



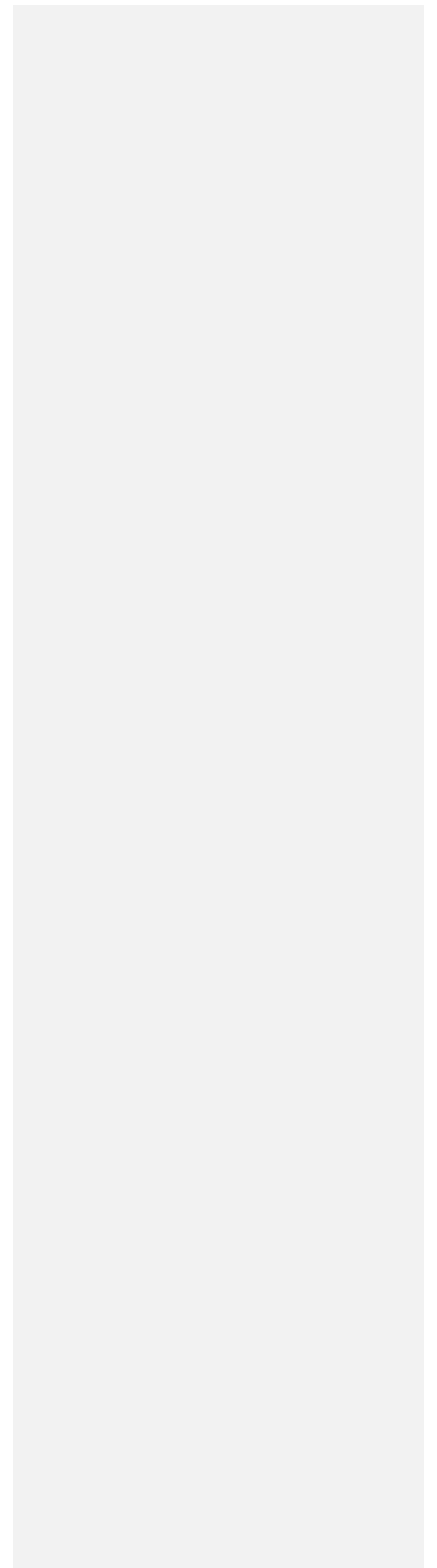
**SGO Step 3, Form 2: Set Ambitious and Feasible Student Growth Objectives**  
**Student Growth Objective Form (Specific, Tiered)**

Grade	Course/Subject	Number of Students	Interval of Instruction		
7	Library & Information Skills/English	200 (full grade)	Full year x (meeting occasionally) Semester <input type="checkbox"/> Other _____		
<b>Name of Assessment</b>					
Seventh Grade Research Performance Task: Evaluating for Authority					
<b>Rationale for Student Growth Objective</b> (Please include content standards covered and explanation of assessment method.)					
<p>This SGO covers all 7<sup>th</sup> grade students, who engage in at least one inquiry learning project that involves research skills lessons taught in collaboration by school librarian and English teachers.</p> <p><b>CCSS ELA-W7.8:</b>...assess the credibility and accuracy of each source...</p> <p><b>AASL 1.1.5:</b> Evaluate information found in selected sources on the basis of accuracy, validity...</p> <p><b>ISTE NETS 3:</b> ...evaluate information from a variety of sources and media.</p> <p>Assessment: performance task asking students to provide evidence of the qualifications/expertise of the author of a librarian-selected web page. "Was this web page written by an authority on the subject? Give at least two different reasons for your answer." Answers will be scored using a four-point, department-developed rubric. (Attached.)</p>					
<b>Student Growth Objective</b>					
Seventh grade students will demonstrate understanding of the definition of "authority" as it relates to the evaluation of information, and knowledge of strategies to assess the level of an author's expertise.					
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"		
Low – Medium (NJASK <224)	147	≥3	125		
Medium – High (NJASK ≥225)	53	4	45		
<b>Baseline Data and Preparedness Groupings</b> (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.)					
Students were initially assigned to preparedness groups on the basis of grade 6 NJ ASK English/Language Arts scores. NJ ASK scores provide a measure of reading and writing skill that is important for evaluating the expertise of authors. Pre-assessment data includes knowledge that this is a new skill for all seventh grade students.					
<b>Scoring Plan</b>					
Preparedness Group	Target Score on Final Assessment	Objective Attainment Level Based on Percent and Number of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Low – Medium	≥3	≥137	125-136	113-124	<113
Medium – High	4	≥50	45-50	40-45	<40
<b>Approval of Student Growth Objective</b>					
Teacher _____ Signature _____		Date Submitted _____			
Evaluator _____ Signature _____		Date Approved _____			
<b>Results of Student Growth Objective</b>					
Preparedness	Number of	Objective	SGO Score Average Objective		

**Comment [c1]:** Removed general specific for simplicity

**Comment [c2]:** Where does this factor in?

Group	Students at Target Score	Attainment Level	Attainment Level	Teacher _____
				Evaluator _____
			_____	Date _____



Rubric for Research Performance Task: Evaluating for Authority (7<sup>th</sup> grade)

4	3	2	1
<p><b>Student draws correct conclusion and provides strong evidence</b> (2 or more different reasons drawn from following)  <u>Yes – authority:</u>                      -high level of education in same field as topic                      -job/career experience in field of topic (recent or current esp.)                      -additional publications in the field (not part of same web site)                      -awards or prizes won for work in field                      -positive reviews by others in field (links to, citations of, positive comments or reviews of work)  <u>No - not authority:</u>                      -low level of education (e.g. K-12 student)                      -education and/or job experience in unrelated field                      -finds no mention or overwhelmingly negative mention by others in field                      -finds no other publications in related field(s)</p>	<p><b>Student draws correct conclusion, but evidence is not strong</b>  <u>For example:</u>                      -provides fewer than two distinct reasons (may provide two reasons that are restatements of a single good piece of evidence) OR                      -demonstrates understanding of relevance of education, career, publications, etc. to authority, but neglects to mention relevance of the field of study, work, writing, etc.                      -cites as some evidence a fact that is not closely related to authority (e.g. the page has no spelling errors)</p>	<p><b>Student draws incorrect conclusion, due to insufficient evidence or misinterpreting evidence</b>  <u>For example:</u>                      -provides fewer than two distinct and relevant reasons (may provide two completely irrelevant facts as evidence)                      -mentions an unrelated field of education, work, publications, but gives this no weight in evidence                      -cites quantity of mentions, or links, but misses negative content of them</p>	<p><b>Student ascribes expertise on the sole basis of the publication of the web page being evaluated, and response does not demonstrate any investigation into background of the author</b></p>