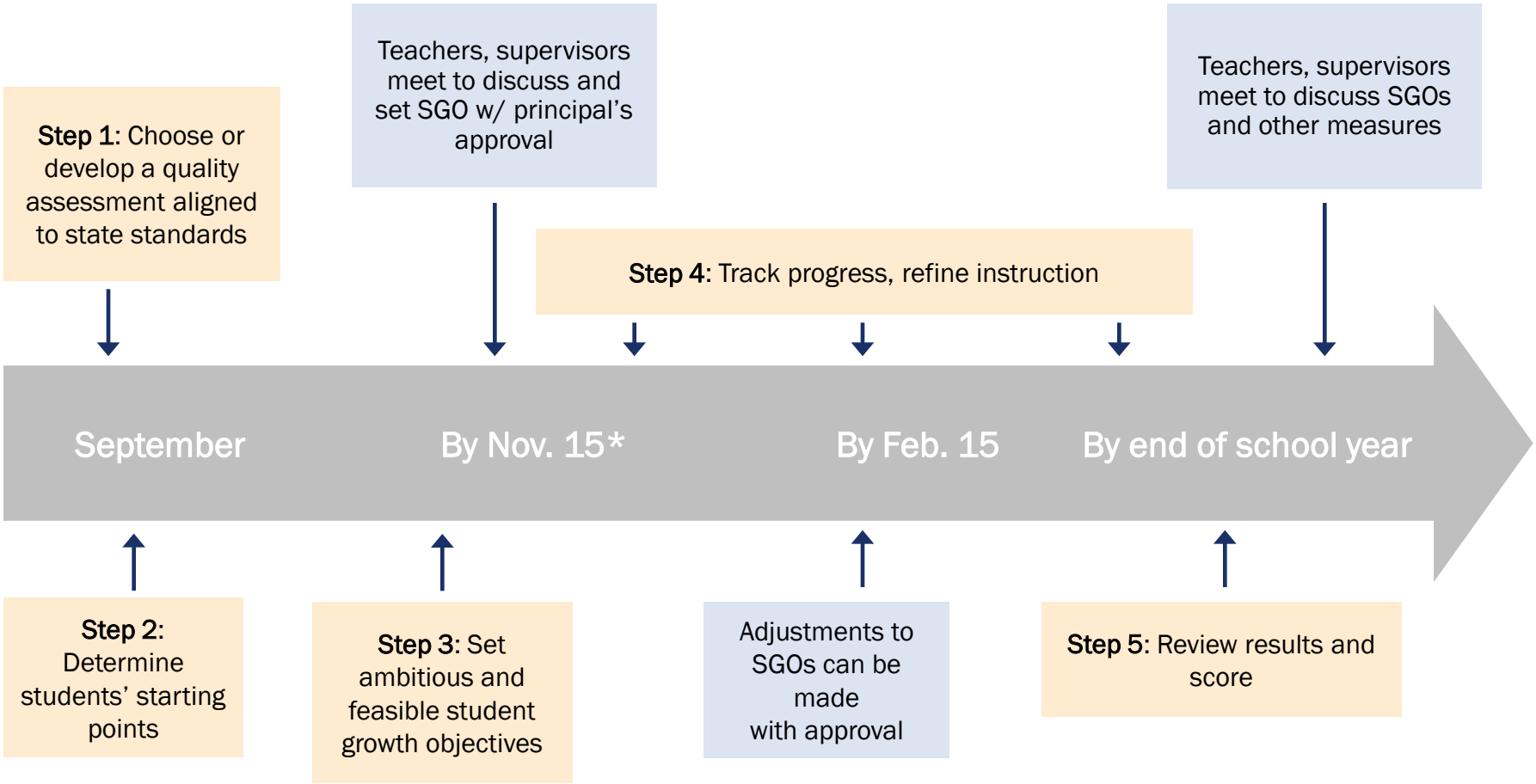
1. Determine Claims – standards-based, critical student performances
2. Identify Evidence – what students might say or do to demonstrate mastery
3. Design Tasks – assessments or assignments that will yield the needed evidence

The SGO Process Timeline

KEY

Recommended steps for setting a good SGO

Official SGO process in regulations



**For 2013–14 only. In subsequent years, SGOs must be set by Oct. 15.*

What do you want students to know?

