SGO 2.0:
from Compliance to Quality

Increasing SGO Quality through Better Assessments and Target Setting

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Note for Districts Using this Presentation and Resources

- This presentation has been designed by the Department for use by educators in districts to help them increase SGO quality.
- Read the notes below each slide carefully for additional information and context for the contents of the slides. (For PDF format, download file to view notes.)
- Links to resources in PDF format are embedded in the presentation. Other formats are available on the AchieveNJ website SGO page.
- Even though the contents of this presentation represent emerging best practices in SGOs and well established rules for assessment design, districts should understand that these are guidance materials only. They should be adapted and modified to meet district-specific needs and priorities.
- For clarification on any of the topics covered by this presentation please visit http://www.state.nj.us/education/AchieveNJ/ or email educatorevaluation@doe.state.nj.us.

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Objectives for Today

1. Clarify what SGOs are and what they are not.
2. Develop a foundational understanding of how to develop and choose high quality assessments.
3. Investigate appropriate ways to set targets using readily available student data.
4. Develop a series of concrete next steps that will allow you to increase the quality of SGOs in your district.

Part 1

Clarify what SGOs are and what they are not.

Requirements for Student Achievement Measures

TEACHNJ Act

The standards for approval of educator evaluation rubrics at a minimum shall include:

- a provision ensuring that performance measures used in the rubric are **linked to student achievement**.

- A **Student Growth Objective** is an **academic goal** that teachers and evaluators set for groups of students.
- It shall **be specific** and **measurable**, based on **available student learning data**, **aligned** to Core Curriculum Content **Standards** (or other standards adopted or endorsed by the State Board), and based on **growth** and/or **achievement**.

The Value of SGOs

For Educators

SGOs provide a method by which teachers can **improve their practice** through high quality goal setting while clearly **demonstrating their effectiveness** through the learning exhibited by the students for whom they are responsible.

For Evaluators

SGOs provide an **authentic measure** of teacher effectiveness that is aligned to the learning exhibited by students through an educator's **daily practice of teaching.**

For Students

When well-designed, SGOs promote **reflective** and **collaborative** teaching practices, **alignment** among standards, instruction and assessment, and **improve student learning**.

What SGOs Are, and What They Are Not

#1

Misconception	Reality
SGOs need to be a significant addition to the work of a teacher.	SGOs should be a reflection of what effective teachers typically do.

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SGOs should be a reflection of what effective teachers typically do

Excerpt from SGO Quality Rating Rubric

Excellent
Number of students in *combined* SGOs **represents all or a large majority** of the teacher's students.
Includes start and stop dates that include a **significant proportion of** the school year/course length.
Includes a **significant proportion** of standards for which the teacher is responsible during the instructional period.

SGO Quality Rating Rubric

General and Specific SGOs

General	Specific
• Captures a significant ... s on a particular subgroup of the students and key sta... ents, and/or specific content or given course or subject are... ll	
Most teachers will be ... of SGO	... s whose general SGO ...es all of their students, ...eive an SGP

2014-15 SGO Form

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		9	Physics 1	55/55	October-April

Significant proportion of students, standards and course

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.

Standards

NJCCCS physical science 5.2.12 C, D and E

NJCCCS science practices 5.1.12 A-D

Rationale

- This SGO includes all of the NJCCCS related to physics creating a foundation important for students who will take AP and/or college-level physics and is **fundamental to many careers** including architecture, mechanics, engineering, medicine.
- The SGO also includes all of the science practice standards, standards **crucial in helping student become scientific thinkers**. This mindset is **valuable for making decisions** when a large amount of information is available and must be analyzed for value and accuracy. It is **critical in most academic disciplines.**

Assessment

Physics department's common assessment administered at the end of the 3rd marking period

Written: 60 multiple choice (4 choice), 5 short response questions,

Practical: Students design a simple apparatus, take measurements and collect data.

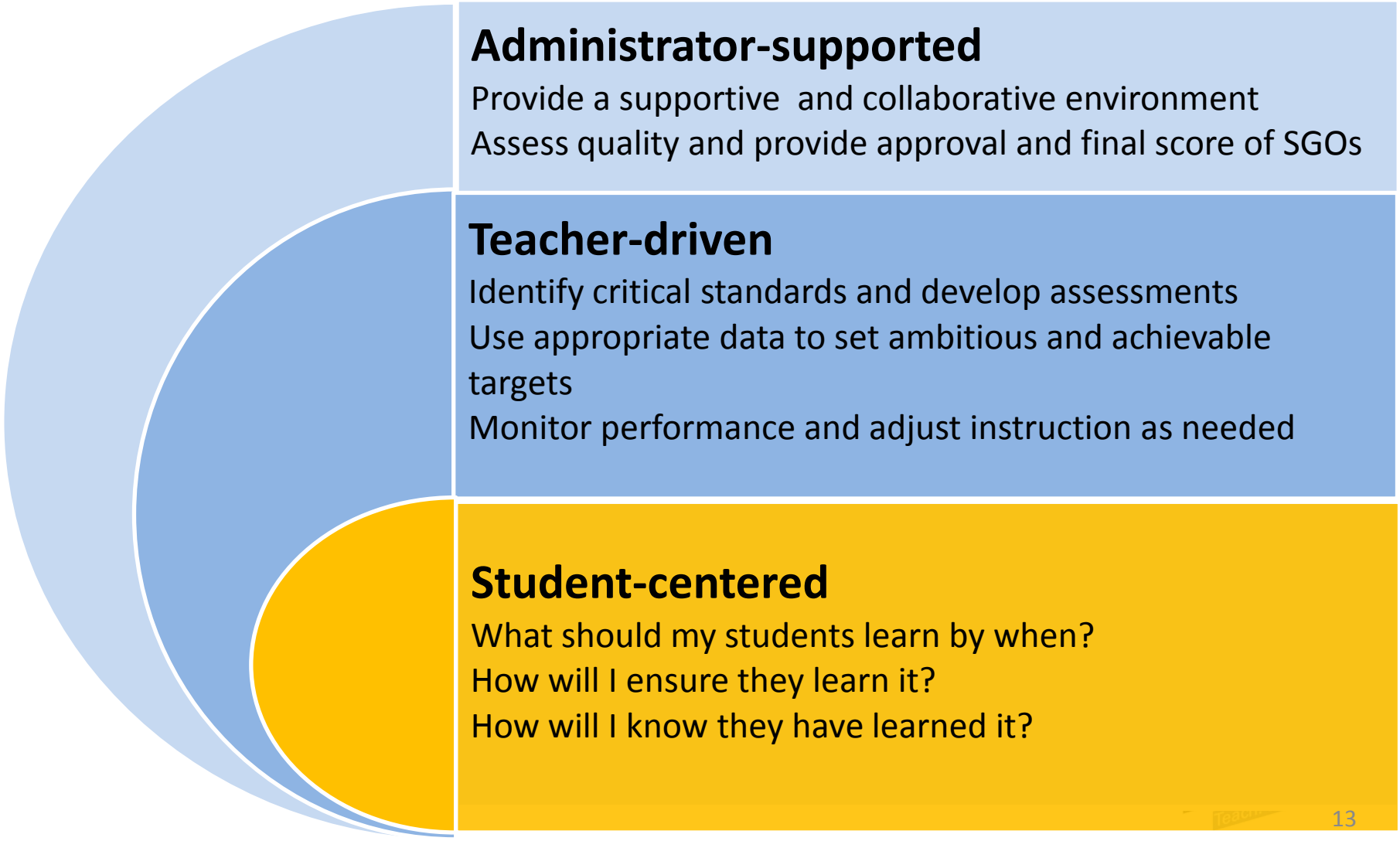
High-quality test normally administered at this time

What SGOs Are, and What They Are Not

#2

Misconception	Reality
SGOs are an administrator-driven compliance exercise	SGOs are driven by teachers, supported by administrators, and centered on student learning

SGOs are driven by teachers, supported by administrators, and centered on student achievement



Part 2

Develop a foundational understanding of how to develop and choose high quality assessments.

Turn and Talk

What is the relationship between assessment quality and SGO quality?

SGO Quality depends upon **Assessment Quality**

Poorly designed assessments do not accurately measure student knowledge and learning.

If SGOs are based on low-quality assessments, then the SGO process cannot yield accurate or meaningful results.

If SGOs do not yield accurate or meaningful results, they will fail to **promote good instruction** and **improve student learning.**

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Types of Assessments for SGOs

Teachers may use but are not limited to:

- Portfolios
- Performance Assessments
- Benchmark Assessments
- Finals (modified as needed)
- Program-based Assessments
- Standardized Tests, e.g. AP

Whether locally-developed or commercial, multiple choice or rubric-based, assessments should follow the rules of good assessment design.

