STUDENT GROWTH OBJECTIVES

Developing High Quality Assessments & Setting SGOs
2013-14

Teacher Checklist

❑ Teach a curriculum that is aligned to standards.

❑ Determine the needs of students using several methods including a variety of assessments.

❑ Differentiate instruction based on the needs of students.

❑ Set goals for students appropriate to their grade, subject, and readiness level.

❑ Use high quality assessments to measure student performance.

❑ Work in collaborative groups to improve student achievement.

✓ **Formalize and document the process, and be recognized for doing these things well**☺
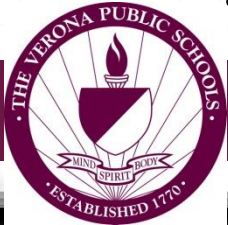
# State regulations require all of the following for SGOs EXCEPT:

a) They must be specific and measurable

b) They must measure learning between two points in time

c) They must be aligned to standards

d) They must be perfect
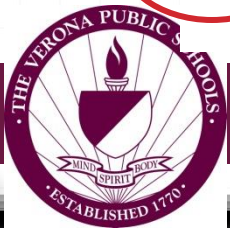
What Constitutes "<u>Growth</u>" In Student Growth Objectives

○ Acquisition of knowledge or skill from a particular starting point or readiness level.

○ Development of a portfolio indicating a change in skill or knowledge over a period of time.

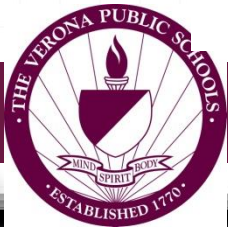○ Difference in learning on pre- and post-tests.
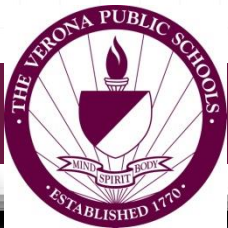
What percentage does the SGO rating count towards a teacher's evaluation?
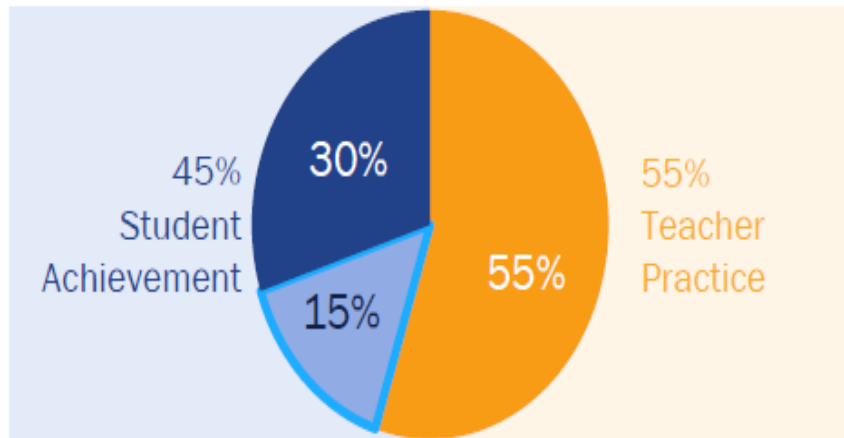
a) 10

b) 15

c) 20

d) 15 for teachers in non-tested grades and subjects and 20 for teachers with an SGP

