

## Student Growth Objective Form

(DISTRICT-DEVELOPED SAMPLE SGO for GRADE 8 MATHEMATICS; 2 of 2)

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 middle school, multiplication and division develop into powerful forms of ratio and proportional reasoning. The properties of operations take on prominence as arithmetic matures into algebra. The theme of quantitative relationships also becomes explicit in grades 6–8, developing into the formal notion of a function by grade 8. Meanwhile, the foundations of high school deductive geometry are laid in the middle grades. Finally, the gradual development of data representations in grades K–5 leads to statistics in middle school: the study of shape, center and spread of data distributions; possible associations between two variables; and the use of sampling in making statistical decisions.

### Grade 8 Standards Addressed within this Student Growth Objective:

- ✓ 8.EE.A Work with radicals and integer exponents
- ✓ 8.EE.B Understand the connections between proportional relationships, lines, and linear equations
- ✓ 8.EE.C Analyze and solve linear equations and pairs of simultaneous linear equations\*
- ✓ 8.F.A Define, evaluate, and compare functions\*
- ✓ 8.F.B Use functions to model relationships between quantities\*
- ✓ 8.G.A Understand congruence and similarity using physical models, transparencies, or geometry software\*
- ✓ 8.G.B Understand and apply the Pythagorean Theorem\*
- ✓ 8.G.C Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres
- ✓ 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:** 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 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)		2
Tier 2 (2 levels below)		3
Tier 3 (1 level below)		4
Tier 4 (On Level, Early)		4 or 5 <sup>1</sup>
Tier 5 (On Level, Mid, Late, or Above)		5

<sup>1</sup> It is expected that students in Tier 4 maintain a level of strong command or grow to distinguished command.

## 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	2				
Tier 2	3				
Tier 3	4				
Tier 4	4 or 5 <sup>2</sup>				
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

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					

<sup>2</sup> It is expected that students in Tier 4 maintain a level of strong command or grow to distinguished command.

**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 \_\_\_\_\_