

**SGO 2.0**

**WHAT'S NEW FOR THE  
2014-15 SCHOOL YEAR**

# SGO 2.0



## LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

### Student Growth Objective Form



Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
<b>Standards, Rationale, and Assessment Method</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. Name and briefly describe the format of the assessment method.					
<b>Starting Points and Preparedness Groupings</b> State the type of information being used to determine starting points and summarize scores for each type by group. Modify the table as needed.					
Preparedness Group	Information #1	Information #2	Information #3		
<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." Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Modify the table as needed.					
Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Score on SGO Assessment			
<b>Scoring Plan</b> 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 Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

Revised 7.30.14



## LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

### Student Growth Objective Form



<b>Approval of Student Growth Objective</b> Administrator approves scoring plan and assessment used to measure student learning.					
Teacher _____			Signature _____		Date Submitted _____
Evaluator _____			Signature _____		Date Approved _____
<b>Results of Student Growth Objective</b> 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
<b>Notes</b> Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.					
<b>Review SGO at Annual Conference</b> 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 _____

Revised 7.30.14

# Requirements for Student Achievement Measures

## TEACHNJ Act

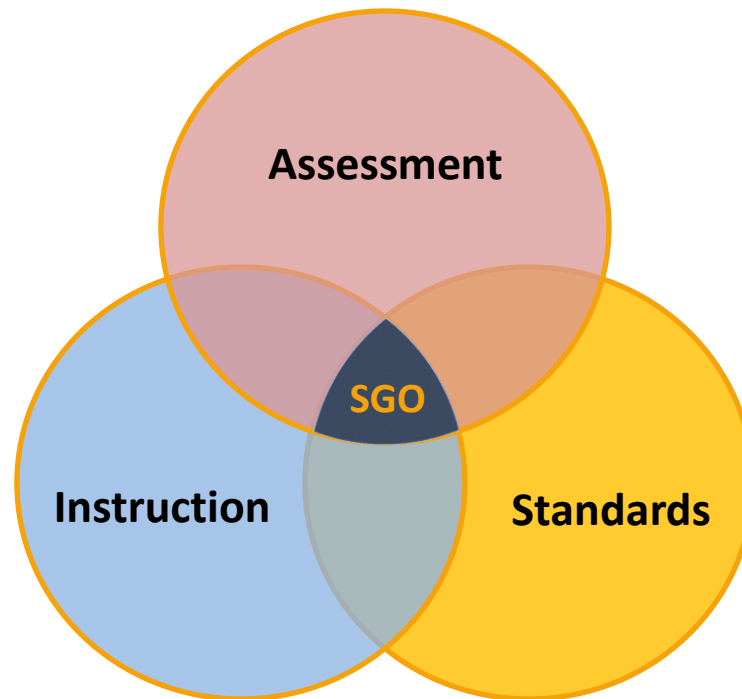


The standards for approval of educator evaluation rubrics at a minimum shall include:

- a provision ensuring that performance measures used in the rubric are **linked to student achievement**.

- A **Student Growth Objective** is an **academic goal** that teachers and evaluators set for groups of students.
- It shall **be specific and measurable**, based on **available student learning data, aligned** to Core Curriculum Content **Standards** (or other standards adopted or endorsed by the State Board), and based on **growth and/or achievement**.

SGOs should be a reflection of what effective teachers typically do



# Excerpt from SGO Quality Rating Rubric

## Excellent

Number of students in *combined* SGOs **represents all or a large majority** of the teacher's students.

Includes start and stop dates that include a **significant proportion of** the school year/course length.

Includes a **significant proportion** of standards for which the teacher is responsible during the instructional period.

# General & Specific SGOs

## General

- Captures a significant portion of the students and key standards for a given course or subject area

Most teachers will be responsible for all of SGO

## Specific

Focuses on a particular subgroup of students, and/or specific content or standards

Teachers whose general SGO covers all of their students, will not receive an SGP

# 2014-15 SGO Form

Significant proportion of students, standards and course	Grade	Course/Subject	Number of Students	Interval of Instruction
	9	Physics 1	55/55	October-April

**Standards, Rationale, and Assessment Method**

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. Name and briefly describe the format of the assessment method.

