

Math, Resource Room, Grades 7-8

Overview

The teacher who wrote this SGO teaches a group of students with IEPs in a self-contained math class. The teacher designed her SGO using grade-level mathematics standards. However, her students require instruction in foundational skills embedded in the grade level standards that are reflected in the math progressions in the Common Core State Standards. She has reviewed the assessment data and the IEPs from the previous year to identify the foundational skills and standards upon which she will focus her instruction.

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		7-8	Mathematics Special Class Program	12	September 6, 2014 to April 15, 2015

Standards, Rationale, and Assessment Method

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 will measure student growth in mathematics focusing on the standards below that are part of the major content for grade 8, with a focus on foundational skills embedded in the grade level standards. Students will compile a “showcase portfolio” of selected math tasks that have been completed during the academic year.

- Work with radicals and integer exponents **(8.EE.1-3)**
- Understand the connections between proportional relationships, lines, and linear equations **(8.EE.B5-6)**
- Analyze and solve linear equations and pairs of simultaneous linear equations **(8.EE.C7)**

An important development takes place in grades 7-8 when students make connections between proportional relationships, lines, and linear equations. Making these connections depends on a firm understanding of concepts that lie within the grade eight number sense progression (e.g., write, read and evaluate numerical expressions, solve real-world and mathematical problems, use variables to represent two quantities in a real-world problem, etc.). Review of assessment data from last year and students’ IEPs indicates that these students need instruction in foundational skills within the progressions in order to achieve the grade level standards. The Instruction and the assessment used for this SGO will be based on skills that are foundational to the standards above (e.g., using variables to represent quantities, writing and evaluating numerical expressions, etc).

The student portfolio will be scored using a rubric that will classify student abilities in the following categories- Expert 4, Practitioner 3, Apprentice 2, and Novice 1. Instructions will utilize the principles of UDL (Universal Design for Learning) specific to providing all students with multiple means of representation, (e.g., options for perception, options for language, mathematical expressions and symbols and options for comprehension), action and expression and engagement. **Accommodations in the students’ IEPs will be used during assessment.**

The teacher recognizes that although her students are working toward achieving grade level standards, their classroom assessment data and IEPs indicate that they need to work on foundational skills, embedded in the grade level standards. Therefore, this SGO uses a portfolio of assessment tasks to measure achievement.

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	Information #4	Information #5
	NJASK 7 Math Score	Report Card Grade	Baseline Math assessments	7th Grade Math Portfolio	Future Indicators of Success (Homework completion)
A	<190	D-F	0%-45%	Novice	Complete
B	220-190	C-D	46%-65%	Apprentice	Partially Complete
C	>220	A-B	66%-85%	Practitioner	Incomplete

The teacher has used 5 discrete measures of prior learning to group her students. She could add a description of how she weighted each factor in deciding where to place a student who falls in different groups. Having only 12 students, the teacher may also consider setting individual targets for her students to simplify the scoring process while still setting ambitious and achievable targets for all of them.

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.

The large majority (75%) of students in each preparedness group will meet the next level on the target portfolio score/rubric.

Preparedness Group (e.g., Low, Medium, High)	Number of Students in Each Group	Target Score/Level on SGO Assessment (Rubric based on 4 levels) Novice, Apprentice, Practitioner, Expert
A	5	Apprentice (46%-65%)
B	4	Practitioner (66%-85%)
C	3	Expert (86%-100%)

Scoring Plan

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

Students	Number of Students	Teacher SGO Score Based on Number of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
A	5	5	4	3	2
B	4	4	3	2	1
C	3	3	2	1	0

Even though the system shown above will work, as noted above, setting individual targets and then a percentage that would meet these targets may be a simpler way to approach this SGO.

Approval of Student Growth Objective

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

Teacher _____ Signature _____	Date Submitted: <u>October 15, 2014</u>
Evaluator _____ Signature _____	Date Approved <u>October 30, 2014</u>

Results of Student Growth Objective

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

Preparedness Group	# Students at Target Score	Teacher SGO Score	Total Teacher SGO Score (Average of all Teacher SGO Scores) 2.6
A	2	1	
B	3	3	
C	3	4	

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 _____