

Student Growth Objective Form

Overview:

This SGO was developed using Teaching Strategies GOLD data to assess development through a performance based approach. This SGO measures student’s progress on one math objective required for this age group.

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		KDG	Math	21	Oct 15 – May 15

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.

The SGO targets all children based on TS GOLD assessment data in the domain of Mathematics Development Objective 20: Uses number concepts and operations, and is aligned to the New Jersey Student Learning Standards.

Sources of evidence: anecdotal records, photographs, videos and work samples observed throughout the Kindergarten day.

Teaching Strategies Gold Objective 20: Uses Number concepts and Operations

- a. Counts
- b. Quantifies

New Jersey Student Learning Standards

K.CC.B.4.A When counting objects, say the number names in standard order, pairing each object with one and only one number name and each number name with one and only one object.

K.CC.B.4.B Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.CC.A.1 Count to 100 by ones and by tens.

K.CC.A.2 Count forward beginning from a given number within the known sequence

K.CC.B.4.C Understand that each successive number name refers to a quantity that is one larger

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number,

K.CC.B.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a

rectangular way, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

K.OA.A.1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Starting Points and Preparedness Groupings

State the type of information being used to determine starting points and summarize scores for each type by group. Modify the table as needed.

Authentic assessments (anecdotal notes, photographs, and work samples) from the first 6-8 weeks of school are uploaded onto the Teaching Strategies GOLD online assessment system. Documentation is leveled and students are placed into one of the following categories for each of the objectives/dimensions.

- Below Widely Held Expectations
- Meeting Widely Held Expectations
- Exceeding Widely Held Expectations

Teachers take advantage of the information they gathers about students during the first few weeks of the school year to determine their starting points. The multiple notes, photographs, and work samples collected constitute valuable multiple measures of the students' current levels in math.

Student Growth Objective

State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. "80% 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.

At least 80% of students will advance two levels or more on the dimension measured according to the Teaching Strategies GOLD assessment tool.

Teachers chose to set targets for students based on expected growth from a well-defined starting point. This makes sense when using a sophisticated portfolio system that measures increases in a set of skills over time. The expectation is that all students will improve by a particular amount on a majority of the standards/objectives being taught.

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 Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
	Increase at least 2 levels	90%	80%	70%	60%

Each student has his or her own learning target and the teacher will receive a rating based on how

many students meet their target. Because the teacher has 21 students, they may want to convert the % of students to numbers for ease of tracking and calculating a final score.

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

Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.

Students at Target Score	Teacher SGO Score	Total Teacher SGO Score

Notes

Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.

The scoring section of the form has been simplified to record success as measured by attainment of individual learning targets rather than by using a tiered approach.

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 _____