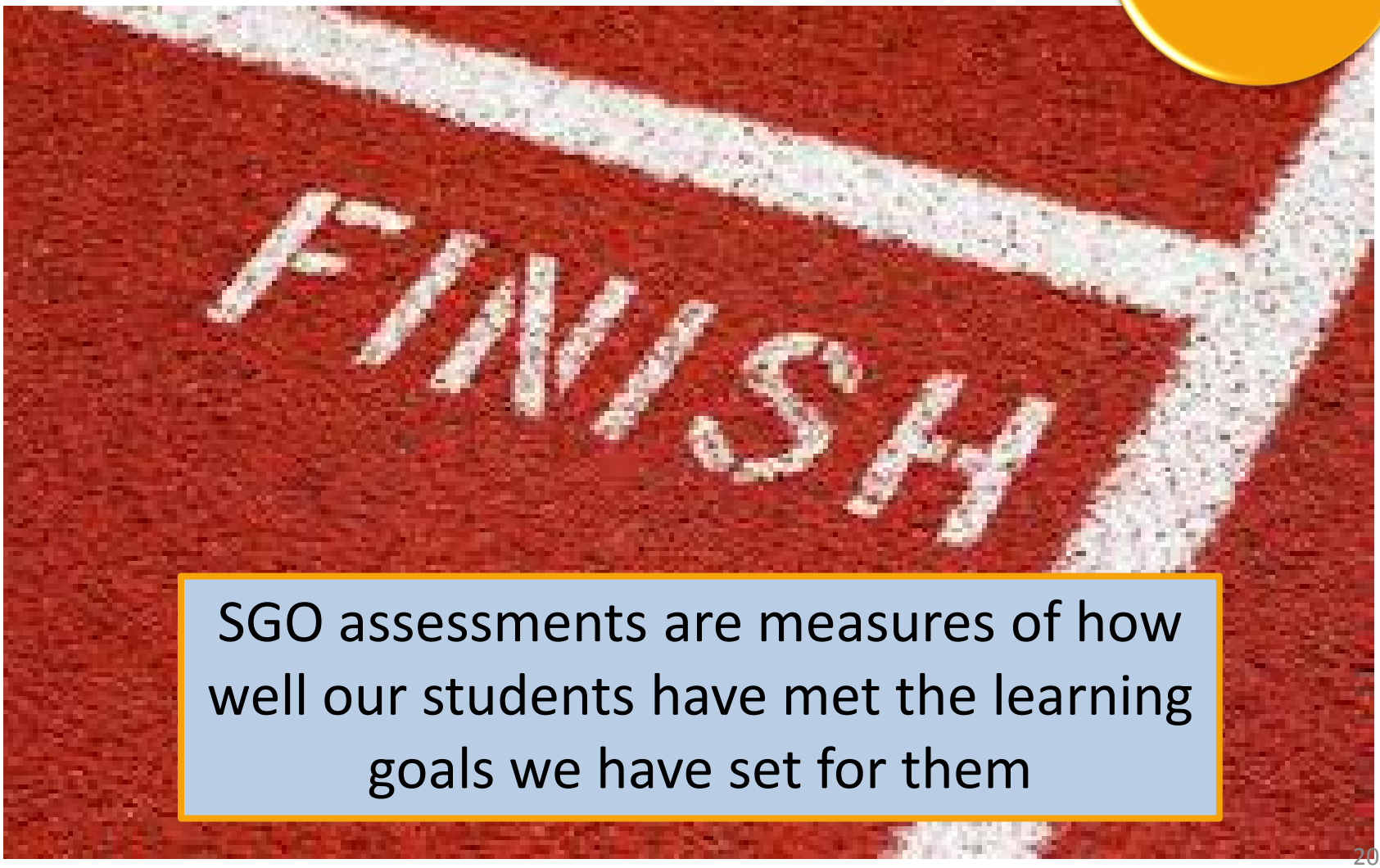
What Does Good Assessment Look Like?

Elements of Assessment Design
Purpose

Note Taking Handout

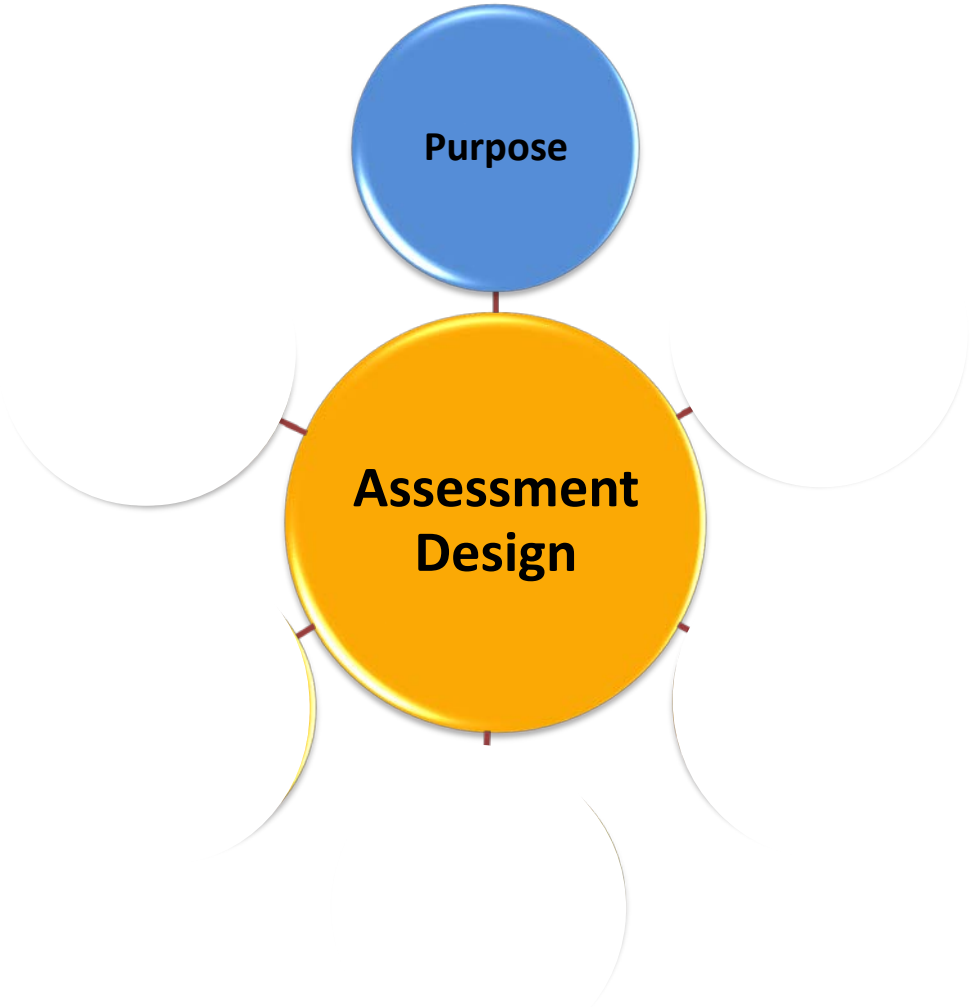
Elements of Assessment Design
Begin with the End in Mind

Purpose



SGO assessments are measures of how well our students have met the learning goals we have set for them

