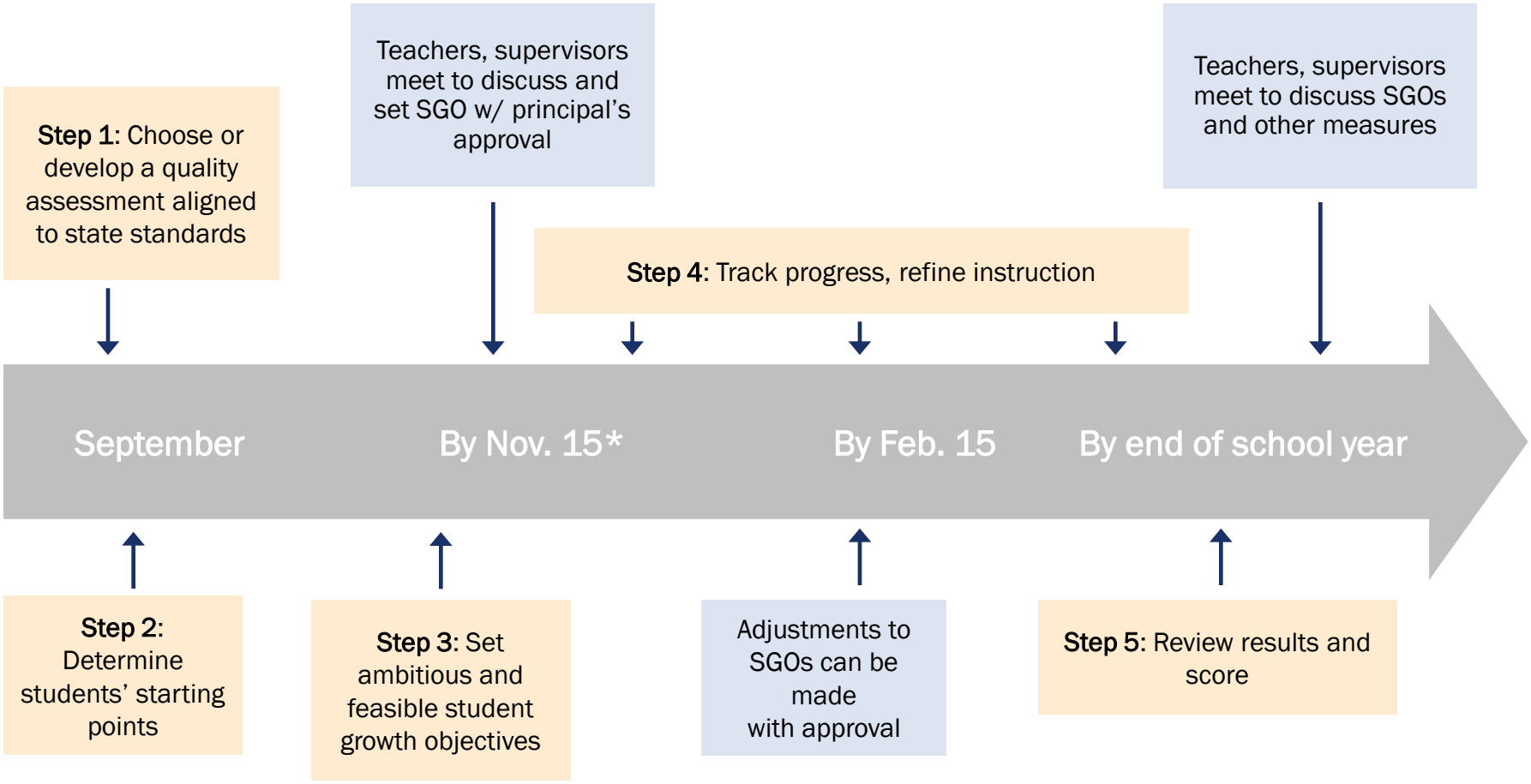
The SGO Process Timeline

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 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.**

Sample Tiered SGO:

8	United States History	125	Full year Semester Other 9/30-4/30
Name of Assessment	Locally Developed Baseline and Post Assessments		
Rationale for Student Growth Objective (Please include content standards covered and explanation of assessment method.)			