SGOs and AchieveNJ

2013– 2014 Weights: Tested Grades and Subjects

Teachers in Grades 4-8,
Language Arts Literacy and Mathematics

45% Student Achievement

30%

15%

55%

55% Teacher Practice

- Student Growth Percentile
- Student Growth Objectives
- Teacher Practice

2013 – 2014 Weights: Non-Tested Grades and Subjects

Teachers Outside of Grades 4-8,
Language Arts Literacy and Mathematics

15% Student Achievement

15%

85%

85% Teacher Practice
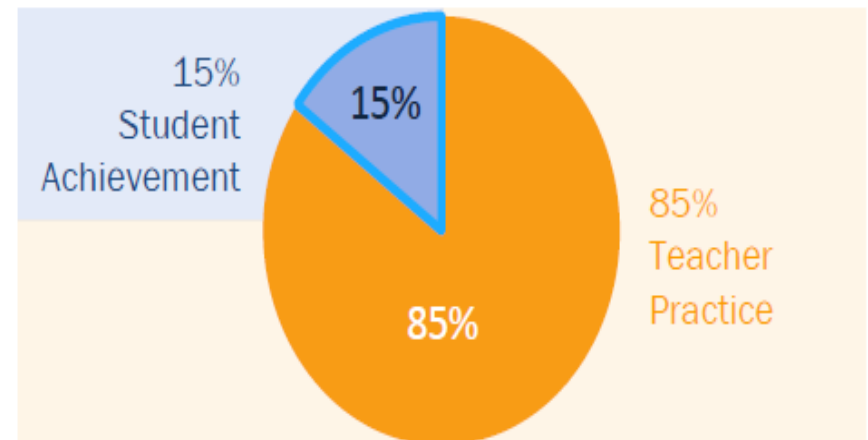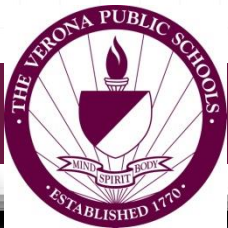
- Student Growth Objectives
- Teacher Practice

How many SGOs must a teacher set for evaluation?

a) All set only 1

b) All set only 2

c) All set between 1 and 2, depending on district discretion

d) 1 or 2 for teachers with SGPs, 2 for teachers in non-tested grades and subjects

General or Specific SGOs

General

Specific

10th-grade social studies teacher

- 5 sections of US History 1 has 102 students.
- His general SGO includes **all 102 students**
- Incorporates a **significant proportion of content standards and skills** for the school year the week before the department-wide assessment.

A 10th-grade social studies teacher
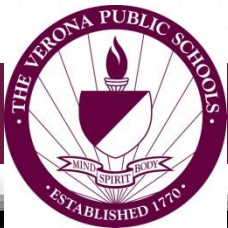
- Finds on the free response portion of the pre-assessment many students were unable to clearly **use evidence to support their points of view**.
- He sets one of his SGOs to deal with **this particular skill**.

When should SGOs be <u>set</u>?

a) Annually, before the beginning of the school year

b) Annually, during the first few weeks of the school year

c) Annually, at some point during the year at the teacher's discretion

d) Once, at the beginning of the school year to be used over the next few years

The SGO Process

For 2013–14 only. In subsequent years, SGOs must be set by Oct. 15.

Step 1: Choose or develop a quality assessment aligned CCSS or CCCS

Consult with evaluator to approve SGOs

Consult with evaluator to discuss SGO rating

Step 4: Track progress, refine instruction

September	By Nov. 15*	By Feb. 15	By end of school year

Step 2: Determine students' starting points

Step 3: Set SGO

Adjustments made to SGOs with approval

Step 5: Review results and score

Recommended

Official SGO process

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Reflection: Thinking Through SGO Development

By _____ (date), I want _____ (which students) to know _____ and/or be able to _____.
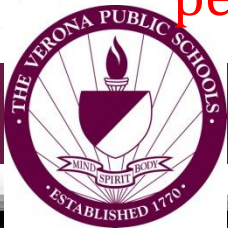
O **What evidence do I need?**

  O What might students say or do to demonstrate mastery of these outcomes?

O **How will I elicit this evidence?**

  O What kinds of tasks or assessment items will demonstrate this learning?
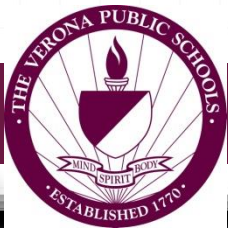
O **How will I score the tasks or assessments?**

  O What kind of rubric or scoring criteria will I use to determine performance levels?

Reflection: Thinking Through SGO Development

0 **Where are the students now?**

0 What tasks, assessments or data sources can be used to determine my baseline (students' current proficiency levels)?

0 **Where do I want to students to be?**

0 What is a reasonable and ambitions target for students to achieve?

0 **How will I measure and monitor students' progress?**

0 What interim tasks and assessments will elicit evidence of concept/skill development throughout the instructional period?

Creating your SGO
Step 1: Choose or Develop a Quality Assessment

○ **Identify Instructional period of SGO***

  ○ Verona: November 15th to March 15th

○ **What standards are taught during this instructional time period?**

  ○ Standards that are foundational for success in this class and beyond

  ○ Standards that will lead to enduring understanding

  ○ Standards that will be taught during the SGO instructional period.

