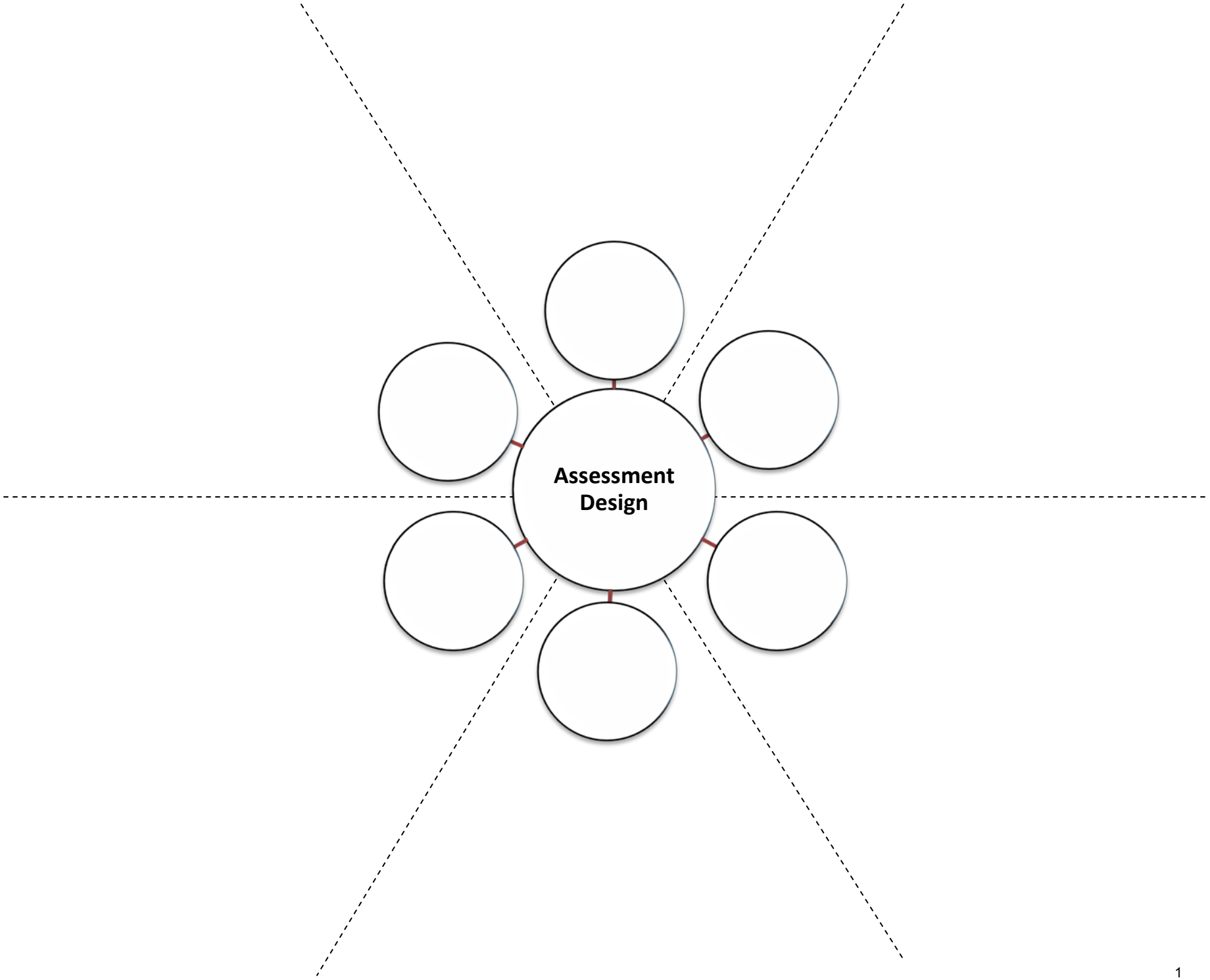
Resource Packet

SGO 2.0: from Compliance to Quality

Increasing SGO Quality through Better Assessments and Target Setting

AchieveNJ
Teach. Lead. Grow.