Elements of Assessment Design
Valid/Accurate Inferences



Elements of Assessment Design

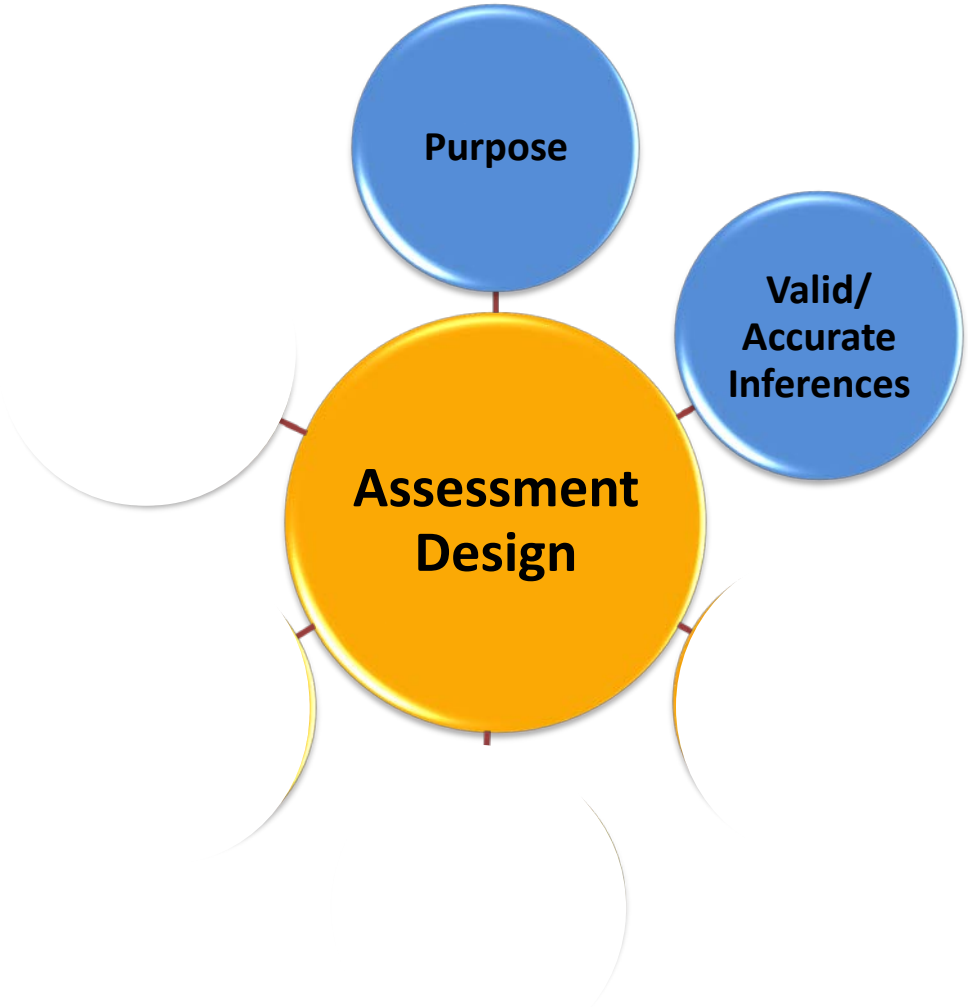
Valid/ Accurate Inferences

Elements of Assessment Design

Valid/ Accurate Inferences

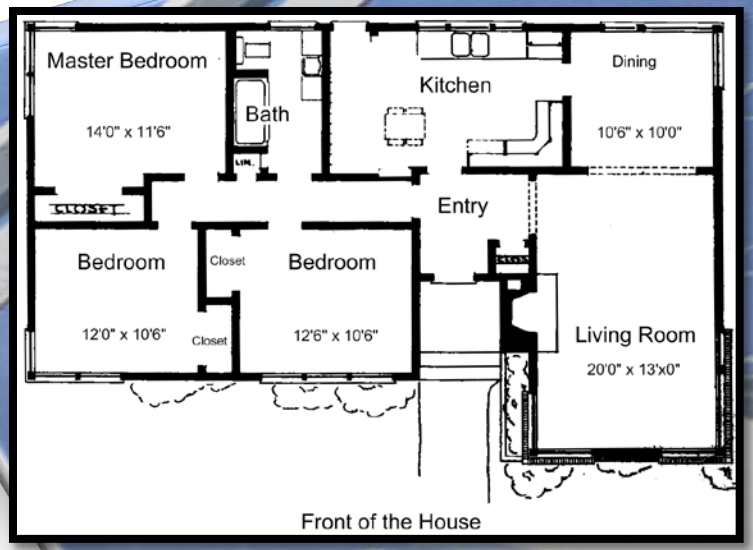
Valid/Accurate Inferences	
Why does it matter?	The assessment **should measure what it sets out to measure**.
What does it look like?	The assessment is **aligned** to **standards**, **skills**, and **rigor** of the instruction and content of the course. The assessment is **accessible** to all students.

Elements of Assessment Design
Align to Standards



Elements of Assessment Design

Align to Standards



Analyze This Item

- How valid is the inference we can make about student learning using this question?
- How can we make this a better assessment item?

Perhaps the most famous of all the arts of the Ming Era was:

A. the elaborate puzzles of the period, which were popular even in Europe.

B. blue-and-white porcelain, which Europeans collected in great quantities.

C. the construction of large, elaborate palaces, the finest example of which is the Imperial City in Beijing.

D. high-quality Berber rugs, which are still popular today.

6.2.12.C.1.b - Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New Worlds economy and society.

Handout

Item is not aligned to standards

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Elements of Assessment Design

Align to Standards

Given limited resources, especially time, on *which* standards do we focus our SGOs and assessments?

Elements of Assessment Design

Align to Standards

Determine the relative importance of the standard using the following criteria

1. How much time is spent teaching the standard?
2. Does the standard have value beyond the current course in:
   i. the next level of the subject,
   ii. other academic disciplines, or
   iii. life/college/career?

Practice Time

- Using the criteria described, assign a score between 1 and 4 (1 is low priority, 4 is critical) for the four standards provided.
- Rank the standards in order of importance (1st, 2nd, 3rd, etc. - ties not allowed).
- Provide a justification for your decision.

Activity Handout

Determine the relative importance of the standard being taught during the SGO period*

Standard Name	Rating*	Rank*
CCSS.ELA-LITERACY.RL.5.4 *Determine the meaning of words and phrases as they are used in a text*		
CCSS.ELA-LITERACY.RL.5.6 *Describe how a narrator's or speaker's point of view influences how events are described*		
CCSS.ELA-LITERACY.RL.5.9 *Compare and contrast stories in the same genre*		
CCSS.ELA-LITERACY.RL.5.2 *Determine a theme of a story, drama, or poem from details in the text*		

Rationale for Rating and Rank*

*** Answers will vary based on many factors.**

Determine the relative importance of the standard being taught during the SGO period*

Standard Name	Rating*	Rank*	Assessment Design
			More Questions/Points
			Fewer Questions/Points

Rationale for Rating and Rank*

*** Answers will vary based on many factors.**

2014-15 SGO Form

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.

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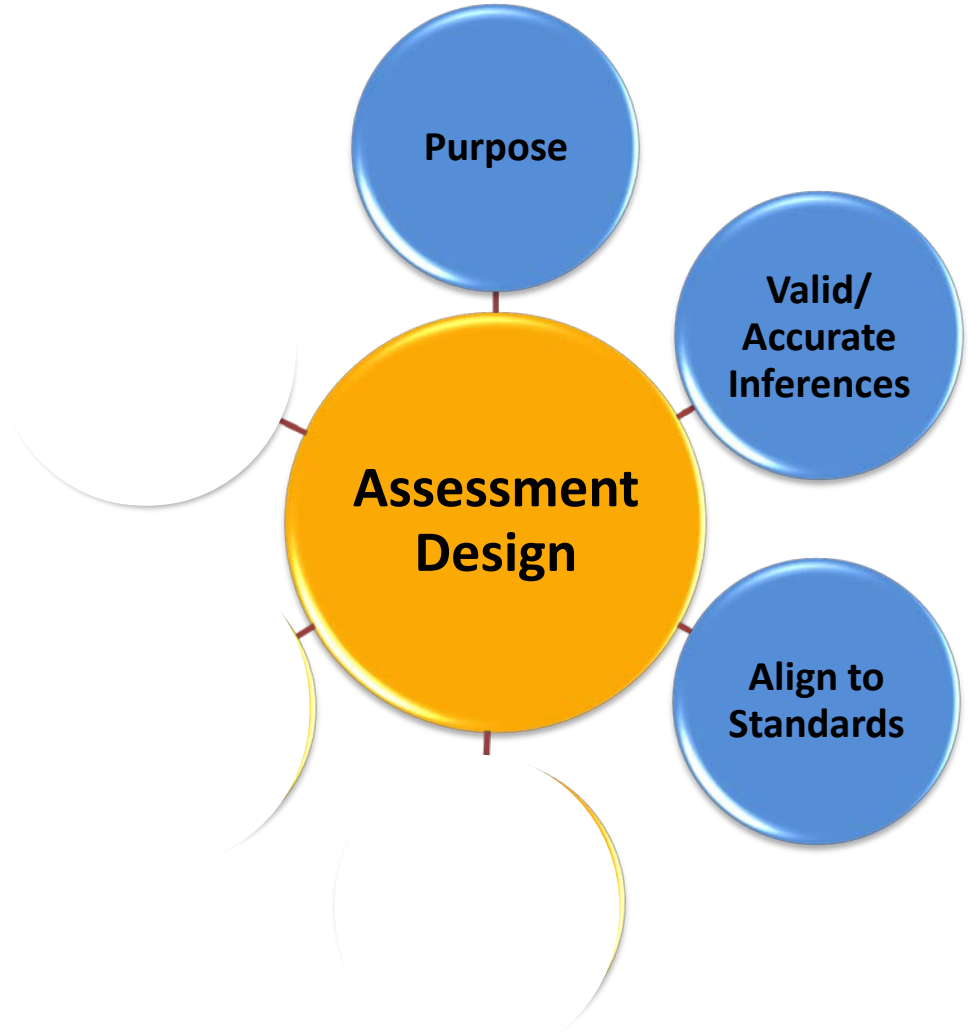
Using Commercial Products for SGOs