○ **Choose or Develop assessment**

  ○ Select an existing one (i.e. DRA2, released AP exam, …)

  ○ Modify an existing assessment

  ○ Create a new assessment locally
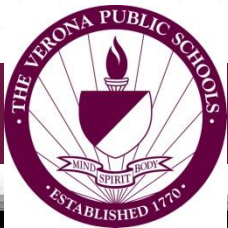
Step 1: Choose or Develop a Quality Assessment
Types of Assessments

| Traditional Assessments	Portfolio Assessments	Performance Assessment
• District, school and departmental tests e.g., *modified* final exams, benchmark exams • Teacher-created, school, departmental assessments (e.g. quarterly exams, benchmark exams) • Research papers • State and national exams (except the NJ ASK), e.g. NOCTI, AP	• Writing and reflection sample • Laboratory research notebook • Portfolio of work • Project-based assessment (all subjects) • Teaching Strategies Gold®	• Lab Practicum (sciences) • Sight reading in music • Dramatic performance (drama) • Skills demonstration (physical education) • Persuasive speaking • DRA™2

Step 1: Choose or Develop a Quality Assessment
Planning (Form 1A)

Verona Public Schools
SGO Form 1A: Planning Guide for Choosing or Developing a Quality Assessment

Teacher(s)	
Subject	
Grade level	
What period of instruction will the assessment include? (Note: data should be available for annual summative conference.)	_____ to _____
What style assessment will best measure student growth in relation to my SGO?	Check all that apply: ☐ Predominantly written/multiple choice ☐ Performance-based ☐ Portfolio-based Other _____
What assessments do I have now that I might use? (Final exam, benchmark tests, portfolio assessments?)	
If I have an assessment that I might use for SGOs, do I need to modify it?	☐ I don't need to modify it. ☐ I will modify it by using the approval checklist for school based assessments and associated assessment forms. (link) Other _____
If I do not currently have an assessment to use, what resources are available to find or create an assessment?	
What time is available to me (and my colleagues) to devote to developing an assessment? (SGOs must be approved by your evaluator by November 15, 2013)	Check all that apply and add dates and approximate time available ☐ PLC _____ ☐ Common planning _____ ☐ Faculty meeting _____ ☐ PD time _____ Other _____
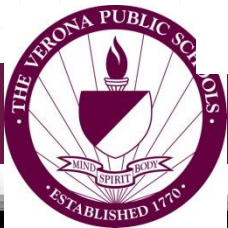
Step 1: Choose or Develop a Quality Assessment
Standards Alignment and Coverage (Form 1B)

Verona Public Schools
SGO Form 1B: Standard Alignment and Coverage Check

Grade Level/Subject:	
Teacher(s):	

Directions: After aligning assessment to New Jersey Core Curriculum Content Standards or the Common Core State Standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Use extra sheets as needed. Teachers with common assessments need only complete one copy.

Standard Number	Standard Description	Question Numbers/Portfolio Components

Step 1: Choose or Develop a Quality Assessment
Depth of Knowledge (DOK)

Similar to Bloom's Taxonomy, Depth of Knowledge (DOK) is a widespread method by which cognitive demands or rigor of tasks are categorized.

4 minute video explaining DOK using the Gettysburg Address
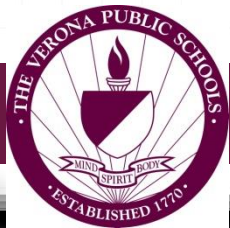
Step 1: Choose or Develop a Quality Assessment
## Depth of Knowledge Analysis (Form 1C)

Verona Public Schools
SGO Form 1C: Assessment Rigor and Depth of Knowledge Analysis

Grade Level/Subject: _____

Teacher[s]: _____

Directions: Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor. Teachers with common assessments need only complete one copy.

| Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers/ Portfolio Components
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure.	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many...? Label parts of the.... Which is true or false....?	
Level 2: Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity.	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in.... Use context clues to.... Predict what will happen when.... What differences exist between....? If x occurs, y will....	
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, and thinking at a higher level.	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Construct a defense of.... Can you illustrate the concept of....? Apply the method used to determine....? Use evidence to support....	
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains.	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove, Support	Design x in order to...... Develop a proposal to.... Create a model that.... Critique the notion that....	