Content Area	
Standard	students will acquire the knowledge and skills to think analytically about how past and present nment shape the American heritage. Such knowledge and skills enable students to make informed ore democratic values as productive citizens in local, national, and global communities.
Era	
Grade Level	

Content Statement	**CPI #**	**Cumulative Progress Indicator (CPI)**
4. Civil War and Reconstruction The Civil War was caused by ideological, economic, and politica differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted had long-term consequences.	1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
	1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
	1.12.A.4.c	Evaluate how political and military leadership affected the outcome of the Civil War.
	1.12.A.4.d	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
	1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.
	1.12.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.

Content Statement

4. Civil War and Reconstruction

The Civil War was caused by ideological, economic, and political differences about the future course of the nation.

	North and South (i.e., Secession) led to the Civil War.
6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
6.1.12.A.4.c	Evaluate how political and military leadership affected the outcome of the Civil War.

What do you want students to be able to do?

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	K-4	5-8	9-12
Chronological Thinking	• Place key historical events and people in historical eras using timelines. • Explain how the present is connected to the past.	• Construct timelines of the events	• Compare present and past events to
Spatial Thinking	• Determine locations of places and interpret information available on maps and globes. • Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.		
Critical Thinking	• Distinguish fact from fiction. • Identify and use a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).		
Presentational Skills	• Use evidence to support an idea in written and/or oral format.	written and/or oral format.	analysis in a written and/or oral format.

- Distinguish valid arguments from false arguments when interpreting current and historical events.
- Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
- Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

Types of Assessments

Traditional Assessments	Portfolio Assessments	Performance Assessment
• Teacher-created, school, departmental assessments (e.g. quarterly exams, benchmark exams) • Research papers	• Teaching Strategies Gold® (pre-K, K) • Writing and reflection samples (LAL) • Laboratory research notebook (sciences) • Portfolio of student work (visual and performing arts, etc.) • Project-based assessments (all subjects)	• Lab Practicum (sciences) • Sight reading (music) • Dramatic performance (drama) • Skills demonstration (physical education) • Persuasive speech (public speaking)

Sources for assessments:

Use existing assessments
Modify existing assessments
Develop new assessments
Purchase new assessments

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Assessment Quality

Alignment to Standards

SGO Step 1, Form 2: Choose or Develop Quality Assessments

Standards Alignment and Coverage Check

Grade Level/Subject: _____

Teacher(s): _____

Directions: After aligning assessment to New Jersey Core Curriculum Content Standards or the Common Core State Standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Use extra sheets as needed. Teachers with common assessments need only complete one copy.

Standard Number	Standard Description	Question Numbers/Portfolio Components

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Assessment Quality

Depth of Knowledge

SGO Step 1, Form 3: Choose or Develop Quality Assessments

Assessment Rigor and Depth of Knowledge Analysis

Grade Level/Subject: _____

Teacher(s): _____

Directions: Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor. Teachers with common assessments need only complete one copy.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers/Portfolio Components
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure.	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many...? Label parts of the.... Which is true or false...?	
Level 2: Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity.	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will....	
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, and thinking at a higher level.	Critique, Formulate, Hypothesize, Construct,	Construct a defense of.... Can you illustrate the concept of...? Apply the method used to	