Elements of Assessment Design
Range of Rigor/Depth of Knowledge



Elements of Assessment Design

Range of Rigor/DOK

Elements of Assessment Design

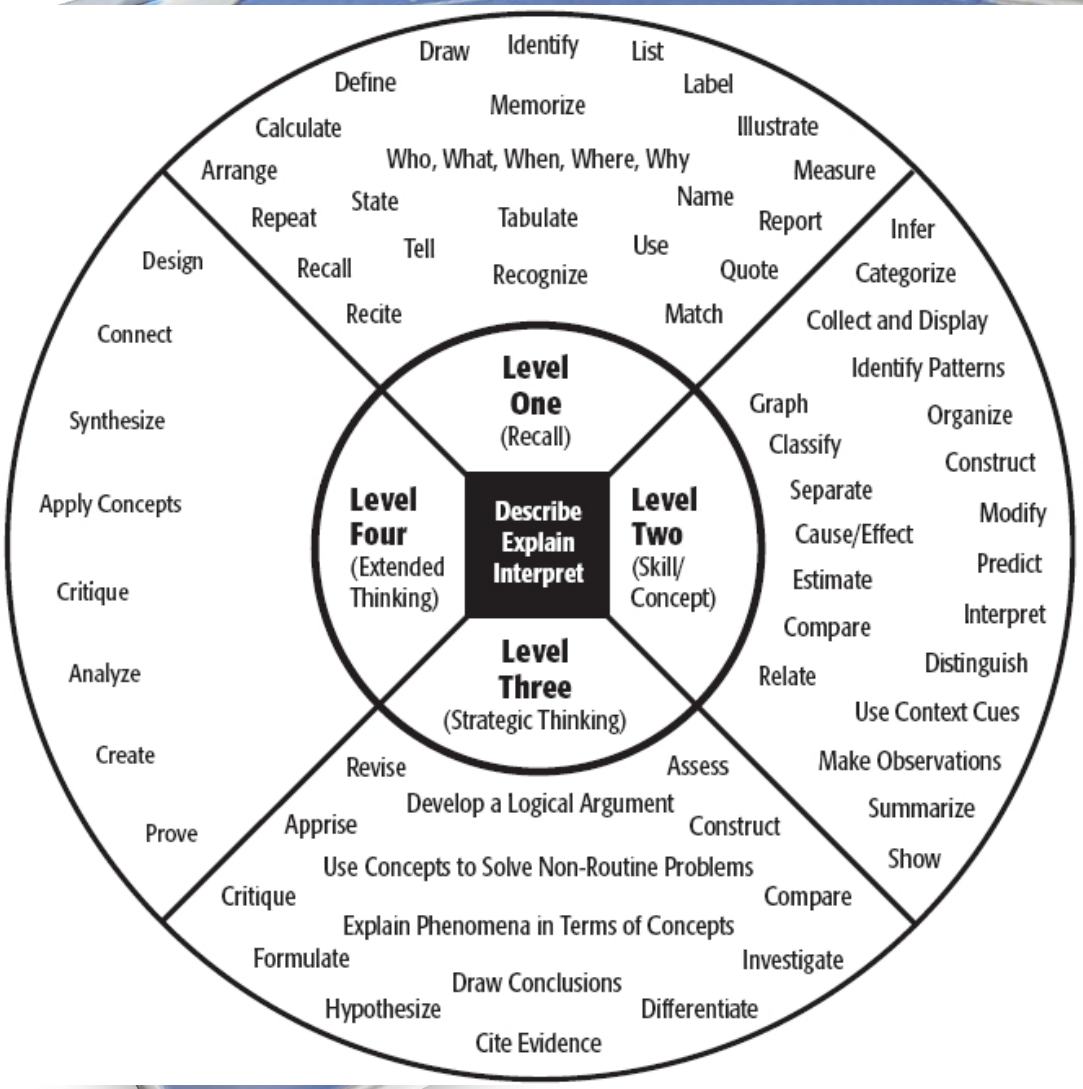
Range of Rigor/DOK

Range of Rigor/Depth of Knowledge	
Why does it matter?	An assessment that **accurately reflects the range of rigor** of the course and instruction increases **the validity of inferences** educators can make about student learning. Provides **access points** to students of varying ability.
What does it look like?	The assessment requires a **range of thinking skills** as proposed by Bloom's taxonomy and Webb's Depth of Knowledge (DOK) that reflects the **rigor of the course**.

Elements of Assessment Design

Depth of Knowledge Wheel

Range of Rigor/DOK



4 minute video explaining DOK using the Gettysburg Address

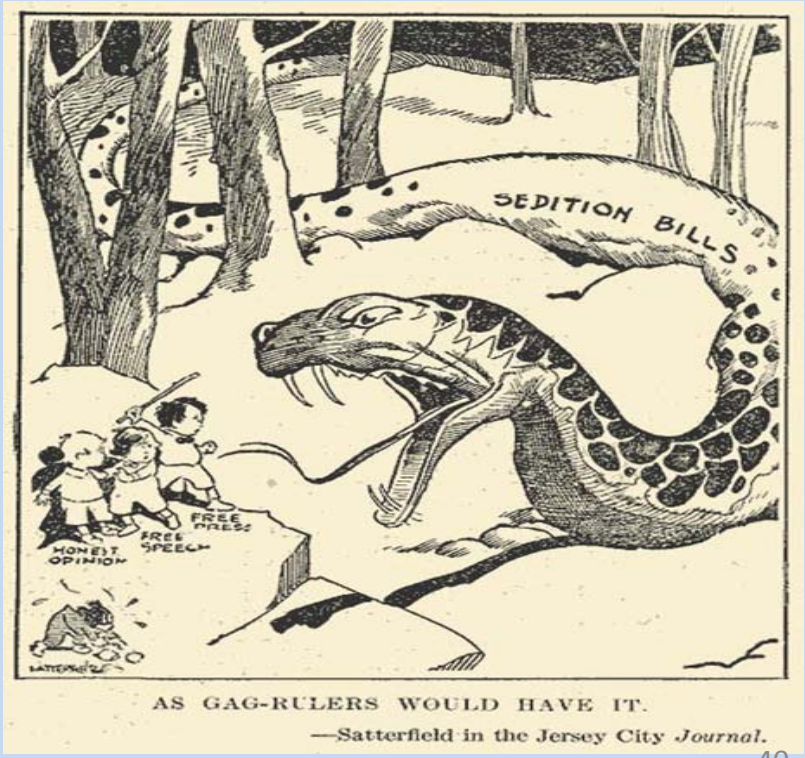
Handout

Determine the Rigor of this Item

- What DOK level does this item represent?
- What modifications could you make to the question to make it more rigorous?

Examine the following political cartoon and answer the following questions.

1. What does the snake in this cartoon represent?
2. Whom is the snake attacking?



AS GAG-RULERS WOULD HAVE IT.
—Satterfield in the Jersey City *Journal*.

Handout

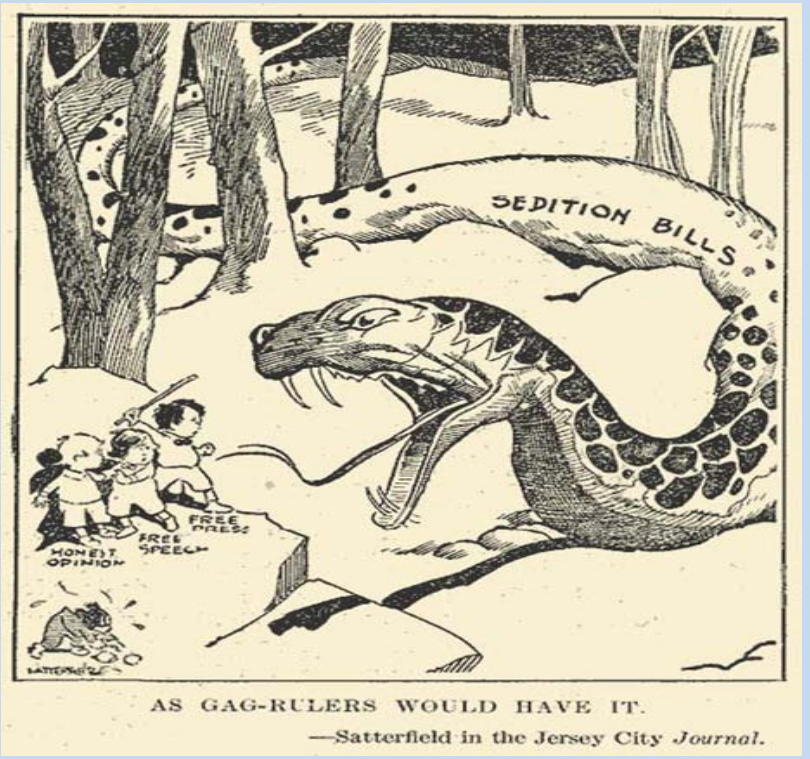
Determine the Rigor of this Item

What DOK level does this modified item represent?

Examine the following political cartoon. Use ***details*** from the cartoon to:

1. Explain the symbolism of the snake in the political cartoon.

2. Explain why the artist used children to represent free press, free speech, and honest opinion.



AS GAG-RULERS WOULD HAVE IT.
—Satterfield in the Jersey City *Journal*.

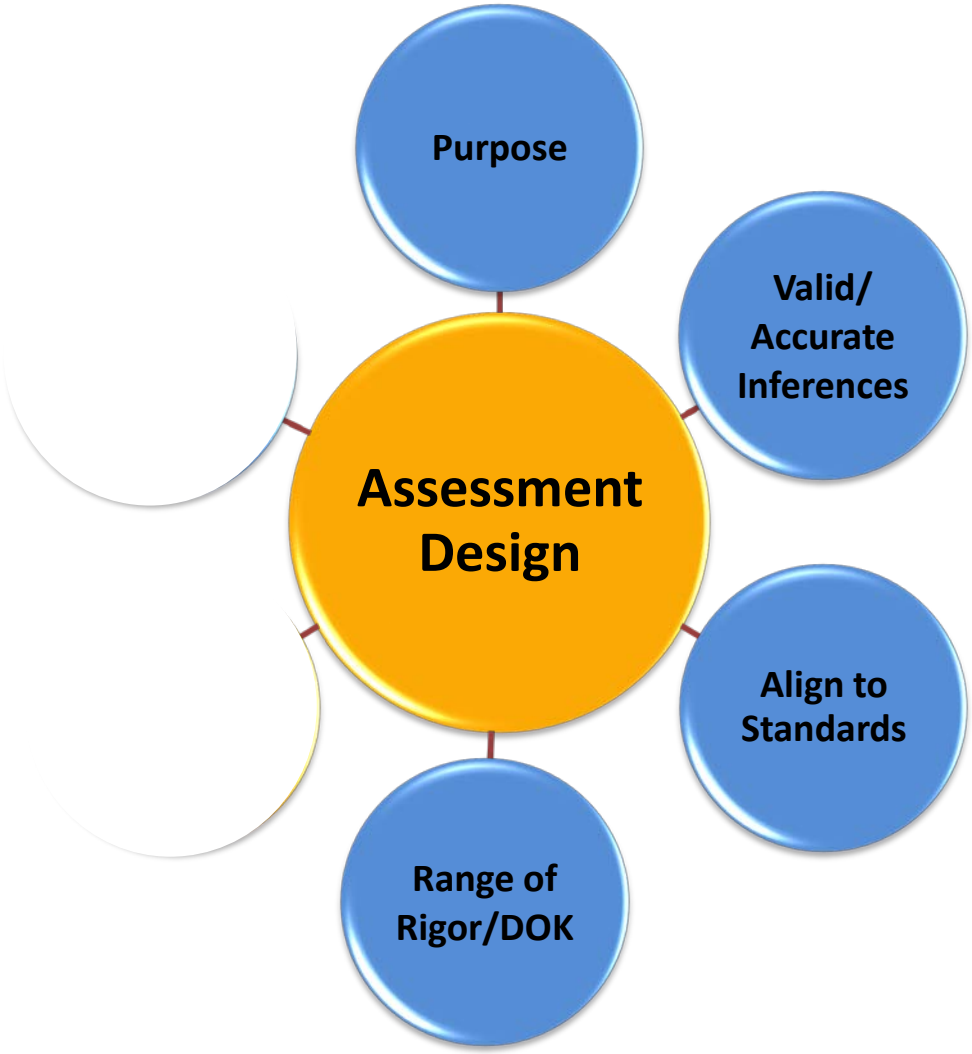
Elements of Assessment Design
NOT Rigor for Rigor's Sake