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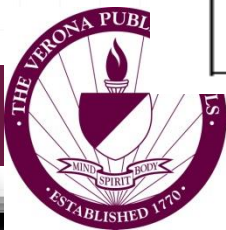
Step 1: Choose or Develop a Quality Assessment
Develop Quality Rubrics

Strong rubrics ensure that a student's knowledge of a subject or skill is accurately assessed.

- Identify the knowledge and skills being measured
- Differentiate between high and low achievement
- Clearly identify and describe levels of performance for each element
- Determine component weighting as necessary
- Create and share with colleagues to ensure rigor and alignment to common expectations
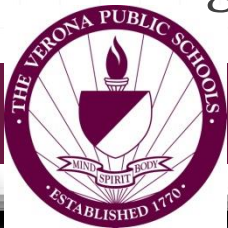
Step 1: Choose or Develop a Quality Assessment
Quality Rubrics

Grades 9-12 Common Core History and Social Studies Rubrics

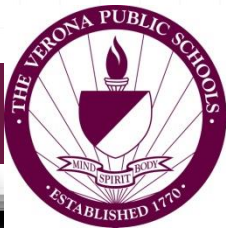**onthecore**

Key Ideas and Details

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Identify the knowledge and skills being measured

Differentiate between high and low achievement

Needs Specific Improvement	Approaching	Meets Expectations	Exceeds
• Lacks specific details from the text • Does not connect details to the text as a whole.	▪ Contains some specific details from the text but omits the most important ones ▪ Attempts to connect details to the text as a whole.	▪ Cites specific evidence to support the analysis of the text-Connects insights from specific details to the text as a whole.	Meets expectations and performs one of the following: ▪Brings in outside information from prior knowledge/other sources ▪Demonstrates a connection between the historical context of the document and the modern day.

Clearly identify and describe levels of performance for each element

Step 1: Choose or Develop a Quality Assessment
Validity and Variety (Form 1D)

Verona Public Schools
SGO Form 1D: Approval Checklist for School-Based Assessments

Grade Level/Subject: _____

Teacher(s): _____

Evaluator: _____

Criteria	Considerations (Check all that apply)
Alignment and Stretch* *(See next page for explanation of stretch)*	☐ Items/tasks cover key subject/grade-level content standards. ☐ Where applicable, items/tasks cover knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in career/life. ☐ Where applicable, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course. ☐ Scoring system is weighted appropriately for question complexity. Evidence/Feedback:
Rigor and Complexity	☐ Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course (e.g. appropriate depth of knowledge and correct reading level). ☐ Many items/tasks require strategic and extended thinking. ☐ Multiple-choice questions are appropriately rigorous or complex (e.g. multistep, four or more choices). ☐ Key content standards are assessed at greater depths of understanding and/or complexity. Evidence/Feedback:
Format Captures True Mastery	☐ Items/tasks are written clearly. ☐ The assessment/tasks are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures, or genders. ☐ Some standards are assessed across multiple items/tasks. ☐ Item types and length of the assessment are appropriate for the subject/grade level. ☐ Tasks and open-ended questions have rubrics that (1) articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery. Evidence/Feedback

☐ I approve of this assessment/task and any accompanying rubrics without further change.

☐ Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics.

Signature of evaluator: _____ Date: _____
Signature of teacher(s): _____ Date: _____

Summary for Step 1

The thoughtful use of high quality assessments is crucial to the SGO process.

o You will have time (**<u>this afternoon</u>**, **<u>faculty</u>**, **<u>department/grade level meetings</u>**, etc.) to evaluate and modify assessments you currently use, ones that you may be creating, or using high quality externally-created assessments☺
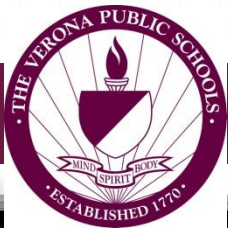
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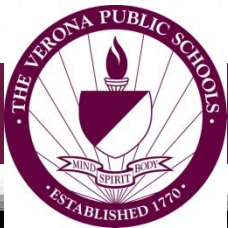
Step 2: Determine students' starting points

Which of the following data sources can be used to determine students' starting points?

