



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; special needs, ELL | Full year <input type="checkbox"/> | Semester <input type="checkbox"/> Other marking period |
| Name of Assessment | Endangered Animals Trading Cards Project-based assessment and student portfolio | SGO Type | General <input type="checkbox"/> | Specific <input type="checkbox"/> |
| Rationale for Student Growth Objective (Please include content standards covered and explanation of assessment method.) | | | | |
| Common Core Standards RL 2.1, RL 2.7, RI 2.1, RI 2.5, RI 2.6 | | AASL 3.1.3, 3.1.4 | NETS ISTE 1.a, 1.b, 2.a, 2.b | |
| Student Growth Objective | | | | |
| <p>This SGO covers all second grade students as they conduct a research project that shows students mastery of the topic of endangered animals. Students will demonstrate proficiency on the graphic organizer and final product that measures their ability to use print and digital resources to obtain and communicate information related to endangered animals via illustration, text and oral presentation.</p> <p>This SGO can easily be adapted for use with special needs or ELL students.</p> | | | | |
| 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.) | | | | |
| <p>At the beginning of the school year, the classroom teacher and SLMS will meet to determine content areas, technology skills and information literacy/research skills that need to be developed based on pre-assessments and the ELA CCS. Throughout the year, evidence from lessons/units taught will be added to student portfolios. Examples: compare and contrast literary and informational texts, developing informational text reading strategies, generating and researching student generated questions, and using subheadings and fact boxes in an encyclopedia article.</p> | | | | |
| 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) |
| Based on pre-assessment data | | | | |
| Approval of Student Growth Objective | | | | |
| Teacher _____ Signature _____ | | Date Submitted _____ | | |
| Evaluator _____ Signature _____ | | Date Approved _____ | | |
| Results of Student Growth Objective | | | | |

Comment [c1]: I think my comments below can be extended to the other examples you have provided for the elementary level – they read like the same author.

Comment [c2]: The SGO statement should be a concise, and specific statement that is measurable. This section reads more like it belongs in the rationale section. In this and the other examples you have provided, I would recommend incorporating a scoring plan. This will make it very clear what proficiency is and how many students you would expect to meet this level. You can refer to the exemplars on our web page for samples of what this looks like.

Comment [c3]: Again, this should address very specifically what assessments you will be using and what it will measure, with samples of data if you have it.

Comment [c4]: This would work as an assessment method but not for collecting baseline data.



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| | | |
|--|-------------|-----------------|
| (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.jesandco.org/>.
This SGO can easily be adapted for use with special needs or ELL students.

