

Student Growth Objective Form

(DISTRICT-DEVELOPED SAMPLE SGO for GRADE 4 MATHEMATICS; 1 of 1)

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

Standards, Rationale, and Assessment Method

The 2018 – 2019 student growth objectives continue to place emphasis on the critical mathematics content (or the *Big Rocks*) for each grade. Focus on the Big Rocks of each grade opens up time and space to bring the Standards for Mathematical Practice to life in mathematics instruction; placing an emphasis on sense-making, reasoning, arguing and critiquing, modeling, etc. The growth objectives also seek to identify gaps in student understandings such to “fill” the gaps with targeted instructional supports.

Focus is critical to ensure that students learn the most important content completely, rather than succumb to an overly broad survey of content. When students are taught with understanding, there will be less need to reteach concepts from year to year. Instead, content is revisited as connections are made to new content-- first with concepts and then with procedures. This is accomplished through a focused curricular approach. When fewer topics are addressed in a given grade or course, those topics can be taught coherently and with rigor.

In grades K–5, the focus is on the addition, subtraction, multiplication and division of whole numbers, fractions and decimals, with a balance of concepts, skills and problem solving. Arithmetic is viewed as an important set of skills and also as a thinking subject that, done thoughtfully, prepares students for algebra. Measurement and geometry develop alongside number and operations and are tied specifically to arithmetic along the way.

Grade 4 Standards Addressed within this Student Growth Objective:

- ✓ 4.NBT.B.4 Fluently add/ subtract multi-digit whole numbers using standard algorithm (limited to whole numbers less than or equal to 1,000,000)
- ✓ 4.OA.A Use the four operations with whole numbers to solve problems
- ✓ 4.NBT.A Generalize place value understanding for multi-digit whole numbers
- ✓ 4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic*
- ✓ 4.NF.A Extend understanding of fraction equivalence and ordering*
- ✓ 4.NF.B Build fractions from unit fraction by applying and extending previous understanding of operations*
- ✓ 4.NF.C Understand decimal notation for fractions and compare decimal fractions
- ✓ 4.G.A Draw and identify lines and angles, and classify shapes by properties of their lines and angles.*
- ✓ MP1: Make sense of problems and persevere in solving them
- ✓ MP2: Reason abstractly and quantitatively
- ✓ MP3: Construct viable arguments and critique the reasoning of others
- ✓ MP4: Model with mathematics

Assessment Method: The Spring iReady Diagnostic Assessment will be used to measure students' growth.

Starting Points and Preparedness Groupings

Student tiers will be determined using Fall iReady Diagnostic Assessment to develop a baseline index. Each tier will be assigned a target command level.

Data Measure(s) used to Establish Baseline:

2018-2019 Fall iReady Diagnostic Score; no weight

Preparedness Group	Baseline Score
Tier 1	Tier 1 (3 levels below)
Tier 2	Tier 2 (2 levels below)
Tier 3	Tier 3 (1 level below)
Tier 4	Tier 4 (On Level, Early)
Tier 5	Tier 5 (On Level, Mid, Late, or Above)

Student Growth Objective

Growth Goal: By April 2019, 80% of students in each preparedness group will meet or exceed their assigned target command level for full attainment of the objective as shown in the scoring plan as measured by the Spring iReady Diagnostic Assessment.

Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Command Level
Tier 1 (3 levels below)		+ 24 points
Tier 2 (2 levels below)		+ 23 points
Tier 3 (1 level below)		+ 23 points
Tier 4 (On Level, Early)		+ 23 points
Tier 5 (On Level, Mid, Late, or Above)		+ 19 points

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) 80%	Partial (2) 50-79%	Insufficient (1) <50%
Tier 1	+ 24 points				
Tier 2	+ 23 points				
Tier 3	+ 23 points				
Tier 4	+ 23 points				
Tier 5	+ 19 points				

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

Preparedness Group	Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	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 _____