Student Growth Objective: 85% of the 8th grade US History Students in each preparedness group will meet their targeted score on the 3rd marking period benchmark assessment.

2. Timelines (or multiple-choice that requires students to order events to establish chronological thinking baseline. A mix of multiple choice and open ended is appropriate.

3. Map questions to establish spatial thinking baseline

4.Text dependent questions to establish reading comprehension and analysis with critical thinking. A mix of DBQ/open-ended and multiple-choice is appropriate.

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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Types and Examples of SGOs

Type of SGO	Definition	Examples (from Algebra I class)
General	Focused on the teacher's entire student population for a given course. Includes large proportion of curriculum standards.	Covers all students in a teacher's Algebra I classes and aligned comprehensively with course standards.
General - tiered goal	Same as above, but with student goals tiered by preparation levels	Same as above, but with student goals tiered by preparation levels.
Specific — student group	Focused on a subgroup of students that need specific support.	Covers a group of students that scored below 45 percent on the pre-test.
Specific — content/skill	Focused on specific skills or content that students must master.	Covers New Jersey Common Core State Standards related to quadratic functions and modeling.

Sample SGO part 1: Rationale

SGO Step 3, Form 3: Set Ambitious and Feasible Student Growth Objectives

Student Growth Objective Form (Tiered with weighted score)

Grade	Course/Subject	Number of Students	Interval of Instruction
8	United States History	125	Full year ☐ Semester ☐ Other 9/30-4/30

Name of Assessment	Locally Developed Baseline and Post Assessments	SGO Type	General ■ Specific ☐

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

Baseline Assessment:
Standards: **NJCCCS 6.1.3**
Skills: Chronological Thinking, Spatial Thinking, Critical Thinking
CCSSRH6-8.1-9
Assessment Method:
1. Multiple Choice/ ID Questions to establish recall
2. Timelines (or multiple-choice that requires students to order events to establish chronological thinking baseline. A mix of multiple choice and open ended is appropriate.
3. Map questions to establish spatial thinking baseline
4. Text dependent questions to establish reading comprehension and analysis with critical thinking. A mix of DBQ/open-ended and multiple-choice is appropriate.

Post-Assessment:
Standards: **NJCSS 6.1.3/4/5**
Skills: Chronological Thinking, Spatial Thinking, Critical Thinking
CCSSRH6-8.1-9
Assessment Method: The post assessment follows the same format and structure of the baseline assessment.

I've noted the appropriate content, skills and Common Core standards.

While the skills standards are the same, the post assessments reflects a wider breadth of content.

This baseline need not be given in one sitting, but possibly over the course of a few days.

Student Growth Objective

Student Growth Objective: 85% of the 8th grade US History Students in each preparedness group will meet their targeted score on the 3rd marking period benchmark assessment.

Preparedness Group	Number of Students in	Target Score on Post-	Number of Students

Sample SGO Part 2: Objective and Preparedness Groups

post assessments reflects a wider breadth of content.

assessment.

Student Growth Objective

Student Growth Objective: 85% of the 8th grade US History Students in each preparedness group will meet their targeted score on the 3rd marking period benchmark assessment.

Preparedness Group (e.g. Low, Medium, High)	Number of Students in Each Group (Total)	Target Score on Post-Assessment (%)	Number of Students Required for "Full Attainment"
Low	31	70	26
Medium	63	80	52
High	31	90	26

I've calculated 85% for each preparedness group. This allows every student to have equal weight while safeguarding against focusing on the largest group.

Baseline Data and Preparedness Groupings

(Please include the number of students in each preparedness group. Summarize the information you used to produce these groupings. Provide any additional student data or background information used in setting your objective.)

Using more than just scores to build context is helpful.

The information used was collected from an assessment bank that captured the content taught in the initial three weeks of school and the skills that would be taught throughout the year. This establishes a starting point for basic factual recall and integration of that knowledge into high levels of the taxonomy produced through skill sets.

