Sample Student Growth Objective Form

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		4	Language Arts		Sept 2018 - March 2019

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.

Reading Literature

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

Reading Informational

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Language

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Rationale: The aforementioned reading literature, informational, and Language standards are critical for student success in 4th grade. They represent the skills necessary for cross-curricular success. Close reading of complex text and careful analysis of evidence are emphasized in the New Jersey Students Learning Standards for English Language Arts. These are skills that students will be called upon to employ as they engage in close reading of complex text and analysis of text evidence.

Assessment Method: Levels are determined based on 3 information points. (3rd Grade Final Grade, 3rd Grade PARCC Data,

4th Grade SRI scores in September) 3rd Grade final grade will be 25%; 3rd grade PARCC data will be 25%; 4th grade SRI scores for September will be 50%. The third semester SRI will be used for the target score.

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 Levels	Information #1	Information #2	Information #3
	Final Grade (3rd Grade)	PARCC Data (3rd Grade)	September-SRI (4th Grade)
1	0-69	650-724	BR-539
2	70-79	725-749	540-739
3	80-89	750-802	740-940
4	90-100	803-850	941+

Student Growth Objective
State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. "70% 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 70% of students will meet the target score as indicated in the table below. These targets are rigorous and achievable because they reflect achievement expectations for success and preparation for 5th grade.

Preparedness Levels	Target Score on SRI Assessment
Individual	See Table 1

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.

Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
	Exceptional (4) >75%	Full (3) 75%-70%	Partial (2) 69%-65%	Insufficient (1) <65%
Individual (**See table 2**)				

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
(Total number of students)			100%		

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

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 _____	

Table 1

Student Number	Fall SRI Score	Target Growth
1		
2		
3		
4		
5		
6		
7		

Table 2

Student Number	Fall SRI Score	SRI Spring	Target Growth	Actual Growth
1				
2				
3				
4				
5				