**Standards**

NJCCCS physical science 5.2.12 C, D and E  
 NJCCCS science practices 5.1.12 A-D

**Rationale**

- This SGO includes all of the NJCCCS related to physics creating a foundation important for students who will take AP and/or college-level physics and is **fundamental to many careers** including architecture, mechanics, engineering, medicine.
- The SGO also includes all of the science practice standards, standards **crucial in helping student become scientific thinkers**. This mindset is **valuable for making decisions** when a large amount of information is available and must be analyzed for value and accuracy. It is **critical in most academic disciplines**.

**Assessment**

Physics department's common assessment administered at the end of the 3<sup>rd</sup> marking period  
 Written: 60 multiple choice (4 choice), 5 short response questions,  
 Practical: Students design a simple apparatus, take measurements and collect data.

High-quality test normally administered at this time<sup>7</sup>

# SGOs are driven by teachers, supported by administrators, and centered on student achievement



## **Administrator-supported**

Provide a supportive and collaborative environment  
Assess quality and provide approval and final score of SGOs

## **Teacher-driven**

Identify critical standards and develop assessments  
Use appropriate data to set ambitious and achievable targets  
Monitor performance and adjust instruction as needed

## **Student-centered**

What should my students learn by when?  
How will I ensure they learn it?  
How will I know they have learned it?



# Types of Assessments for SGOs

Teachers may use but are not limited to:

- Portfolios
- Performance Assessments
- Benchmark Assessments
- Finals (modified as needed)
- Program-based Assessments
- Standardized Tests, e.g. AP

Whether locally-developed or commercial, multiple choice or rubric-based, assessments should follow the rules of good assessment design.

# Elements of Assessment Design

**Valid/  
Accurate  
Inferences**

Valid/Accurate Inferences	
Why does it matter?	The assessment <b>should measure what it sets out to measure.</b>
What does it look like?	The assessment is <b>aligned</b> to <b>standards, skills,</b> and <b>rigor</b> of the instruction and content of the course. The assessment is <b>accessible</b> to all students.

# What SGOs Are, and What They Are Not

#3

## Misconception

SGOs are a statistically precise measure of growth based on a pre-test/post-test model of performance.

## Reality

SGOs are **learning targets** for **key concepts** and **skills** that students can be expected to master in a course based on a **rough sense** of where they start.

# Important Considerations if Using the Pre-test Post-test Model

- **Inherent Testing Error**

Error, present in all tests, is compounded in a pre- post- model, and ***often greater*** than the ***learning gains*** of the students.

- **Reliability of Results Especially in Pre-test**

“Don’t worry about it – this doesn’t *count*.”

- **Stretches Teacher and Student Capacity**

**Two** high quality assessments must be developed and administered.

Unnecessary tests can interfere with other important work occurring at the start of the school year.