Sample SGO Part 3: Scoring Guide and Results

Scoring Plan

Preparedness Group	Target Score on Final Assessment	Objective Attainment Level Based on Percent and Number of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Low	70	>29	26-29	18-25	<18
Medium	80	>56	52-56	35-51	<35
High	90	>29	26-29	18-25	<18

Approval of Student Growth Objective

Teacher Anthony Fitzpatrick Signature Anthony J Fitzpatrick

Evaluator Diana Pasculli Signature Diana Pasculli

Date Submitted November 1, 2013

Date Approved November 14, 2013

Results of Student Growth Objective

Group	Number of Students at Target Score	Objective Attainment Level	Weight (based on no. stu. per group)	Weighted Score	Total SGO Score
Low	27	3	.25	.75	_3.25__
Medium	58	4	.50	2	
High	25	2	.25	.5	

Teacher Anthony J Fitzpatrick

Evaluator Diana Pasculli

Date April 10, 2014

To find the weight of each preparedness group - take the number of students in a group, divide by the total number of students and multiple that number by 100. I did round 24.8 up to 25.

Multiply the weight and the attainment level to get the weighted score. Add the weighted scores together to get the total SGO score.

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 _____

Is My SGO SMART Enough – Annotated Example

Collaboratively developed assessment used by all physics teachers for SGOs .

Majority or all of teacher's students is included.

Majority of the school year is included for year-long courses.

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 covered and explanation of assessment method.)			
This SGO includes all of my students, all of New Jersey's standards for physical science and many appropriate science practice standards: NJCCCS physical science 5.2.12 D and E NJCCCS science practices 5.1.12 A-D (as appropriate) Physics 1 assessment – **Written**: 60 multiple choice (4 choice), 5 short response questions. **Practical**: students design a simple apparatus, take measurement and collect data			
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 (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.)			
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 52%.			
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)

Teacher will provide details in Standards Alignment and Coverage form in preparation for conference with evaluator in fall.

Relevant - Important content and skill standards are both included in SGO.

Assessment has multiple components to better assess student understanding of specific standards.

Specific, measurable and time-related - states how many students will attain how much and by when.

Multiple pieces of evidence used to learn about students and set their starting point.

May take the form of a spreadsheet or other analysis.

Ambitious - for 70% of students to reach 80% on the SGO exam is ambitious based on a pre-assessment.

Achievable - goal is not unreachable and has a forgiving scoring range.

A second SGO: based on the same baseline:

Rationale for Student Growth Objective (Please include content standards covered and explanation of assessment method.)
In administering my baseline assessment, I discovered that my 3rd period class had lower scores on the DBQ portion. In digging further, I noticed that they we all in a lower level English course the previous year.
Student Growth Objective
80 percent of my 3rd period United States History Students will increase their DBQ score by 2 points. Document Based Questions are scored on a 1-9 scale.
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.)
The baseline data is derived from a baseline assessment. I also looked at their previous year schedule to determine that they were in a lower level of English. Consequently, they are also in that same track this year.
Scoring Plan

Objective Attainment Level Based on Percent and Number of Students Achieving Target Score				
Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
+ 2 points from baseline	>20	20	15	10

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	Develop new assessments
Modify existing assessments	Purchase new assessments