❑ A rigorous and carefully constructed pre-assessment

❑ Grades from the student's prior year classes relevant to the current class

❑ Test scores from the prior year in relevant classes

❑ Grades from the current year

Step 2: Determine students' starting points
Examples...

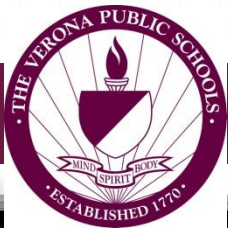| Source of Performance Data to Determine Students' Starting Points	Examples and Notes
Grades/performance in **current year**	• Based on all aspects of work during the first few weeks of school
Beginning-of-course diagnostic tests or performance tasks	• Department-generated pre-assessment • Early course test
Prior-year test results that assess knowledge and skills that are pre-requisites to the current subject/grade	• NJASK for math, LAL and science • DRA for reading • End of course assessments
Test results in **other relevant subjects** from prior years	• A physics teacher uses results of her students' math tests from last year
Students' **grades in previous classes**	• Teachers should make sure they understand the basis for the grades given by students' previous teachers

Step 3: Set Student Growth Objectives with the approval of the principal

Develop a scoring guide:

o A target score on the final assessment that indicates considerable learning

o The number of students that could reasonably meet this mark

o The percentage of students in the course that this represents
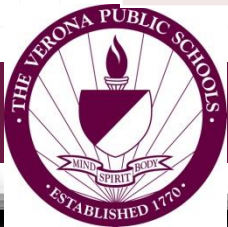
o A 10-15 percentage range around this number

Step 3: Set Student Growth Objectives
Scoring Rubric

Attainment of Student Growth Objective			
Innovative 4	**Applying 3**	**Developing 2**	**Beginning 1**
Teacher has demonstrated an **exceptional** impact on learning by **exceeding** the objective.	Teacher has demonstrated a **considerable** impact on learning by **meeting** the objective.	Teacher has demonstrated **some** impact on learning but **did not meet** the objective.	Teacher has demonstrated an **insufficient** impact on learning by **falling far short** of the objective.

Step 3: Set Student Growth Objectives
Simple SGO Scoring Guide

Target Score	Attainment Level in Meeting Student Growth Objective			
80% or Higher on Final Assessment	Innovative 4	Applying 3	Developing 2	Beginning 1
Percent of Students Meeting Target	Greater than 84%	70-84%	55-69%	Less than 55%
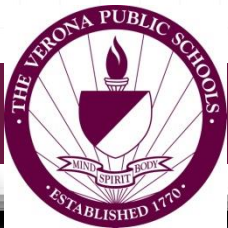
Step 3: Set Student Growth Objectives
Tiered SGO Scoring Guide

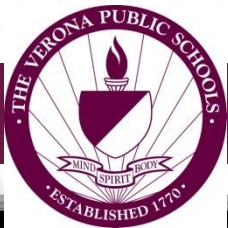| Groups	Target Score on Final Assessment	Objective Attainment Based on Percent of Students Achieving Target Score			
		Innovative 4	Applying 3	Developing 2	Beginning 1
Low	70%	At least 90%	At least 80%	At least 70%	Less than 70%
Medium	80%				
High	90%				

Step 3: Set Student Growth Objectives
Student Growth Objective Form 3A

Verona Public Schools
SGO Form 3A: Student Growth Objective Form

Grade:		Subject		Number of Students		Interval of Instruction		
						Full year ☐ Semester ☐ Other _____		
Name of Assessment						SGO Type	General ☐ Specific ☐	

Rationale for Student Growth Objective
(Please include content standards covered and explanation of assessment method.)

Student Growth Objective

Baseline Data
(Please include what you know about your students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)

Scoring Plan

Objective Attainment Level Based on Percent and Number of Students Achieving Target Score				
Target Score	Innovative (4)	Applying (3)	Developing (2)	Beginning (1)

Approval of Student Growth Objective

Teacher _____ Signature_____	Date Submitted_____
Evaluator _____ Signature _____	Date Approved _____

Results of Student Growth Objective
(State how many students met the final assessment target.)

|	Score _____	Teacher _____
	Date _____	Evaluator _____

Step Three: Set Student Growth Objectives
Student Growth Objective Form 3B

Verona Public Schools
SGO Form 3B: Student Growth Objective Form (Tiered)

Grade	Course/Subject	Number of Students	Interval of Instruction
			Full year ☐ Semester☐ Other _____

Name of Assessment	

Rationale for Student Growth Objective
(Please include content standards covered and explanation of assessment method.)