Assessment
Design

Excellent	Good	Fair	Inadequate
NUMBER OF STUDENTS/INTERVAL OF INSTRUCTION			
Number of students in *combined* SGOs **represents all or a large majority** of the teacher's students.[1]	Number of students in *combined* SGOs represents **at least half** of the teacher's students.	Number of students in *combined* SGOs represents **at least a quarter** of the teacher's students.	**Number of students in *combined* SGOs represents** less than a quarter of **the teacher's students.**
Includes start and stop dates that include a **significant proportion[2] of** the school year/course length.	Includes start and stop dates that include **at least half of** the school year/course length.	Includes start and stop dates that include **some of** the school year/course length.	**Includes start and stop dates that include** little of **the school year/course length.**
RATIONALE FOR STUDENT GROWTH OBJECTIVE/STANDARDS CHOSEN			
Names the standards group addressed by the SGO and references content **at the most specific level** of applicable standards.	Names the standards group addressed by the SGO and **references content at a general level of applicable standards.**	**Names the standards group** addressed by the SGO.	Does not **name standards addressed by the SGO.**
Includes a **significant proportion** of standards for which the teacher is responsible during the instructional period.[3]	Includes **at least half of** the standards for which the teacher is responsible during the instructional period.	Includes **some of the standards** for which the teacher is responsible during the instructional period.	**Includes** few of **the standards for which the teacher is responsible during the instructional period.**
Articulates how the **majority of selected standards** are critical to enduring understanding of the subject area, success in future classes, and readiness in college, career, and life.	Articulates how some selected standards are **critical to enduring understanding of the subject area, success in future classes, and readiness in college, career, and life,**	**Articulates how some selected standards** lead to future success.	Does not **justify how the standards chosen lead to future success** or does so poorly.
STARTING POINTS			
Multiple, **high quality** measures are used to thoughtfully determine students' starting points.	**Multiple measures of varying quality are used** to **thoughtfully** determine students' starting points.	**Multiple measures** of varying quality are used to determine students' starting points.	**A single measure is used to determine students' starting points.**
Pre-assessment, if used, provides a **high quality measure of skills**, is administered reliably, is **vertically aligned** with the post-assessment, and is used in conjunction with other measures to determine starting points.	Pre-assessment, if used, is a **quality measure of skills**, is administered reliably, is **mostly** vertically aligned with the post-assessment, and is used in conjunction with other measures to determine starting points.	Pre-assessment, if used, is based on **skill** and content, is **administered reliably,** is **somewhat vertically aligned** with the post-assessment, and is **used in conjunction with other measures** to determine starting points.	Pre-assessment, if used, is heavily **content-based**, is **not administered reliably**, is **not vertically aligned** with the post-assessment, and **is used as the sole measure of student starting points.**

This two page rubric is a teaching tool that may be used by teachers and administrators to work towards producing high quality SGOs. This rubric describes activities and components of SGOs that align with guidance documents and presentations previously published by the Department. The State requirements for SGOs can be found in regulations at NJAC 6A:10-4.2(e). **Any score generated using this rubric cannot be used as part of a teacher's required evaluation rating.**

[1] The mSGP rating of teachers in tested subjects and grades includes a significant number of standards and students. Therefore, SGOs for these teachers may address a more targeted student group, content area or set of skills. SGOs may be designed to reinforce standards required for success on NJ's state tests or address areas on which the teacher would like to increase instructional focus. Additionally, in some cases, including for teachers with multiple discrete courses, or several hundred students, educators should strive to set SGOs for the courses and students that best reflect their work even if they cannot incorporate a *majority* of the classes and students for which they are responsible.

[2] Significant: somewhere between 51 and 100%; deliberately leaves room to allow districts to make choices appropriate for their local contexts.

[3] See footnote 1.