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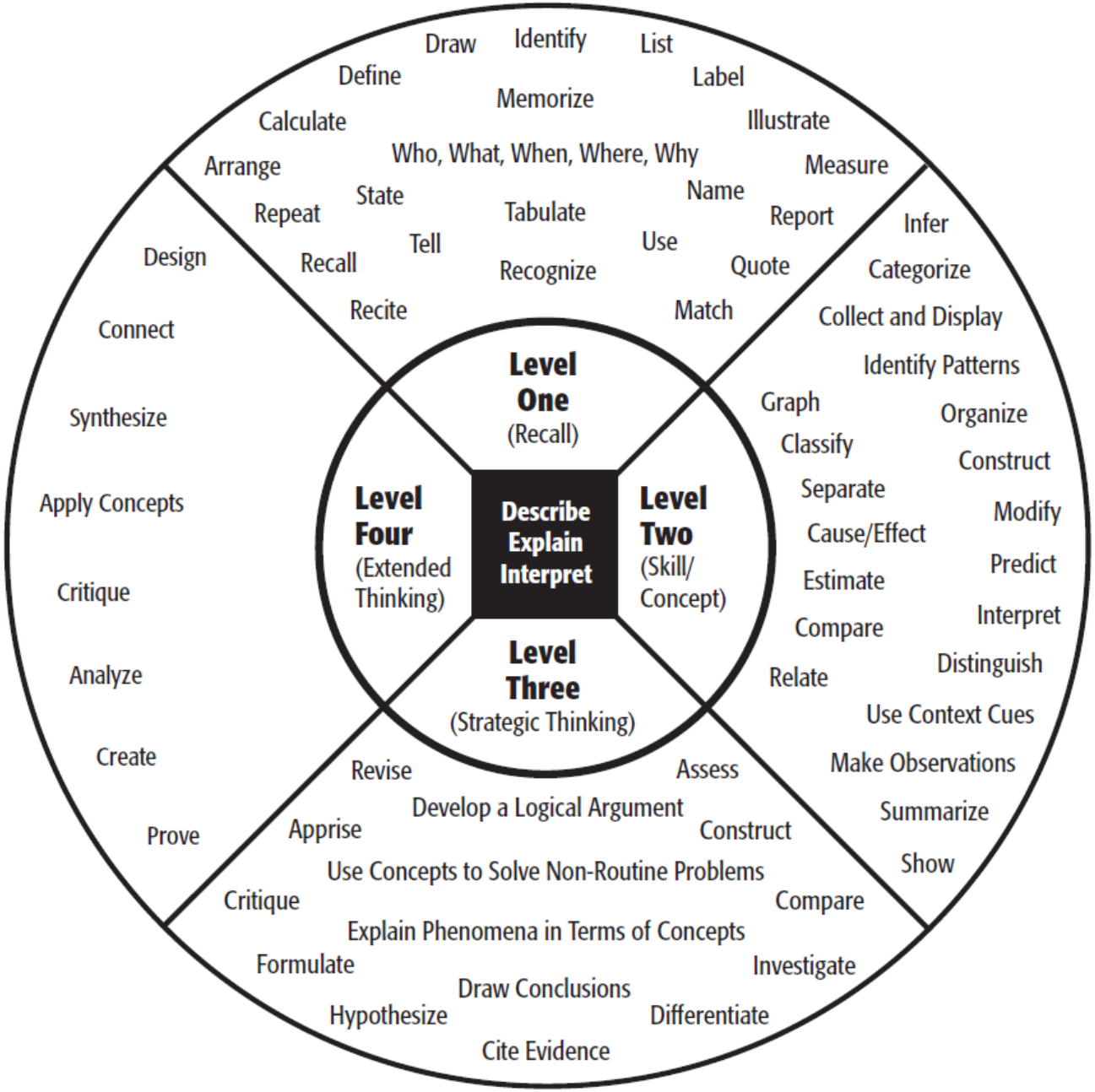
Level One
(Recall)
Level Two
(Skill/ Concept)
Level Three
(Strategic Thinking)
Level Four
(Extended Thinking)
Describe
Explain
Interpret
Draw
Identify
List
Define
Label
Memorize
Calculate
Illustrate
Who, What, When, Where, Why
Arrange
Measure
State
Name
Repeat
Tabulate
Report
Tell
Use
Recall
Recognize
Quote
Recite
Match
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
Design
Connect
Synthesize
Apply Concepts
Critique
Analyze
Create
Prove

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.

AchieveNJ Teach. Lead. Grow.

Collection of Evidence
Quality Rubrics

Grades 9-12 Common Core History and Social Studies Rubrics

onthecore

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.

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Identify the knowledge and skills being measured.

Differentiate between high and low achievement

Clearly identify and describe levels of performance for each element.

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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Step 5: Review Results and Score

Examine the results of your SGO and discuss not only the score, but areas of professional growth that could be explored to improve instruction and outcome.

FIND OUT MORE:

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