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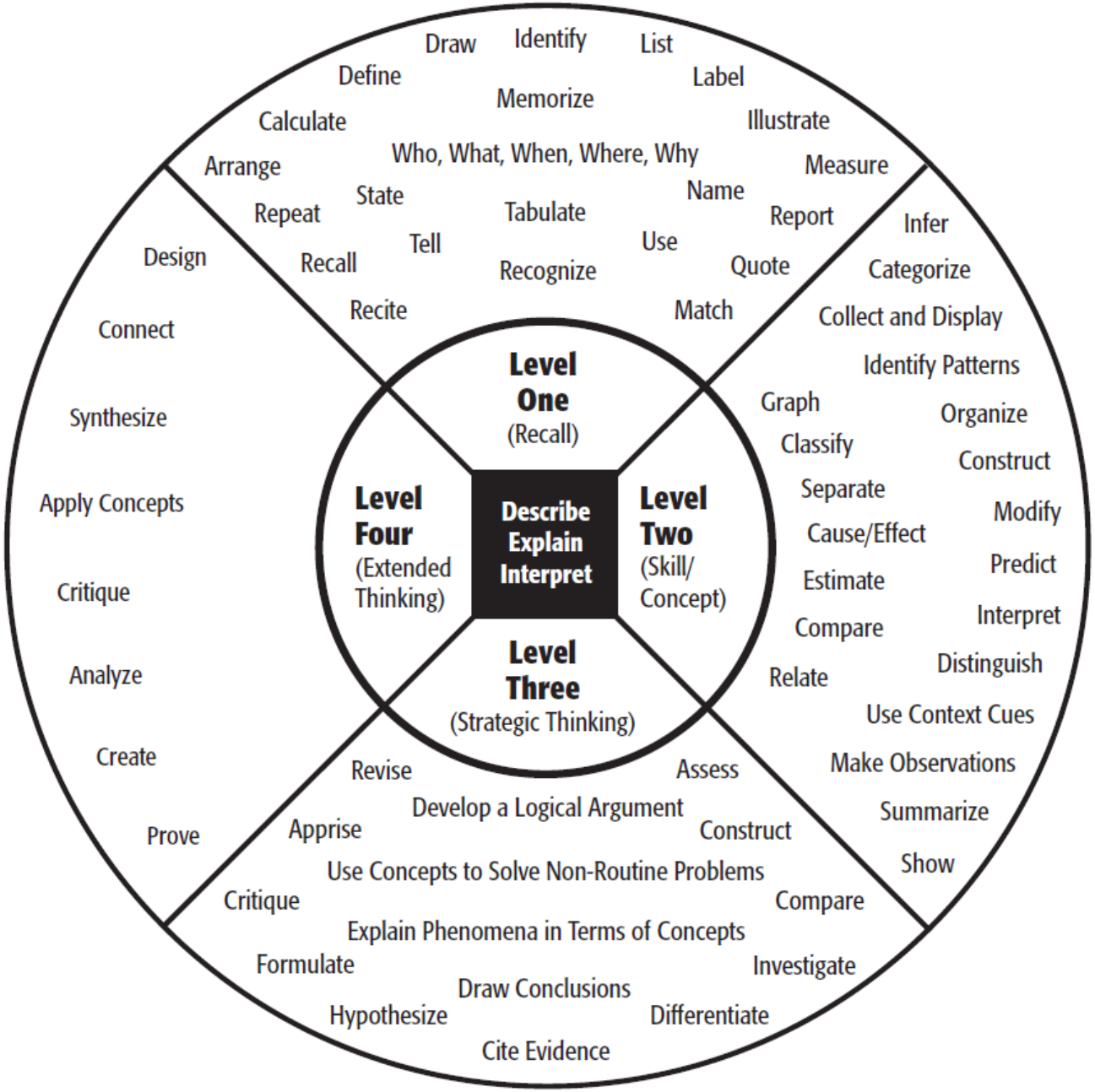
Draw
Identify
List
Define
Label
Memorize
Calculate
Illustrate
Who, What, When, Where, Why
Arrange
Measure
State
Name
Repeat
Tabulate
Report
Tell
Use
Recall
Quote
Recognize
Recite
Match
Level One
(Recall)
Level Four
(Extended Thinking)
Describe
Explain
Interpret
Level Two
(Skill/ Concept)
Level Three
(Strategic Thinking)
Design
Connect
Synthesize
Apply Concepts
Critique
Analyze
Create
Prove
Infer
Categorize
Collect and Display
Identify Patterns
Graph
Organize
Classify
Construct
Separate
Modify
Cause/Effect
Predict
Estimate
Interpret
Compare
Distinguish
Relate
Use Context Cues
Make Observations
Summarize
Show
Revise
Assess
Develop a Logical Argument
Apprise
Construct
Use Concepts to Solve Non-Routine Problems
Critique
Compare
Explain Phenomena in Terms of Concepts
Formulate
Investigate
Draw Conclusions
Hypothesize
Differentiate
Cite Evidence

Assessment Quality

Variety and Validity

SGO Step 1, Form 4: Choose or Develop Quality Assessments

Approval Checklist for School-based Assessments

Grade Level/Subject: _____

Teacher(s): _____

Evaluator Name: _____

Criteria	Considerations (Check all that apply)
Alignment and Stretch	☐ Items/tasks cover key subject/grade-level content standards. ☐ Where applicable, items/tasks cover knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in career/life. ☐ Where applicable, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course. ☐ Scoring system is weighted appropriately for question complexity. Evidence/Feedback:
Rigor and Complexity	☐ Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course (e.g. appropriate depth of knowledge and correct reading level). ☐ Many items/tasks require strategic and extended thinking. ☐ Multiple-choice questions are appropriately rigorous or complex (e.g. multistep, four or more choices). ☐ Key content standards are assessed at greater depths of understanding and/or complexity. Evidence/Feedback:
Format Captures True Mastery	☐ Items/tasks are written clearly. ☐ The assessment/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures, or genders. ☐ Some standards are assessed across multiple items/tasks. ☐ Item types and length of the assessment are appropriate for the subject/grade level.