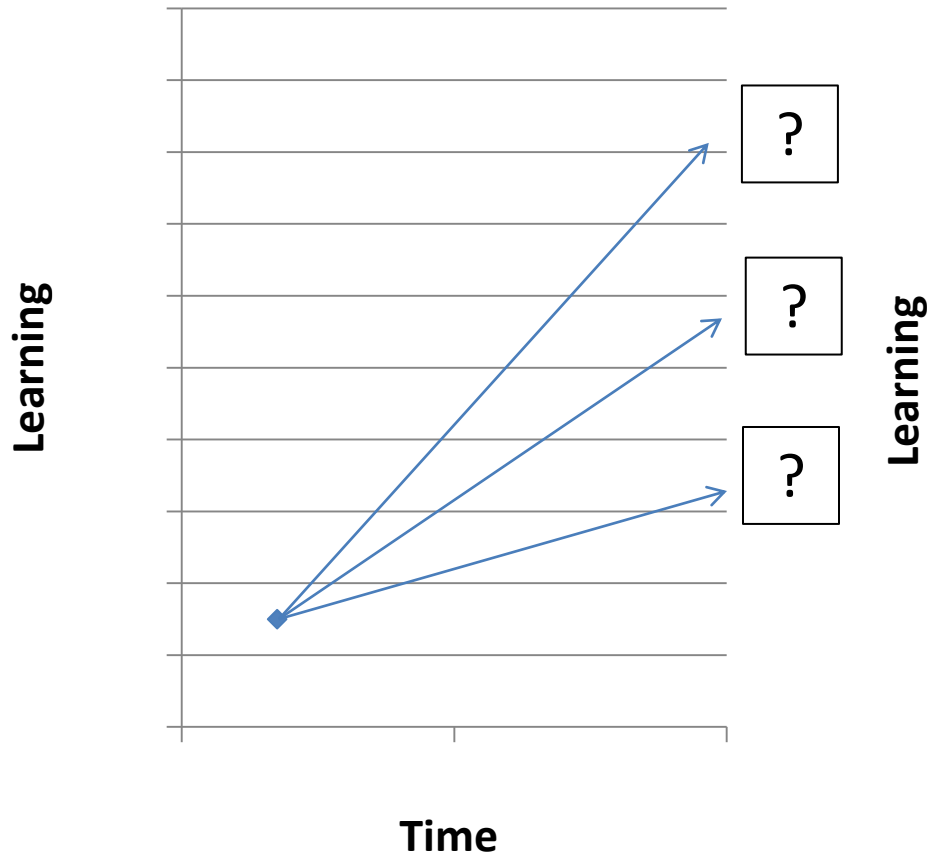
- **Lack of Value for Instructional Purposes**

“Yep, just as I thought – my kids don’t know any Mandarin yet.”

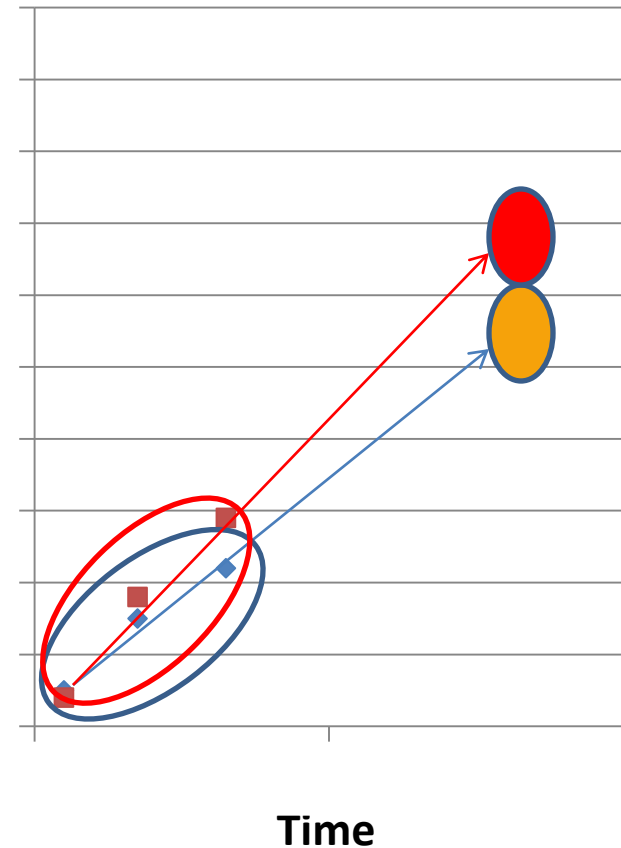
- **Difficult to Set Reasonable Targets**

Impossible to extrapolate future learning from one data point.

# Predicting Student Learning Based on a Rough Sense of Where They Begin



Expected learning cannot be determined using one data point.



Expected learning is better-determined using multiple measures of starting points.

List the information you have used or could potentially use to determine students' starting points.