Student Growth Objective

Preparedness Group (e.g. Low, Medium, High)	Number of Students in Each Group (Total)	Target Score on Post-Assessment (%)	Number of Students Required for "Full Attainment"

Baseline Data and Preparedness Groupings
(Please include the number of students in each preparedness group. Summarize the information you used to produce these groupings. Provide any additional student data or background information used in setting your objective.)

Scoring Plan

Preparedness Group	Target Score on Final Assessment	Objective Attainment Level Based on Percent and Number of Students Achieving Target Score			
		Innovative (4)	Applying (3)	Developing (2)	Beginning (1)

Approval of Student Growth Objective

Teacher _____   Signature_____   Date Submitted_____

Evaluator _____   Signature _____   Date Approved _____

Results of Student Growth Objective

| Preparedness Group	Number of Students at Target Score	Objective Attainment Level	SGO Score Average Objective Attainment Level	Teacher _____ Evaluator _____ Date _____

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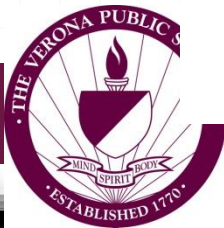
Step 4: Track Progress, Refine Instruction
The Most Important Work

SGO Form 4A: Mid-Course Check-In may help to facilitate the discussion, encouraging you to reflect on the following questions:

- How are your students progressing toward your SGOs? How do you know?

- Which students are struggling/exceeding expectations? What are you doing to support them?

- What additional resources do you need to support you as you work to achieve your SGOs?
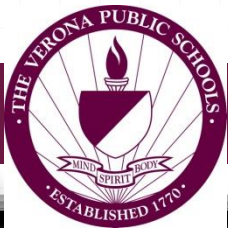
Step 4: Track Progress, Refine Instruction
The Most Important Work

Verona Public Schools
SGO Form 4A: Mid-Course Check-In

Teacher: _____   Date: _____

Grade Level/
Subject/Period: _____

Evaluator: _____

In preparation for the mid-course progress check-in, please complete this questionnaire and submit it to your evaluator. You may attach your responses to this form or write them here directly.

1) How are your students progressing toward your student growth objectives? How do you know?

2) Which students are struggling/exceeding expectations? What are you doing to support them?

3) What additional resources do you need to support you as you work to achieve your student growth objectives?

4) Are there any student attendance issues substantial enough to affect your student growth objectives?

Please return this form to your primary evaluator, along with your SGO forms, and any interim student learning data you would like to discuss during the check-in.
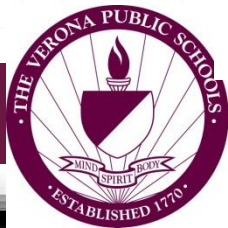
Step 5: Review results and score in consultation with your principal/supervisor.

- A teacher with two SGOs can do a simple calculation to work out the final SGO score regardless of type of SGO, or how the score was calculated.

- The table below demonstrates the calculation used if placing equal weight on both SGOs.

Student Growth Objective	Score	Weighting	Weighted Score
General	3	X 0.50	1.5
General or Specific	4	X 0.50	2.0
		Total	3.50

SGO Exemplars

0 SGO example (physics, 9th grade, simple) ([PDF](PDF))

0 SGO example (physics, 9th grade, tiered) ([PDF](PDF))

0 CTE architecture engineering general annotated SGO ([PDF](PDF))

0 CTE architecture engineering general SGO ([PDF](PDF))

0 ELA grade 1 DRA2 tiered general annotated SGO ([PDF](PDF))

0 ELA grade 1 DRA2 tiered general SGO ([PDF](PDF))

0 Social studies grade 8 tiered general annotated SGO ([PDF](PDF))

0 Social studies grade 8 tiered general SGO ([PDF](PDF))
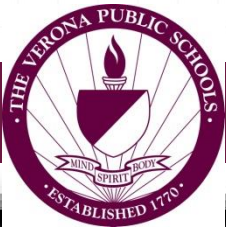
A Final Thought Regarding SGOs

- **Who wins the race?**
  - The tortoise?

    or

  - The hare?