

Mathematics, Grade 8

Overview

The 8th-grade math teacher who wrote this SGO has created an SGO for her students targeted to prepare them for entry into Algebra classes the following year. She has aligned her SGO to Algebra-specific Common Core standards. This SGO allows her to focus attention on a particular set of skills and content important to the future success of her math students. Her SGP score will encompass the broader math curriculum she is teaching throughout the year. She used a pre-assessment and prior NJ ASK scores to determine her students' starting points and uses this data to create a differentiated approach for her SGOs.

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		8	Mathematics	70	September 15 th – May 1 st
Rationale for Student Growth Objective					
Name the content standards covered, state the rationale for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/college/career. Name and briefly describe the format of the assessment method.					
This SGO includes all of my students, and the mathematics standards that are part of the major content for grade 8 and leading to Algebra.					
CCSSM 8.EE.A, 8.EE.B, 8.EE.C, and 8.F.A					
Assessment					
Mathematics Department Grade 8 Assessment that assesses the knowledge of major content for grade 8. 40 multiple choice (4 choice), 10 constructed response.					
<i>The teacher has decided to target her SGO on the standards necessary to prepare students for Algebra next year, an important consideration for future success of her students. However, in this section, she could make the following improvements; a) explicitly describe the standards and b) provide a justification for why these are necessary for Algebra 1.</i>					
Starting Points and Preparedness Groupings					
State the type of information being used to determine starting points and summarize scores for each type by group. Add or subtract columns and rows as needed to match number of preparedness groups and types of Information used.					
Preparedness Group	Information #1	Information #2	Information #3		
	Grade 7 NJ ASK Math Scores	Diagnostic Assessment Test Score	Markers of Future Success (See rubric below)		
Low	180-210	31 - 45	3-6		
Medium	211-260	46 - 60	7-10		
High	261-290	61 and above	11-12		
<i>The writer is using three data sets to develop three preparedness groups of students. The ranges represent the actual high and low scores that students attained in the class during the first few weeks of school. She subdivided these ranges into three groups with appropriate intervals. For students who scored in different preparedness groups for different sets of information, she chose to place the student in the higher group.</i>					
Student Growth Objective					
State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. "75% of students in each group will meet the target score." Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Add or delete group rows as needed.					
About 70% of students in each group will score at their target level as described in the table below.					

Preparedness Group (e.g. Low, Medium, High)	Number of Students in Each Group	Target Score on SGO Assessment
Low	25	70%
Medium	34	80%
High	11	90%

Scoring Plan

State the projected scores for each group and what percentage of students will meet this target at each attainment level.

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Low	70	≥90	≥75%	≥65%	≤65%
Medium	80	≥90	≥75%	≥65%	≤65%
High	90	≥90	≥75%	≥65%	≤65%

The teacher has developed a differentiated scoring plan that reflects ambitious and achievable target scores for her students who begin at different levels. She has consistent expectations for the percentage of students who will make the target score in each level reflecting that she has had a considerable impact on student learning throughout the year.

Approval of Student Growth Objective

Administrator approves scoring plan and assessment used to measure student learning.

Teacher _____ Signature _____

Date Submitted _____

Evaluator _____ Signature _____

Date Approved _____

Results of Student Growth Objective

Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.

Preparedness Group	Percent of Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score
Low	95%	4	.36	1.44	<u>3.06</u>
Medium	79%	3	.49	1.47	
High	59%	1	.15	.15	

This math teacher has also chosen to use a weighted average. This provides a fairer representation of her student performance than a straight average for groups of significantly different sizes.

Notes

Describe any changes made to SGO after initial approval, e.g. because of changes in student population, other unforeseen circumstances, etc.

Review SGO at Annual Conference

Describe successes and challenges, lessons learned from SGO about teaching and student learning, and steps to improve SGOs for next year.

Teacher _____ Signature _____

Date _____

Evaluator _____ Signature _____

Date _____

Rubric for Markers of Future Success

Information gathered during first 6 weeks of school.

Criterion	Level 4	Level 3	Level 2	Level 1
Active Participant	Always prepared. Engaged in all of the learning process.	Mostly prepared. Engaged in most of the learning process.	Sometimes prepared. Engaged in some of the learning process.	Rarely prepared. Engaged in little or none of the learning process
Academic Independence	Consistently demonstrates intellectual curiosity Consistently self-motivated and independent.	Frequently demonstrates intellectual curiosity Usually self-motivated and independent.	Sometimes demonstrates intellectual curiosity. Sometimes self-motivated and independent.	Rarely demonstrates intellectual curiosity. Rarely or never self-motivated, frequently depends on prompting and/or teacher assistance.
Class Attendance	Never absent.	Rarely absent.	Sometimes absent.	Frequently absent.