1. Current grades
2. Recent test performance
3. Previous year's scores
4. Well-constructed and administered high-quality diagnostic assessments
5. Important markers of future success

# Sample Rubric for Important Markers of Future Success

Criterion	Level 4	Level 3	Level 2	Level 1
<b>Active Participant</b>	<ul style="list-style-type: none"> <li>Always prepared</li> <li>Engaged in all of the learning process</li> </ul>	<ul style="list-style-type: none"> <li>Mostly prepared</li> <li>Engaged in most of the learning process</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes prepared</li> <li>Engaged in some of the learning process</li> </ul>	<ul style="list-style-type: none"> <li>Rarely prepared</li> <li>Engaged in little or none of the learning process</li> </ul>
<b>Academic Independence</b>	<ul style="list-style-type: none"> <li>Consistently demonstrates intellectual curiosity</li> <li>Consistently self-motivated and independent</li> </ul>	<ul style="list-style-type: none"> <li>Frequently demonstrates intellectual curiosity</li> <li>Usually self-motivated and independent</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes demonstrates intellectual curiosity</li> <li>Sometimes self-motivated and independent</li> </ul>	<ul style="list-style-type: none"> <li>Rarely demonstrates intellectual curiosity</li> <li>Rarely or never self-motivated, frequently depends on prompting and/or teacher assistance</li> </ul>
<b>Class Attendance</b>	<ul style="list-style-type: none"> <li>Never absent</li> </ul>	<ul style="list-style-type: none"> <li>Rarely absent</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes absent</li> </ul>	<ul style="list-style-type: none"> <li>Frequently absent</li> </ul>

# Physics 1 SGO Using Multiple Measures of Starting Points to Determine Three Groups\*

Student ID	Prior Year Final Grade	Current Year Test Scores	Markers of Future Success			Preparedness Group
	Math	Average Score	Participates in Class	Completes Homework	Number	
1	86	98.5	Yes	No	1	1
2	73	92.5	Yes	Yes	2	1
3	96	95	Yes	Yes	2	1
4	92	85.5	Yes	No	1	1
5	67	54	No	No	0	3
6	69	58	No	No	0	3
7	78	72.5	Yes	No	1	2
8	94	80.5	No	No	0	2

Prior Year Math Grade	Current Year Test Score Average	Number of Future Success Markers	Preparedness Group
<70	<70	0	3
70 – 84	70 – 84	1	2
85 – 100	85 – 100	2	1

The teacher may assign a specific preparedness group when a majority of measures indicate a specific group using the guide at left.

\* May be more or fewer than three groups



# 2014-15 SGO Form

## Starting Points and Preparedness Groupings

State the type of information being used to determine starting points and summarize scores for each type by group. Add or subtract columns and rows as needed to match number of preparedness groups and types of information used.

Preparedness Group	Information #1	Information #2	Information #3

Preparedness Group	Prior Year Test Score	Current Year Test Score Average	Markers of Future Success
High	250 – 300	85 – 100	9-12
Medium	200 – 249	70 – 84	5-8
Low	<200	<70	0-4

# Determine Appropriate Learning Targets

- Determine the level of performance on the assessment that would indicate a sense of competence/mastery of the content and skills.
- Modify learning targets so they are ambitious and achievable for the preparedness level of the students .

## Student Growth Objective\*

85% of students will meet their learning targets as shown in the table below.

Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Score on SGO Assessment
1	31	≥90
2	63	≥80
3	16	≥75
4	15	≥65

\*This table has an extra row for four preparedness groups.

# Determine Teacher's SGO Score

- Use and adjust ranges of student performance to derive a score that accurately reflects teacher's effectiveness while taking into account the fluid nature of teaching and learning.

## Scoring Plan\*

Preparedness Group	Student Target Score on Assessment	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
1	≥90	≥90%	≥80%	≥70%	<70%
2	≥80	≥90%	≥80%	≥70%	<70%
3	≥75	≥90%	≥80%	≥70%	<70%
4	≥65	≥90%	≥80%	≥70%	<70%

\*This table has an extra row for four preparedness groups. Percentages and target scores are for illustrative purposes only. Educators should tailor these numbers to best reflect their situations.

# Resources

- Updated [SGO guidebook](#) and [forms](#)
- Expanded [SGO library](#)
- Assessment quality webinars (upcoming)
- Teacher practice workshops (July-August)

Information

[www.nj.gov/education/AchieveNJ](http://www.nj.gov/education/AchieveNJ)

Questions

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