

Sample Student Growth Objective Form

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
	Orange High School	10	English II		September 2017 – March 2018
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.					
Standards <ul style="list-style-type: none"> • RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. • RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. • RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). • RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. • RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. • RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the • RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). • L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. • L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering 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 tenth grade, forming the foundation of all study conducted at the level. 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 daily life.					

Assessment Method: Levels are determined based on 3 information points. (9th Grade Final Grade, 9th Grade PARCC Data, 10th Grade *InSight* scores in September) 9th Grade final grade will be 25%; 9th grade PARCC Data will be 25%; 10th grade *InSight* scores for September will be 50%. Data from the third *InSight* benchmark 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 Group	Information #1	Information #2	Information #3
	<i>InSight</i> Assessment Proficiency Level (10 th Grade)	PARCC Data (9 th Grade)	Final Grade (9 th Grade)
High (at or above to 3 below)	> 10.0 – 7.0	750 - 850	80 - 100
Middle (3.1 below to 6 below)	4.0 – 6.9	725 – 749	70 - 79
Low (6 below to 0.5)	1.0 – 3.9	650 – 724	<70

Student Growth Objective

State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. “75% 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 scores as indicated in the table below. These targets are rigorous because they reflect one year or greater of growth of reading proficiency for students who are not already at grade level. Such growth is required for many students to reach grade level expectations by the end of their high school careers. These results are also achievable because they are based upon typical growth rates for implementation of the *Reading Plus* software alone at the secondary level, and in this classroom *Reading Plus* software usage will be supported by targeted small group instruction.

(See Table 1 for individual target scores)

Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Score on <i>InSight</i> Assessment
High		+1.0
Middle		+1.5
Low		+2.0

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 Scores (Fill from results in Table 2)			
		Exceptional (4) >75%	Full (3) 70%-75%	Partial (2) 69%-65%	Insufficient (1) <65%
All students	(Individually Set)				

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
All 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 _____