

# Student Growth Objective Form



Course/Subject	Number of Students	Interval of Instruction
Math and/or Reading	# Students Teacher Directly Instructs from Fall to Winter OR Fall to Spring <i>Exclusion: Students identified for alternate assessments (CoAlt) based on state/district guidelines</i>	Fall to Winter OR Fall to Spring <i>Teachers may use Fall to Winter as a 3<sup>rd</sup> Look &amp; Fall to Spring as a 4<sup>th</sup> Look</i>
<b>Assessment Method</b> Name and briefly describe the assessment and the scoring method.		
STAR Reading/Early Literacy and/or Math Assessment <ul style="list-style-type: none"> <li>• Fall to Winter Growth OR Fall to Spring Growth</li> <li>• Administered under District guidelines</li> <li>• District-approved accommodations and/or modifications</li> <li>• Nationally normed benchmarking assessment</li> </ul>		
<b>Standards and Rationale</b> 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.		
District approved assessment for literacy and math with comprehensive coverage of grade-level standards		
<b>Starting Points and Preparedness Groupings</b> State the type of information being used to determine starting points, identify preparedness groups, and summarize scores for each type by group. Information needs to be drawn from a minimum of 3 sources.		
(Teachers need to provide information on preparedness groups as identified through a minimum of 3 sources which may include Fall benchmarking, previous assessment scores, and/or student work habits) Recommendation: <ul style="list-style-type: none"> <li>• Identify 3 Preparedness Groups: At/Above Grade-Level, Borderline, Below Grade-Level</li> <li>• Utilize TCAP, DIBELS, MAP <b>and</b> STAR benchmarking (as available) to group students               <ul style="list-style-type: none"> <li>○ At/Above = Proficiency on all assessments</li> <li>○ Borderline = Proficiency on some of the assessments</li> <li>○ Below = Below proficiency on all assessments</li> </ul> </li> <li>• Use professional judgment to place students that fall on the borders of these groups</li> </ul>		
<b>Student Growth Objective</b> 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." Targets must reflect ambitious and achievable scores for these students. Use bullets to provide more detail for each group.		
Utilizing Fall to Winter OR Fall to Spring STAR benchmark testing... <ul style="list-style-type: none"> <li>• 80% of all students identified as at/above grade-level will score at the proficient level (green)</li> <li>• 75% of all students identified as borderline will score at the proficient level (green)</li> <li>• 72% of all students identified as below grade-level will move up one level (blue to green, yellow to blue, or red to yellow)</li> </ul>		

**Scoring Plan**

State the projected scores for each group and what percentage/number of students will meet this target at each attainment level.

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
At/Above Grade-Level	Proficient	>95%	85-95%	75-85%	<75%
		95%	85%	75%	
Borderline	Proficient	>80%	70-80%	60-70%	<60%
		80%	70%	60%	
Below Grade-Level	Move up one level	>80%	65-80%	50-65%	<50%
		80%	65%	50%	

*Green Areas represent the numbers that will be entered in the Dashboard.*

**Approval and Review of Student Growth Objective**

Administrator approves the scoring plan and assessment used to measure student learning. Comments and dates noted for initial review and mid-year review.

Initial Approval Date:  
Comments:

Mid-Year Review Date:  
Comments:

**Results of Student Growth Objective**

Summarize results using weighted average as appropriate.

Preparedness Group	Teacher SGO Score	Weight (based on students per group or emphasis area)	Total Teacher SGO Score
At/Above Grade-Level	<i>Computed at the end of the Instructional Interval</i>	<i>Weight groups based on percent of students in each group or focus area</i>	<i>Dashboard program will compute the final score based on the Scoring Plan and Weight</i>
Borderline			
Below Grade-Level			

**Notes**

Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc. Note that any changes must be approved by the evaluator.

**Final Review**

Describe successes and challenges, lessons learned from SGO about teaching and student learning, and steps to improve SGOs for next year.