Range of Rigor/DOK

A high quality assessment has a range of rigor that:

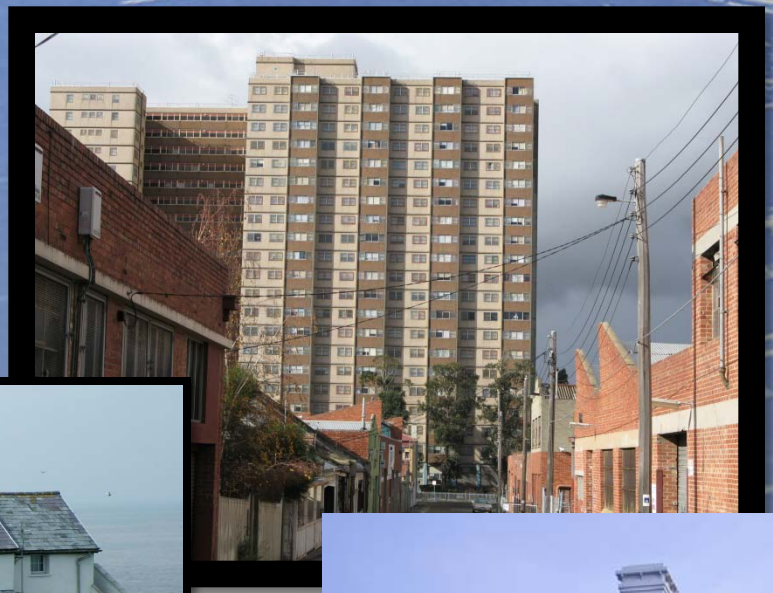
- Is representative of the rigor of instructional level and content delivered in the course, and
- Provides stretch at both ends of ability levels

Elements of Assessment Design
Accessible



Elements of Assessment Design

Accessible



Elements of Assessment Design

Accessible

Accessible Assessment	
Why does it matter?	Promotes **similar interpretations** of the data. It's **fair** to all students.
What does it look like?	Provides **equal access** to all students regardless of personal characteristics/background and pre-existing extra-curricular knowledge. Questions and structure **do not disadvantage** students from certain groups or those without particular background knowledge. **Appropriate modifications** for students with learning plans. **Format, wording,** and **instructions** are clear.

Examples

Directions:
Choose the one answer that best solves the problem.

If one card is taken at random from a deck of playing cards, what is the probability that the card will be an ace?

A) 8%
B) 50%
C) 25%
D) 10%

Directions:
Choose the one answer that best solves the problem.

There are 4 aces in a deck of 52 playing cards. If one card is taken at random from the deck, what is the probability that the card will be an ace?

A) 8%
B) 50%
C) 25%
D) 10%

Examples

Directions:
Choose the one word or phrase that best completes the sentence.

The soldiers and their wives excitedly attended the _____.

A) funeral
B) celebration
C) meeting
D) workshop

Directions:
Choose the one word or phrase that best completes the sentence.

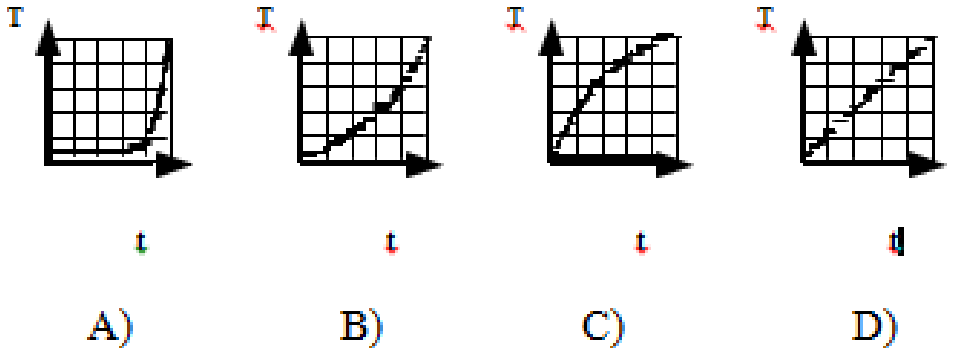
The soldiers and their **spouses** excitedly attended the _____.

A) funeral
B) celebration
C) meeting
D) workshop

Examples

An electric heater, which provides a constant rate of heat output, heats a mixture of ice and water from 0°C to 5°C (32°F - 41°F) in five minutes.

1. Choose the graph which best describes the change in temperature of the water (T) as a function of time (t), neglecting any heat loss to the environment:



A) B) C) D)

A. The temperature stays constant for a while, then rises (A)

B. The temperature rises more slowly at first, then faster (B)

C. The temperature rises more rapidly at first, then slower (C)

D. The temperature rises at a constant rate (D)

Check for Understanding

Directions:
Choose the one word
that completes the sentence.

Quarterbacks are often sacked during games _____ they do not have a good offensive line protecting them.

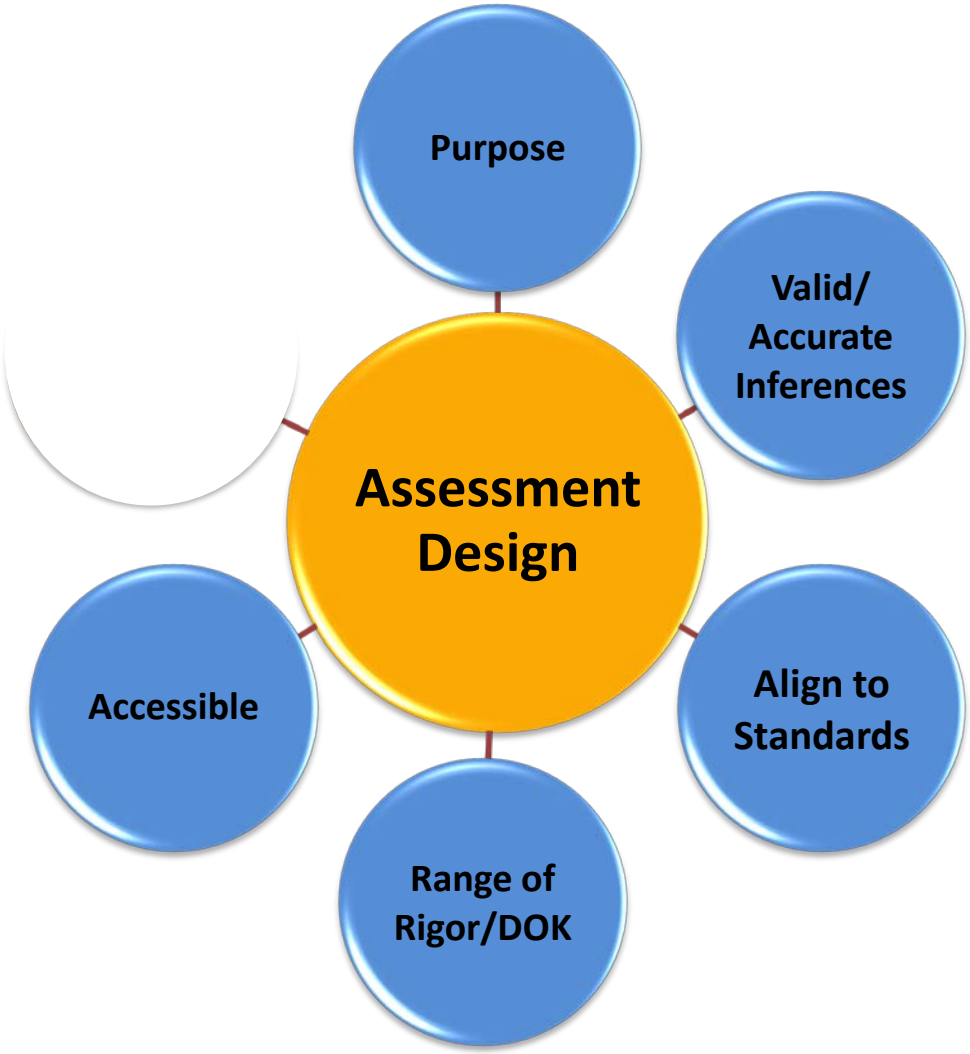
A) even though
B) although
C) in spite of
D) because

Directions:
Choose the one word or phrase
that best completes the sentence.

Some students are often late to class _____ they visit their lockers too frequently.

