



**SGO Step 3, Form 1 Set Ambitious and Feasible Student Growth Objectives**  
**Student Growth Objective Form (Simple)**

Grade:	Subject	Number of Students	Interval of Instruction	
2	Library Media/ ELA/ Science	Grade level (55 students)	Full year <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Other marking period	
Name of Assessment	Endangered Animals Trading Cards - Rubric Project-based Assessment			
Rationale for Student Growth Objective (Please include content standards covered and explanation of assessment method.)				
<p>At the beginning of the school year, the classroom teachers and SLMS met to determine content areas, technology skills and information literacy/research skills that need to be developed based on the ELA Common Core State Standards. It was noted that reading strategies for informational text was not included and they had not been stressed during classroom or library media instruction.</p> <p>This SGO covers all second grade students as they conduct a research project in the spring of the year. The project demonstrates students' ability to locate and use informational texts at the 2-3 text complexity. Students will demonstrate proficiency on graphic organizers and worksheets. The final product is aligned to measures their ability to use print and digital informational resources to obtain and communicate information related to endangered animals via illustration, text and oral presentation.  <i>(This SGO can easily be adapted for use with special needs or ELL students.)</i></p> <p><b>Common Core Standards</b>  <b>RI 2.1</b> - Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.  <b>RI 2.7</b> - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  <b>RI 2.5</b> - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  <b>RI.2.10</b> - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  <b>SL 2.6</b> - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>				
Student Growth Objective				
At least 70 percent of second graders will attain a score of 3 or higher on the project based rubric assessment.				
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	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

**Comment [c1]:** Rationale moved here

**Comment [c2]:** Need a measure for baseline



*SGO Step 3, Form 1 Set Ambitious and Feasible Student Growth Objectives*  
**Student Growth Objective Form (Simple)**

Score				
70%	85% or greater of students	70%-84% of students	56%-83% of students	0% - 55% of students
Approval of Student Growth Objective				
			Date Submitted _____	
			Date Approved _____	
Results of Student Growth Objective (State how many students met the final assessment target.)				
		Score _____	Teacher _____	
		Date _____	Evaluator _____	

NOTE: Support documents and specific lesson plans may be obtained from the AASL Lesson Plan Database - .  
<http://aasl.iesandco.org/>  
 This SGO can easily be adapted for use with special needs or ELL students.

**Endangered Animals Trading Cards - Rubric Project-based Assessment**

CATEGORY	4	3	2	1
----------	---	---	---	---



*SGO Step 3, Form 1 Set Ambitious and Feasible Student Growth Objectives*  
**Student Growth Objective Form (Simple)**

<p><b>Relates Graphics to Text</b></p>	<p>Student locates a photo of the animal and accurately completes a description of the animal on a topic graphic organizer.</p>	<p>Student locates a photo of the animal and completes a description of the animal on a topic graphic organizer.</p>	<p>Student locates a photo of the animal and partially completes a description of the animal on a topic graphic organizer.</p>	<p>Student has difficulty locating and using a photo to describe an animal.</p>
<p><b>Identifies Facts</b></p>	<p>Student accurately locates at least 5 facts in the "Fact Box" in the encyclopedia article, and correctly and completely records them on a graphic organizer.</p>	<p>Student accurately locates 4 facts in the "Fact Box" in the encyclopedia article and records them on a graphic organizer.</p>	<p>Student needs assistance in locating 2-3 facts in the "Fact Box" in the encyclopedia article and recording them on a graphic organizer.</p>	<p>Student has difficulty locating facts in an encyclopedia article.</p>
<p><b>Uses Headings and Subheadings</b></p>	<p>Student uses headings and sub-headings to accurately and clearly complete a "when, why, how" worksheet.</p>	<p>Student uses headings and sub-headings to complete most of a "when, why, how" worksheet.</p>	<p>Student needs assistance in using headings and sub-headings to locate the needed information to complete a "when, why, how" worksheet.</p>	<p>The student cannot locate the needed information.</p>
<p><b>Summarization</b></p>	<p>Student completes a Endangered Animal Trading Card accurately and completely.</p>	<p>Student completes a Endangered Animal Trading Card with few errors.</p>	<p>Student needs assistance to complete a Endangered Animal Trading Card.</p>	<p>Student was unable to complete the Endangered Animal Trading Card.</p>
<p><b>Oral Presentation</b></p>	<p>Student speaks clearly in full sentences, stays on topic and demonstrates in-depth knowledge about the endangered animal.</p>	<p>Student speaks mainly in sentences, stays on topic most of the time, and demonstrates some knowledge about the endangered animal.</p>	<p>Student has some trouble speaking in sentences, staying on topic, and demonstrates only basic knowledge about the endangered animal.</p>	<p>Student has difficulty communicating basic knowledge about the endangered animal.</p>