Excellent	Good	Fair	Inadequate
ASSESSMENTS			
Aligns **all items**[4] to the selected standards that were taught during the SGO period.	Aligns **most items** to the selected standards that were taught during the SGO period.	Aligns **some items** to the selected standards **that were taught during the SGO period.**	**Aligns** few or no **items to the selected standards.**
All selected standards have at least one assessment item. **All** critical standards[5] have multiple items.	**Most** selected standards have at least one assessment item. **Most** critical standards have multiple items.	**Some** selected standards have **at least one** assessment item. **Some** critical standards have **multiple items.**	Few or no **selected standards have an assessment item. Critical standards** are not **identified** or do not **have multiple items.**
Range of rigor in assessment **accurately** reflects rigor of instruction, content, and skills of course.	Range of rigor in assessment **mostly** reflects rigor of instruction, content, and skills of course.	Range of rigor in assessment **somewhat** reflects rigor of instruction, content, and skills of course.	**Range of rigor** in assessment does not **reflect rigor of instruction, content, and skills of course.**
Highly accessible to all students regardless of background knowledge, cultural differences, personal characteristics, and special needs.	**Mostly accessible** to all students regardless of background knowledge, cultural differences, personal characteristics, and special needs.	**Somewhat accessible** to all students regardless of background knowledge, cultural differences, personal characteristics, and special needs.	Clearly **disadvantages certain students** because of their **background knowledge, cultural differences, personal characteristics,** and **special needs**.
Assessment format, construction and item design is **consistently** high quality. Includes rubrics, scoring guides, and/or answer keys for all items, **all of which** are accurate, clear, and thorough.	Assessment format, construction and item design is **mostly** high quality. Includes rubrics, scoring guides, and/or answer keys for **all items**, **most of which** are accurate, clear, and thorough.	Assessment format, construction and item design is of **moderate** quality. Includes rubrics, scoring guides, and/or answer keys for some items, **most of which** are accurate, clear, and thorough.	**Assessment format, construction and item design** is of low quality. **Includes rubrics, scoring guides, and/or answer keys for some items**, few or none of which **are accurate, clear, and thorough.**
STUDENT GROWTH OBJECTIVES/SCORING PLAN			
Student starting points are **used thoughtfully to justify** student learning goals.	Student starting points **are used to set** student learning goals.	Student starting points **are present** but their relationship to student learning goals is not clear.	**Student starting points are not considered** when setting student learning goals.
Student learning goals are differentiated to be ambitious and achievable for **all or nearly all students.**	Student learning goals are differentiated to be ambitious and achievable for a **majority of students.**	Student learning goals **are differentiated to be ambitious and achievable for some students.**	**Student learning goals** are not differentiated or are set too low.
Scoring range for "full attainment" **accurately reflects** a teacher's *considerable* impact on student learning. Scoring range is **justified by analysis** of student starting points and the rigor of the assessment.	Scoring range for "full attainment" **accurately reflects** a teacher's *considerable* impact on student learning. Scoring range is **implied by** presented student starting points and the rigor of the assessment.	Scoring range for "full attainment" **reflects less than a** teacher's *considerable* impact on student learning. **Scoring range may not be reflected by student starting points and the rigor of the assessment**.	**Scoring range for "full attainment"** is too low or too high to accurately **represent a teacher's *considerable* impact on student learning**.
COLLABORATION/COMPARABILITY			
Most, or all, key decisions[6] were made collaboratively between teachers. A common assessment is in use.[7]	**Many** key decisions were made collaboratively between teachers. A common assessment **is in use.**	**Some** key decisions were made collaboratively between teachers. A common assessment **is not in use.**	Few or no **key decisions are made collaboratively by teachers. A common assessment** is not in use.

[4] Items: Performance-based or portfolio tasks, or questions on an assessment that measure learning.
[5] Critical standards: Those that lead to enduring understanding and/or future success in school/college/career/life.
[6] Key Decisions: Those that surround assessment development, baseline measures, and scoring plan parameters, etc.
[7] In cases of teachers who teach the only course of a particular type that is offered, this component can be used to assess general collaboration within a department or team.

Student Growth Objective Form

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction

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.