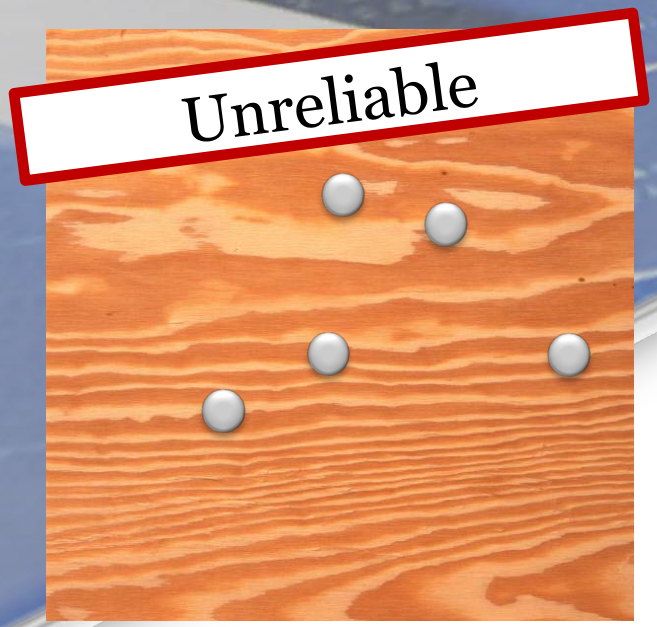
A) even though
B) although
C) in spite of
D) because

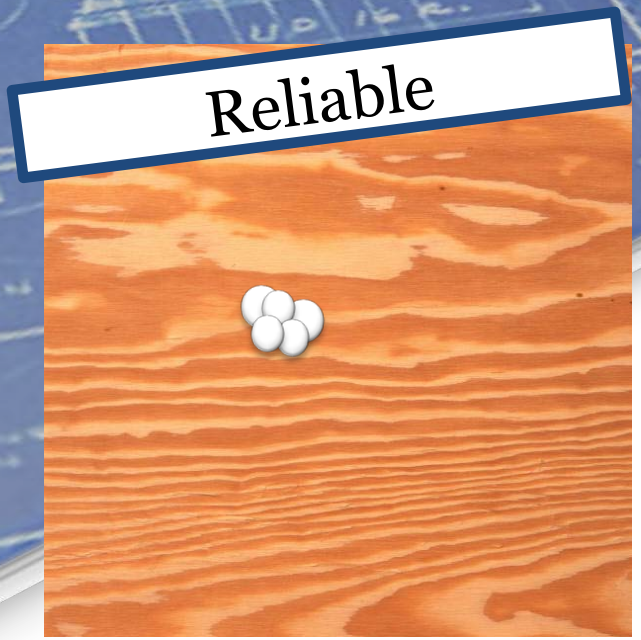
Elements of Assessment Design
Reliable/Consistent



Elements of Assessment Design

Reliable/ Consistent





Elements of Assessment Design

Reliable/ Consistent

Reliable/Consistent Assessment	
Why does it matter?	Provides information about student learning that can be **trusted**.
What does it look like?	Assessment **administration** and **scoring** is standardized and **comparable.** Assessment items yield **consistent results** over time.

Turn and Talk

- Discuss the items in the table below. How do these enhance the reliability of the assessment? Which do you have in place now? Are there others you could add to this list?

- Develop systems so that the **same assessment** is administered in the **same way** each time.
- Ensure scoring is done by educators trained using **clear criteria**; use **multiple scorers, cross-scoring and/or audits** to increase consistency.
- Keep the **assessment secure** before and after test.
- Provide a **supportive** physical and emotional environment for students.
- Provide **clear directions** and **scoring criteria** to students before they start the assessment.
- **Allow enough time** to complete the assessment.
- Make the assessment **long enough** (length is related to reliability).

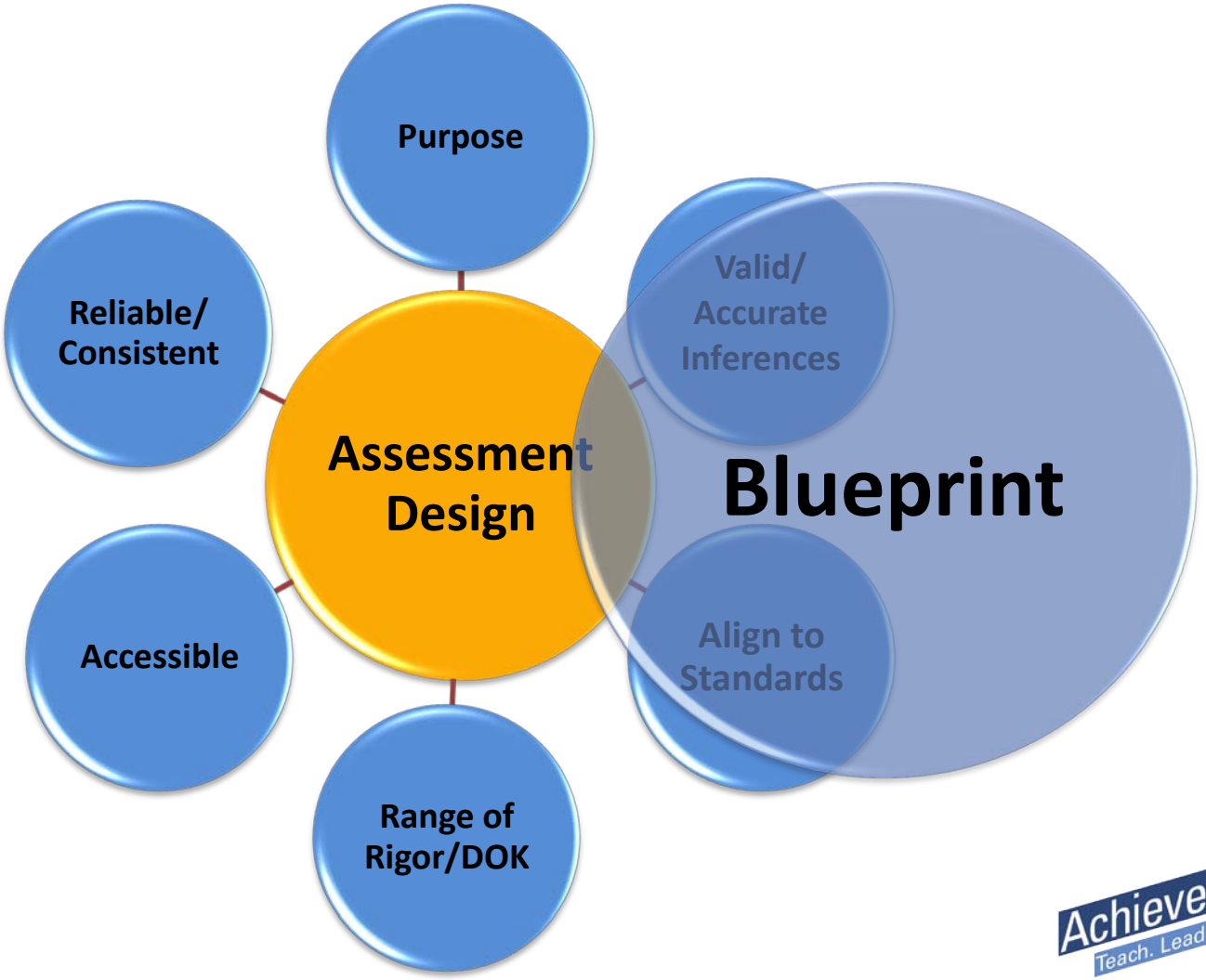
Check for Understanding

Day	Weight (lbs)	Scale	Time of Day
Monday	130	Bathroom	Morning
Tuesday	130	Bathroom	Morning
Wednesday	130	Bathroom	Morning
Thursday	145	Drs Office	Morning
Friday	130	Bathroom	Morning

- How would you describe the reliability of this scale?
- How about the validity of the information you get from it?

Elements of Assessment Design

Bringing the elements together into a coherent whole



Elements of Assessment Design

Blueprint

A blueprint document describes the content and structure of an assessment. It defines the:

- Standards measured
- Relative importance of the standards on the assessment
- Item types, number and point value
- DOK of each item

Elements of Asse

Blueprint

SGO Step 1, Form 2: Choose or Develop Quality Assessments

Standards Alignment and Coverage Check

Grade Level/Subject: _____

Teacher(s): _____

Directions: After aligning assessment to New Jersey Core Curriculum Co
Core State Standards, use the chart below to list assessment questions
standards to which they are aligned. Use extra sheets as needed. Teach
need only complete one copy.

Standard Number	Standard Description

SGO Step 1, Form 3: Choose or Develop Quality Assessments

Assessment Rigor and Depth of Knowledge Analysis

Grade Level/Subject: _____

Teacher(s): _____

Directions: Use the chart below to categorize assessment questions. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of the highest levels of rigor. Teachers with common assessments need only complete one copy.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers/Portfolio Components
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure.	Lis…, Define, Label, Ide…tify, …ame, State, Write, Lo…te, …, Match, Me…sure, …	How many…? Label parts of the…. Which is true or false…?	
Level 2: Concept	Involves some mental skills, concepts, or processing beyond a ha… …ponse; students must	Estimate, Compare, Organize, Interpret, Modify, …dict, Cause/Effect	Identify patterns in… Use context clues to… Predict what will happen	

SGO Step 1, Form 4: Choose or Develop Quality Assessments

Approval Checklist for School-based Assessments

Grade Level/Subject: _____

Teacher(s): _____

Evaluator: _____

Criteria	Considerations (Check all that apply)
Alignment and Stretch	☐ Items/tasks cover key subject/grade-level content standards. ☐ Where applicable, items/tasks cover knowledge and skills that will be of value beyond the year – either in the next level of the subject, in other academic disciplines, or in career/life. ☐ Where applicable, there are low- and high-end stretch items that cover pre-requisite objectives from prior years and objectives from the next year/course. ☐ Scoring system is weighted appropriately for question complexity. _____ Evidence/Feedback:
Rigor and Complexity	☐ Overall, the items, tasks, rubrics are appropriately challenging for the grade-level/course (e.g. appropriate depth of knowledge and correct reading level). ☐ Many items/tasks require strategic and extended thinking. ☐ Multiple-choice questions are appropriately rigorous or complex (e.g. multistep, four or more choices). ☐ Key content standards are assessed at greater depths of understanding and/or complexity. _____ Evidence/Feedback:

2013-14

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Elements of Assessment Design

Blueprint

PRIOR TO TEST DESIGN		DURING TEST DESIGN			
Standard and Description of Standard (NJCCCS, CCSS, etc.)	**Relative Importance of Standard** 4= High 3= Medium-high 2= Medium-low 1= Low	**Type of Question** (multiple-choice, constructed-response, essay, etc.)	**Depth of Knowledge of Question** 4= Extended Thinking 3 = Strategic Thinking 2 = Skill/ Concept 1 = Recall	**Question Number/ Points**	**Total Point Value/ Percentage of Test**
4.NBT.B.4 Add and subtract multi-digit whole numbers	4	MC	2	#1/5 pts	30 pts /10%
		MC	3	#3/5 pts	
		CR	3	#6 /20 pts	

Assessment Blueprint and Completion Guide

Elements of Assessment Design

Blueprint

AFTER TEST DESIGN CHECKLIST
☐ Is the assessment of a **length and format** that is appropriate for subject/grade level?
☐ Is the complete assessment and each assessment item **accessible** to all students?
☐ Can the assessment be administered under **comparable conditions** across classrooms?
☐ Can the assessment be **scored consistently** with a readily accessible scoring guide and/or rubric?
☐ Does *each item* follow the **rules of assessment item design**?

