Student Growth Objective Form

(DISTRICT-DEVELOPED SAMPLE SGO for Geometry; *1 of 2*)

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
			Geometry		Sept. 2018 – April. 2019

Standards, Rationale, and Assessment Method

Rationale:
Students will apply the mathematics they know to solve problems arising in everyday life, society and the workplace. They are able to identify important quantities in a practical situation and map their relationships using mathematical tools. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

High school students also should understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. High school students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. High school students learn to determine domains to which an argument applies, listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Standards:

- Apply geometric reasoning in a coordinate setting, and/or use coordinates to draw geometric conclusions. Possible content connections: G.GPE.4, G.GPE.5, G.GPE.6, G.GPE.7
- Construct, autonomously, chains of reasoning that will justify or refute geometric propositions or conjectures. Possible content connections: G.SRT.1, G.SRT.2, G.SRT.3, G.SRT.4, G.SRT.5, G.CO.1, G.CO.2, G.CO.3, G.CO.4, G.CO.5, G.CO.6, G.CO.7, G.CO.8, G.CO.9, G.CO.10, G.CO.11, G.CO.12, G.CO.13
- Present solutions to multi-step problems in the form of valid chains of reasoning, using symbols such as equal signs, or identify or describe errors in solutions to multi-step problems and present corrected solutions. Possible content connections: G.SRT.6, G.SRT.7, G.SRT.8

Focused Mathematical Practice Standards:
MP 1: Make sense of problems and persevere in solving them
MP 2: Reason abstractly and quantitatively
MP 3: Construct viable arguments and critique the reasoning of others.
MP 4: Model with mathematics
MP8 : Look for and express regularity in repeated reasoning

Assessment Method: Authentic Assessments (Assessment Portfolio) will be used as a tool to measure students' growth. The assessment portfolio incorporates carefully selected practice-forward tasks that reflect higher levels of cognitive complexity. All tasks included in the portfolio will be "practice forward" and rubric-scored.

Starting Points and Preparedness Groupings
Student tiers will be determined using NWER 2018 fall data to develop a baseline index. Each tier will be assigned a target command level.

Data Measures used to Establish Baselines

- 2018 Fall NWEA Score

Preparedness Group	Baseline Score
Tier 1	< 21 Percentile
Tier 2	21-40 Percentile
Tier 3	41-60 Percentile
Tier 4	61-80 Percentile
Tier 4	>80 Percentile

Student Growth Objective

By April 2019, 80% of students in each preparedness group will meet their assigned target command level for full attainment of the objective as shown in the scoring plan.

Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Command Level on SGO Assessment Portfolio
Tier 1		>=2
Tier 2		>=3
Tier 3		>=4
Tier 4		4 or 5
Tier 5		5

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 Command Level	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4) **>80%**	Full (3) **79-80%**	Partial (2) **50-78%**	Insufficient (1) **<50%**
Tier 1	>=2				
Tier 2	>=3				
Tier 3	>=4				
Tier 4	>=4				
Tier 5	5				

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**
Tier 1					
Tier 2					
Tier 3					
Tier 4					
Tier 5					

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 _____