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Create or select a rubric/scoring system

onthecore

Grades 9-12 Common Core History and Social Studies Rubrics

Key Ideas and Details

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Needs Specific Improvement	Approaching	Meets Expectations	Exceeds
▪ Lacks specific details from the text ▪ Does not connect details to the text as a whole.	▪ Contains some specific details from the text but omits the most important ones ▪ Attempts to connect details to the text as a whole.	▪ Cites specific evidence to support the analysis of the text-Connects insights from specific details to the text as a whole.	Meets expectations and performs one of the following: ▪ Brings in outside information from prior knowledge/other sources ▪ Demonstrates a connection between the historical context of the document and the modern day.

RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Needs Specific Improvement	Approaching	Meets Expectations	Exceeds
▪ Does not identify the central idea. ▪ Is a regurgitation of sections of the text.	▪ Provides central ideas but adds superfluous details from the text ▪ Is accurate summary is lacking; key points omitted.	▪ Articulates the central idea and an accurate summary depicting the relationships among the key details and ideas.	Meets expectations and performs one of the following: ▪ Makes connection to historical/modern events ▪ Incorporates subtextual/ metacognitive ideas/relationships.

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Determine Students' Starting Points

Source of Performance Data to Determine Students' Starting Points	Examples and Notes
Results from beginning-of-course diagnostic tests or performance tasks	Department-generated pre-assessment
Results from prior-year tests that assess knowledge and skills that are pre-requisites for the current grade	Prior year end-of-course assessments or portfolio results
Results from tests in other subjects including teacher- or school-generated tests and state tests (tests must have assessed pre-requisite knowledge and skills)	Prior NJASK scores may be used to establish baseline data but not to set SGOs.

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Consider Multiple Sources of Data

A 9th-grade ELA teacher has two sets of data readily available: a department-wide pre-assessment based on the key competencies for grade 9 and grade 8 portfolio scores.

Student	Portfolio Score (June 2013)	Pre-Assessment (Sep 2013)
1	89	76
2	68	43
3	78	54
4	86	66

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Step 3 – Set Growth Objectives

Attainment of Student Growth Objective			
Exceptional 4	Full 3	Partial 2	Insufficient 1
Teacher has demonstrated an **exceptional** impact on learning by **exceeding** the objective.	Teacher has demonstrated a **considerable** impact on learning by **meeting** the objective.	Teacher has demonstrated **some** impact on learning but **did not meet** the objective.	Teacher has demonstrated an **insufficient** impact on learning by **falling far short** of the objective.

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Establish a Scoring Guide

Target Score	Attainment Level in Meeting Student Growth Objective			
80% or Higher on Final Assessment	Exceptional 4	Full 3	Partial 2	Insufficient 1
Percent of Students Meeting Target	Greater than 84%	70-84%	55-69%	Less than 55%

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Thinking Through SGO Development

By _____ (date), I want _____ (which students) to know _____ and/or be able to _____.

- What evidence to I need?
  - What might students say or do to demonstrate mastery of these outcomes?
- How will I elicit this evidence?
  - What kinds of tasks or assessment items will demonstrate this learning?
- How will I score the tasks or assessments?
  - What kind of rubric or scoring criteria will I use to determine performance levels?

Thinking Through SGO Development

- Where are the students now?
  - What tasks, assessments or data sources can be used to determine my baseline (students' current proficiency levels)?
- Where do I want to students to be?
  - What is a reasonable and ambitions target for students to achieve?
- How will I measure and monitor students' progress?
  - What interim tasks and assessments will elicit evidence of concept/skill development throughout the instructional period?

Full Circle Ending: Think, Pair, Share

How can we use what we know about the

CCSS, PARCC and SGOs

to improve student achievement?