Rules of Item Design

Part 3

Investigate appropriate ways to set targets using readily available student data.

What SGOs Are, and What They Are Not

#3

Misconception	Reality
SGOs are a statistically precise measure of growth based on a pre-test/post-test model of performance.	SGOs are **learning targets** for **key concepts** and **skills** that students can be expected to master in a course based on a **rough sense** of where they start.

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Pre-tests - The Siren Song of Simplicity

Important Considerations if Using the Pre-test Post-test Model

- **Inherent Testing Error**

  Error, present in all tests, is compounded in a pre- post- model, and ***often greater*** than the ***learning gains*** of the students.

- **Reliability of Results Especially in Pre-test**

  "Don't worry about it – this doesn't *count."*

- **Stretches Teacher and Student Capacity**

  Two high quality assessments must be developed and administered.

  Unnecessary tests can interfere with other important work occurring at the start of the school year.

- **Lack of Value for Instructional Purposes**

  "Yep, just as I thought – my kids don't know any Mandarin yet."

- **Difficult to Set Reasonable Targets**

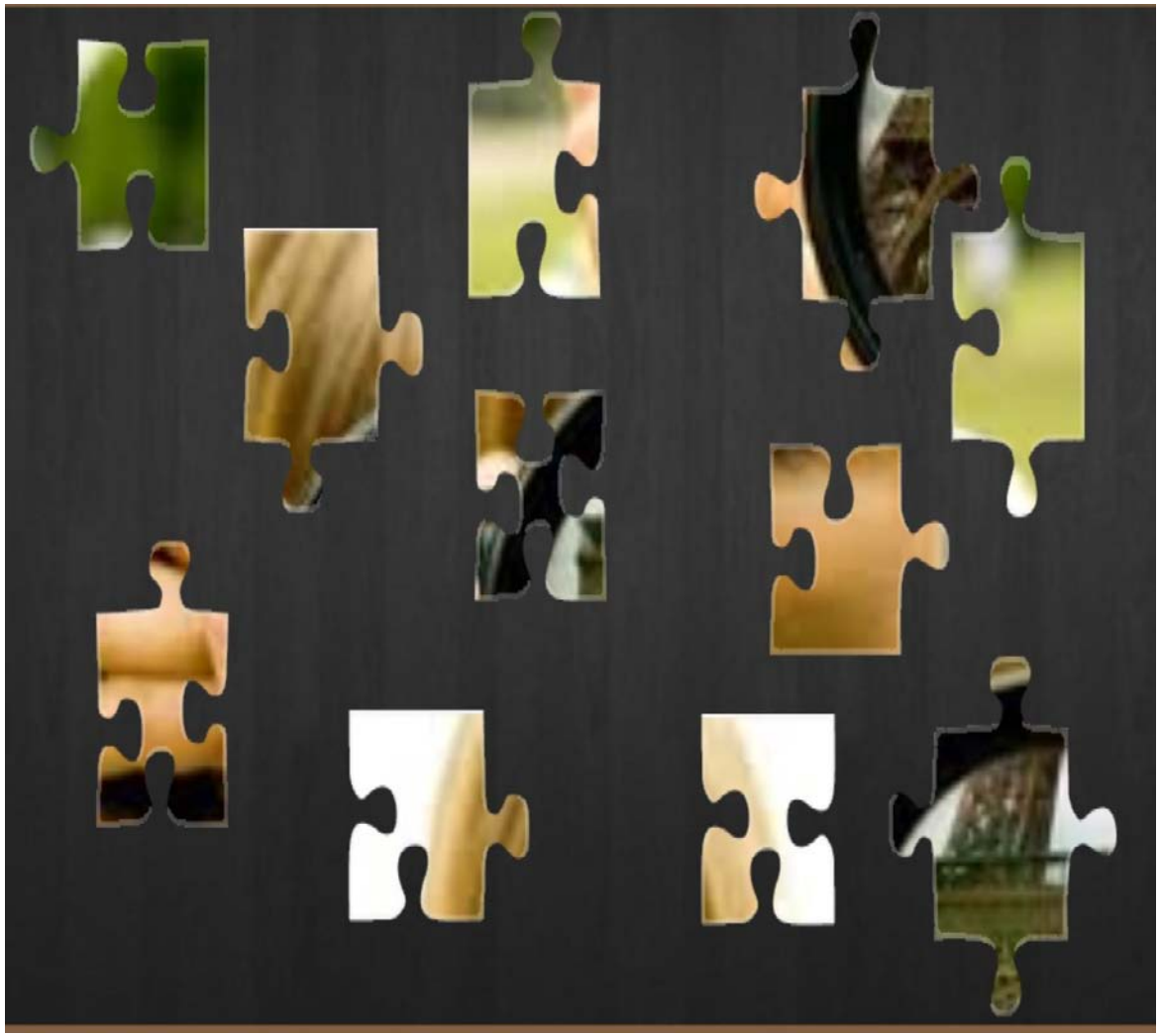
  Impossible to extrapolate future learning from one data point.

What is the Alternative to Pre-/Post-testing Model for SGOs?

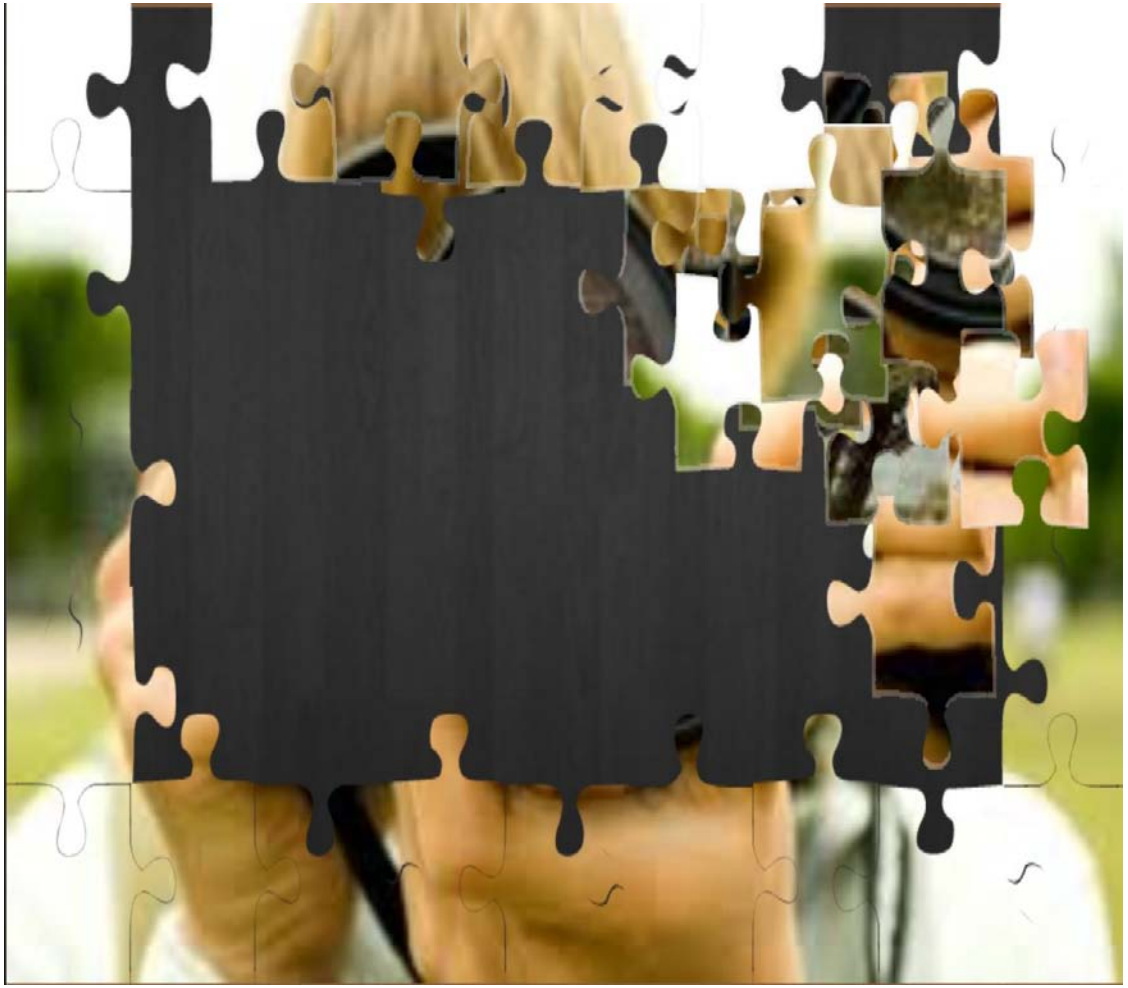
- Create **learning targets** for **key concepts** and **skills** that students can be expected to master in a course based on a **rough sense** of where they start using a **variety of typically-collected** information about student learning

