

# Sample Student Growth Objective Form



Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		6	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.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**Reading Informational**

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples of anecdotes).

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**Language**

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Rationale: The aforementioned reading literature, informational, and Language standards are critical for student success in seventh grade. Additionally, they represent 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 both in future studies and beyond the classroom.

Assessment Method: Levels are determined based on 3 information points. (5<sup>th</sup> Grade Final Grade, 5<sup>th</sup> Grade PARCC Data, 6<sup>th</sup> Grade SRI scores in September) 5<sup>th</sup> Grade final grade will be 25%; 5<sup>th</sup> grade PARCC data will be 25%; 6<sup>th</sup> 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 (5 <sup>th</sup> Grade)	PARCC Data (5 <sup>th</sup> Grade)	September-SRI (6 <sup>th</sup> Grade)
1	0-69	650-724	BR-729
2	70-79	725-749	730-924
3	80-89	750-802	925-1070
4	90-100	803-850	1071-1700+

**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 7<sup>th</sup> 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
<b>(Total number of students)</b>			<b>100%</b>		

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

<b>Review SGO at Annual Conference</b>		
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				