Starting Points and Preparedness Groupings
State the type of information being used to determine starting points and summarize scores for each type by group. Modify the table as needed.

Preparedness Group	Information #1	Information #2	Information #3

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. Modify the table as needed.

Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Score on SGO Assessment

Scoring Plan
State the projected scores for each group and what percentage/number of students will meet this target at each attainment level. Modify the table as needed.

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)

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	Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	**Total Teacher SGO Score**

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 _____

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

Instructions

- 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 decisions.

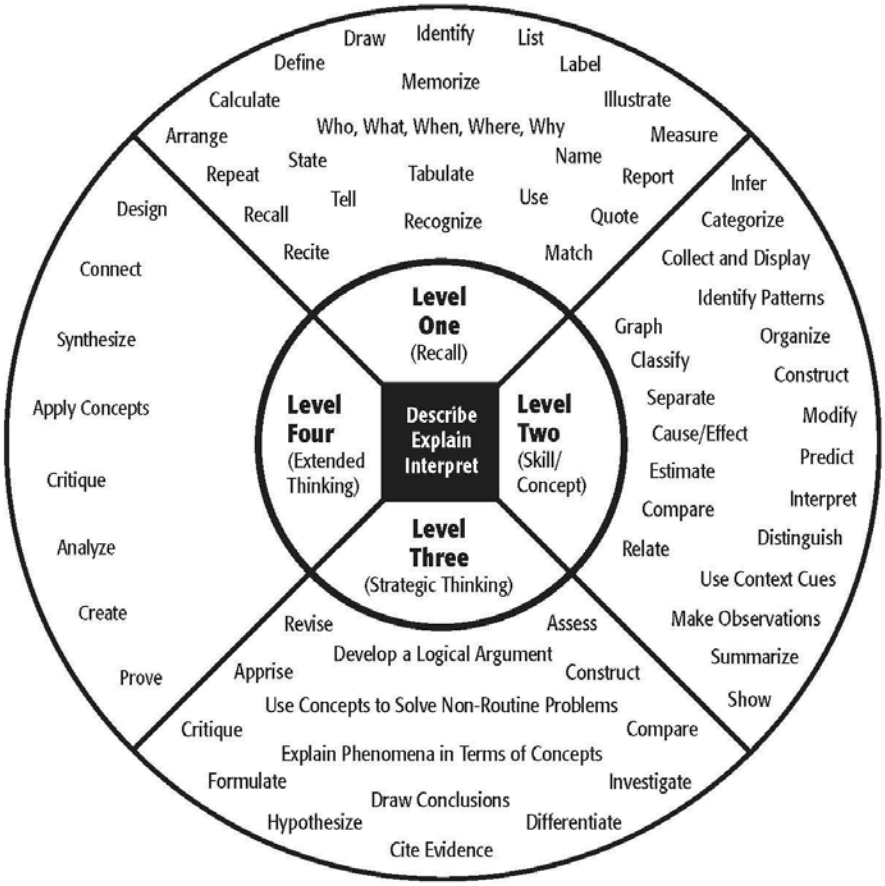
Criteria

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?

Standard	Importance Rating (1-4)	Rank (1st, 2nd etc)
CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		
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 (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		
CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		

Rationale for Rating and Rank

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>

Range of Rigor/Depth of Knowledge

Use the following chart to help create and categorize assessment items. The range of rigor of the assessment items should reflect the rigor of the course content and instruction.

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.	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat	How many...? Label parts of the…. Which is true or false...?	
Level 2: *Concept*	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity.	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will….	
Level 3: *Strategic Thinking*	Requires reasoning, planning, using evidence, and thinking at a higher level.	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare	Construct a defense of…. Can you illustrate the concept of…? Apply the method used to determine...? Use evidence to support….	
Level 4: *Extended Thinking*	Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains.	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove, Support	Design x in order to….. Develop a proposal to…. Create a model that…. Critique the notion that…	

Valid/Accurate Inferences from Assessment Items

Instructions

Read the standard and assessment item below and answer the following questions

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

Standard

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 World's economy and society

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.

