



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	20-33	Full year <input type="checkbox"/> Semester X Other _____
Name of Assessment		My Personal Wellness	
Rationale for Student Growth Objective (Please include content standards covered and explanation of assessment method.) Students will design advanced research strategies to access, evaluate, analyze, and synthesize information from appropriate sources to construct understanding and to become health-literate. They will research a wellness concern and create an evaluative annotated bibliography to demonstrate creativity and productivity. Assessment: Students will create annotated bibliographies on a personal wellness issue and upload it onto their My Personal Wellness website two times, at the beginning of the semester and the end of the semester. The bibliographies will be graded using a rubric (attached) and scores will be compared to demonstrate growth. Standards for the 21st-Century Learner Skills Indicator(s): 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. Disposition Indicator(s): 1.2.3 Demonstrate creativity by using multiple resources and formats. Responsibilities Indicator(s): 1.3.5 Use information technology responsibly. Self-Assessment Strategies Indicator(s): 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary. Common Core State Standards Writing Standards Gr. 9/10-8 Assemble evidence gathered from authoritative print and digital 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			
Student Growth Objective At the end of the semester, at least 70% or more of the students will create an annotated bibliography that scores Proficiently (8 or higher on the attached rubric).			
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.) Draft bibliography submitted to the My Personal Wellness website. Average grade on scoring rubric - 4			

Comment [c1]: Removed specific and general classification for simplicity

Comment [c2]: Added "real" data to use for scoring plan discussion



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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)
80% will score an 8 on assessment rubric	>85% students will score an 8 on assessment rubric	>70% students will score an 8 on assessment rubric	>55% students will score an 8 on assessment rubric	<55% students will score an 8 on assessment rubric
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.)				
		Score _____	Teacher _____	
		Date _____	Evaluator _____	



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Rubric for Annotated Bibliography

This rubric was developed as part of the lesson plan “Explorations and Exchanges” by Sandra Yamamoto, pages 19-21 (*SLM*, January 2010). It is to be used as a note taking assessment tool.

Criteria	Exceeds (3)	Proficient (2)	Approaches (1)	Score
Annotations	All annotations include summaries Relevance and usefulness of source to understanding the topic is explained All information is logically and clearly written and understandable	Most of the annotations include summaries Relevance and usefulness of source to understanding the topic is attempted Most of the information is logically and clearly written and understandable	Most of the annotations lack summaries Relevance and usefulness of source to understanding the topic isn't apparent Most of the information is not logically and clearly written and understandable	
Bibliography	All resources are annotated All resources are correctly cited in MLA format	Most of the resources are annotated Most of the resources are correctly cited in MLA format	Few resources are annotated Most of the resources are not correctly cited in MLA format	
Content knowledge	Accurate examples detail and support the topic Information provides reader essential knowledge of the topic Use of content area vocabulary is consistently precise and accurate	Examples are mostly accurate and support the topic Information provides basic knowledge on most aspects of the topic Use of content area vocabulary is usually accurate	Examples are not accurate and do not support the topic Information provides minimal coverage of the topic Use of content area vocabulary contains significant errors	
Sources	Citations represent various media (e.g., book, journal, websites) All cited resources come from authoritative sources All resources are appropriate for target audience	Citations represent various media (e.g., book, journal, websites) Most of the cited resources come from authoritative sources Most of the resources are appropriate for target audience	Citations represent limited range of media Most of the cited resources do not come from authoritative sources Most of the resources are not appropriate for target audience	
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