Predict the Final Picture

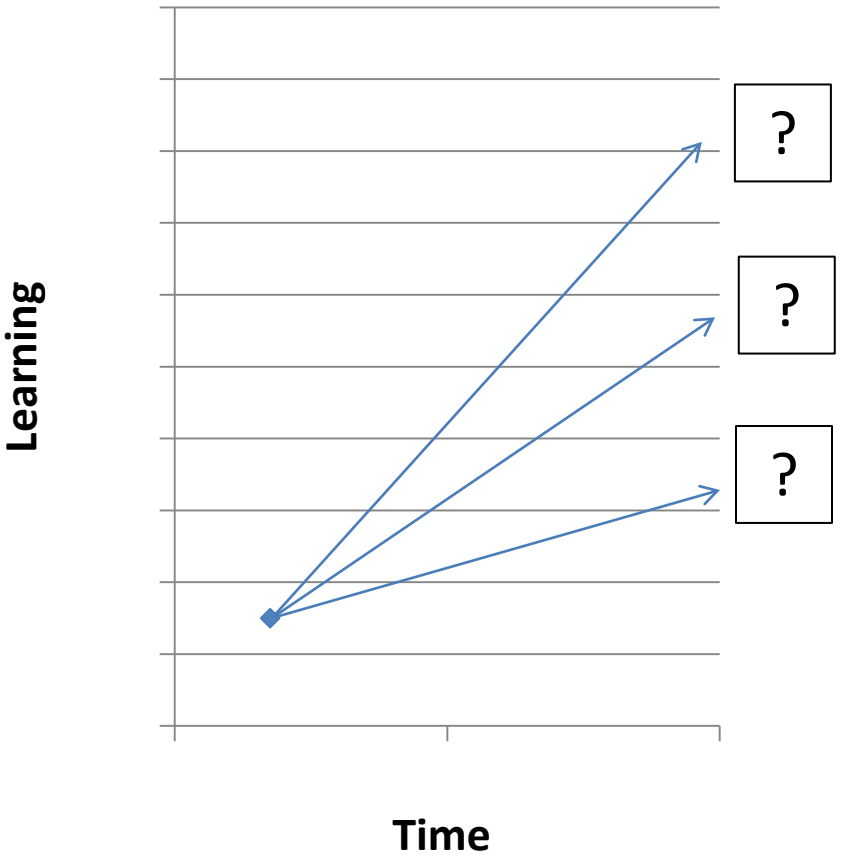
Predict the Final Picture



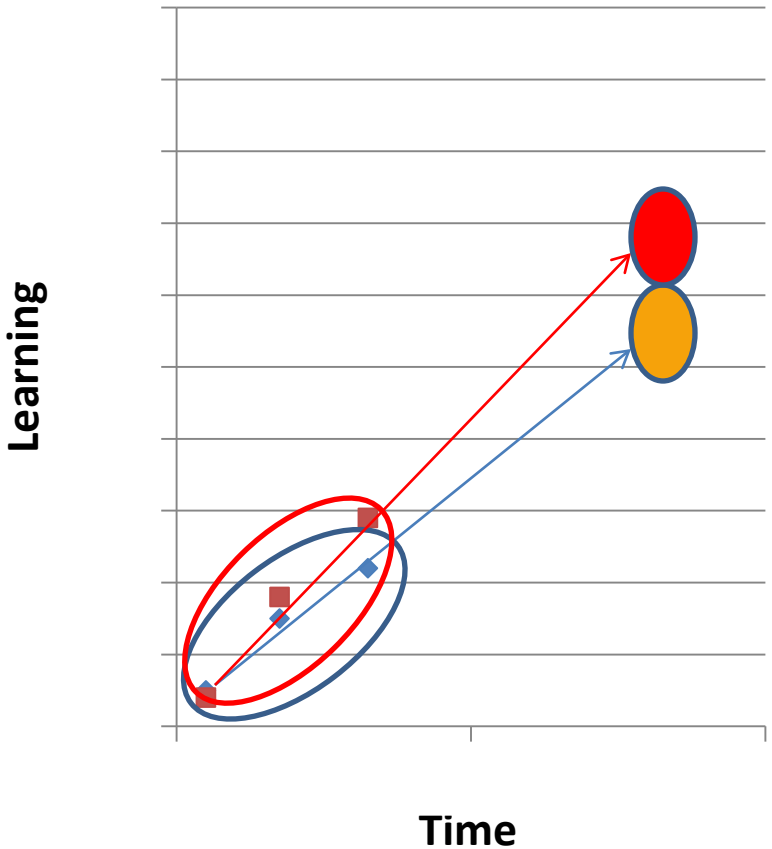
Predict the Final Picture



Predicting Student Learning Based on a Rough Sense of Where They Begin



Expected learning cannot be determined using one data point.



Expected learning is better-determined using multiple measures of starting points.

List the information you have used or could potentially use to determine students' starting points.

1.
2.
3.
4.
5.

List the information you have used or could potentially use to determine students' starting points.

1. Current grades
2. Recent test performance
3. Previous year's scores
4. Well-constructed and administered high-quality diagnostic assessments
5. Important markers of future success

Sample Rubric for Important Markers of Future Success

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

Rubric for Important Markers of Future Success

Physics 1 SGO Using Multiple Measures of Starting Points to Determine Three Groups*

Student ID	Prior Year Final Grade	Current Year Test Scores	Markers of Future Success			Preparedness Group
	Math	Average Score	Participates in Class	Completes Homework	Number	
1	86	98.5	Yes	No	1	1
2	73	92.5	Yes	Yes	2	1
3	96	95	Yes	Yes	2	1
4	92	85.5	Yes	No	1	1
5	67	54	No	No	0	3
6	69	58	No	No	0	3
7	78	72.5	Yes	No	1	2
8	94	80.5	No	No	0	2

Prior Year Math Grade	Current Year Test Score Average	Number of Future Success Markers	Preparedness Group
<70	<70	0	3
70 – 84	70 – 84	1	2
85 – 100	85 – 100	2	1

The teacher may assign a specific preparedness group when a majority of measures indicate a specific group using the guide at left.

*** May be more or fewer than three groups**

2014-15 SGO Form

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

Preparedness Group	Prior Year Test Score	Current Year Test Score Average	Markers of Future Success
High	250 – 300	85 – 100	9-12
Medium	200 – 249	70 – 84	5-8
Low	<200	<70	0-4

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Determine Appropriate Learning Targets

- Determine the level of performance on the assessment that would indicate a sense of competence/mastery of the content and skills.
- Modify learning targets so they are ambitious and achievable for the preparedness level of the students .

Student Growth Objective*		
85% of students will meet their learning targets as shown in the table below.		
Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Score on SGO Assessment
1	31	≥90
2	63	≥80
3	16	≥75
4	15	≥65

***This table has an extra row for four preparedness groups.**

Appropriate Role of the Pre-test/Post-test Model in SGOs

- Where improvement in a **set of skills** is being evaluated
- When assessments are **high quality** and **vertically aligned**
- When pre-tests are **normally used** for diagnostic purposes
- **In combination with other measures** to help group students according to preparedness level

Grade 1 Reading - DRA

Student	Initial DRA Level	High Frequency Word Recognition	Markers of Future Success	Preparedness Group	DRA Target
1.	3	25	5	2	14
2.	3	35	10	1	16
3.	3	26	8	2	14

Determine Teacher's SGO Score

- Use and adjust ranges of student performance to derive a score that accurately reflects teacher's effectiveness while taking into account the fluid nature of teaching and learning.

Scoring Plan*

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

***This table has an extra row for four preparedness groups. Percentages and target scores are for illustrative purposes only . Educators should tailor these numbers to best reflect their situations.**

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Consider Tailoring SGOs and Scoring Plans for Different Situations

Small Class Size	Full Attainment of Objective (3 points)
Number of students per group attaining differentiated learning targets	At least 5/7 students in group 1 will score 85% on assessment.
Proportion of students meeting individual goals	75% of the 12 students in class will attain their individual learning targets.
Average proficiency score in the class by group or overall	The average score of the six students in the class will be 80%.

Resource Room	Exceptional Attainment of Objective (4 points)
Account for students who graduate from a short-term program	Students will achieve a score of 90% or graduate from the program.

Scoring Plans with Finer Increments							
Score	4.0	3.5	3.0	2.5	2.0	1.5	1.0
% Students	≥95	≥85	≥80	≥75	≥70	≥65	<65

Part 4

Develop a series of concrete next steps that will allow you to increase the quality of SGOs in your district.

Possible Next Steps

✓Share information from this workshop with all members of your **DEAC** and **develop a strategy** for developing higher quality assessments and SGOs throughout the district.

✓Review the materials from this workshop and plan the time and method for **delivering to staff** in a PD session.

✓Ask building leaders to create an **SGO assessment inventory** and **check quality** against the elements of assessment design and item design rules.

✓Ask teachers to **identify 3 sets of data** to determine student starting points.

✓Build in **time during PLC/team time** for assessment development early in the next school year.

✓Use the **SGO quality rating rubric** to determine quality of SGOs during the approval process (deadline - October 31st, 2014).

Activity Handout

Resources

- Updated SGO guidebook and forms
- Expanded SGO library
- Assessment quality webinars (upcoming)
- Teacher practice workshops (July-August)

Information
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