



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	
9	Health	200-300	Full year <input type="checkbox"/>	Semester <input checked="" type="checkbox"/> Other _____
Name of Assessment	My Personal Wellness		SGO Type	General <input type="checkbox"/> Specific <input checked="" type="checkbox"/>
Rationale for Student Growth Objective (Please include content standards covered and explanation of assessment method.)				
<p>Students answer the essential question(s): What do I need to know and do to live a balanced and healthy life? What do I need to know and do to become a life-long learner? They design advanced research strategies to access, evaluate, analyze, and synthesize information from appropriate sources to construct understanding and to become health-literate. They research a wellness concern and create an evaluative annotated bibliography to demonstrate creativity and productivity.</p> <p>Assessment: Students will create annotated bibliographies on a personal wellness issue and upload it onto their My Personal Wellness website. The bibliography will be graded using a rubric and scores will be compared to the beginning of the year pre-test.</p>				
<p>Standards for the 21st-Century Learner</p> <p>Skills Indicator(s):</p> <p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.</p> <p>Disposition Indicator(s):</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats.</p> <p>2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p> <p>4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.</p> <p>Responsibilities Indicator(s):</p> <p>1.3.5 Use information technology responsibly.</p> <p>2.3.1 Connect understanding to the real world.</p> <p>4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p> <p>Self-Assessment Strategies Indicator(s):</p> <p>1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.</p> <p>2.4.2 Reflect on systematic process, and assess for completeness of investigation.</p> <p>3.4.2 Assess the quality and effectiveness of the learning product.</p>				
<p>Common Core State Standards</p> <p>Speaking and Listening Standards Gr. 9/10-5 Plan and deliver relevant and sufficient evidence in support of findings and claims such that listeners can follow the reasoning, adjusting presentation to particular audiences and purposes.</p> <p>Writing Standards Gr. 9/10-8 Assemble evidence gathered from authoritative print and digital</p>				

Comment [c1]: This SGO seems to want to do many things and is very broad in scope based on the narrative sections. I would recommend focusing it around developing the bibliographies mentioned, keeping in mind that this is one aspect of developing health literacy in students. While certain standards may need to be cut, trying to do everything for 2-300 students will be challenging.

Comment [c2]: With so many standards being covered here (not a bad thing) the assessment should have an additional rubric component that allows the SLMS to determine progress on all of these. Otherwise, the number of standards should be reduced to those that can be measured by the assessment and rubric that is described.



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sources; assess the credibility and accuracy of the information and its strengths and limitations in terms of answering the research question; and integrate selected information into the text, avoiding overreliance on any one source and following a standard format for citation

Speaking and Listening Standards Gr. 9/10-1 Initiate and participate effectively in group discussions on grades 9–10 topics, texts, and issues being studied in class. a. Prepare for discussions by reading and researching material under study and explicitly draw on that preparation in discussions. b. Cooperate with peers to set clear goals and deadlines and to establish roles. c. Build on essential information from others' input by asking questions and sharing comments that enrich discussions. d. Acknowledge the ideas and contributions of others in the group, reach decisions about the information and ideas under discussion, and complete the task.

Student Growth Objective

Students will participate in a pre- and post-test to assess their skills in creating an annotated bibliography, including: currency, authority, accuracy, scope, point-of-view, purpose, audience, conclusion, special features and fluency.

Comment [c3]: Participation in a test is not really an SGO. This section should be a clear statement that expresses how well students will do on assessments designed to gauge their progress on the stated standards.

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.)

Students will learn to be critical thinkers, effective users of resources and technology, as well as life-long learners by generating keywords, an advanced research strategy, essential questions, a thesis statement and bibliography. Each student will follow an inquiry-based process to make real-world connections to his/her own life by researching a wellness (dietary or physical activity) concern and then creating an annotated bibliography to document his/her research. Librarians offer direct or indirect conferencing and assessments at every stage of instruction. Students will use feedback to modify and create an evaluative annotated bibliography. Students will upload their annotated bibliographies onto their My Personal Wellness website.

Comment [c4]: This may be the overarching goal for the teacher but does not belong here. This section should include a summary of the starting points of the students and how the SLMS determined this.

Scoring Plan

Objective Attainment Level Based on Percent and Number of Students Achieving Target Score

Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

Approval of Student Growth Objective

Teacher _____ Signature _____ Date Submitted _____
 Evaluator _____ Signature _____ Date Approved _____

Results of Student Growth Objective

(State how many students met the final assessment target.)



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	Score _____	Teacher _____
	Date _____	Evaluator _____