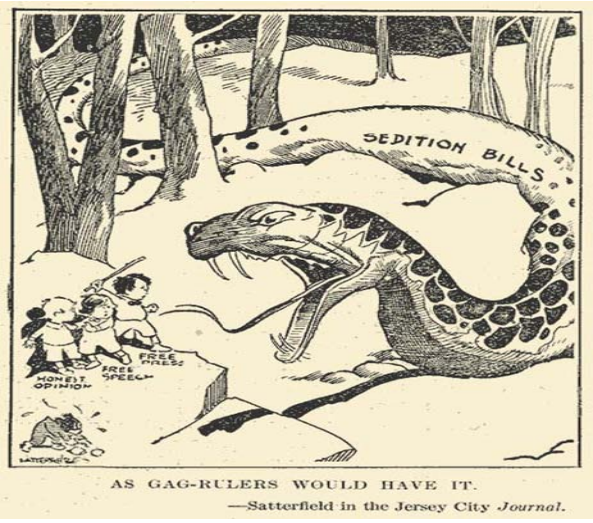
Range of Rigor/Depth of Knowledge of Assessments

Instructions

Read the assessment item below and answer the following questions

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

Assessment Item



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

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

Assessment Blueprint: Aligning an Assessment to Course Standards, Content, Skills, and Rigor

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(s)/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	

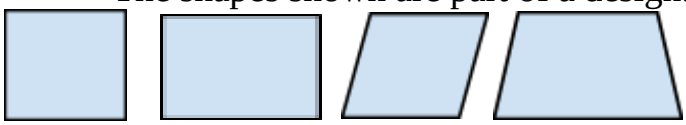
AFTER TEST DESIGN CHECKLIST
☐ Is the assessment of a **length and format** that is appropriate for subject/grade level?
☐ Is the complete assessment and each assessment item **accessible** to all students?
☐ Can the assessment be administered under **comparable conditions** across classrooms?
☐ Can the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

Assessment Blueprint Completion Guide

PRIOR TO TEST DESIGN	
Standard/ Description of Standard (NJCCCS, CCSS, etc.)	**Select and describe the standard to be assessed.** In a course, *during the instructional period of the SGO*, is this a content/skill standard that the student will be taught?
Relative Importance of Standard 4= High 3= Medium-high 2=Medium-low 1=Low	**Determine the relative importance of the standard.** How much time (days/percent of course) is spent teaching the standard? Does the standard have value beyond the current year – either in the next level of the subject, in other academic disciplines, or in life/college/career? (Ideally, time spent teaching a standard should align to its relative importance)
DURING TEST DESIGN	
Type of Question (multiple-choice, constructed-response, performance assessment, essay, etc.)	**Determine the type(s) of question(s) used to measure the standard.** What is the best way for the student to demonstrate understanding of each standard? When considered with other items for the standard, is the question type appropriate for the relative importance of the standard?
Depth of Knowledge of Questions 4 = Extended Thinking 3 = Strategic Thinking 2 = Skill/ Concept 1 = Recall	**Determine the depth of knowledge that will be used to assess the standard.** Are content standards of greater importance assessed for greater depths of understanding? Is there an appropriate variety of items at different DOK levels? Refer to Depth of Knowledge Wheel/ Chart (link)
Question Number(s)/ Point Value	**Indicate the question number(s) and the point value for the item.** Is the individual item point value weighted appropriately for the demands of the question? e.g. lower for multiple choice, higher for constructed response.
Total Point Value/ Percentage of Test	**What is the total point value of the question set for the standard?** Is the total point value available for each standard weighted proportionally to the importance of the standard?
AFTER TEST DESIGN CHECKLIST	
Length and format	Overall, is the length and format appropriate for subject/grade level?
Accessibility	Is the complete assessment and each assessment item **accessible** to all students?
Consistent administration	Can the assessment be administered under comparable conditions across classrooms? - instructions, available resources, format, time available, etc. are standardized over each administration. Is there a system in place to ensure consistent test administration?
Consistent scoring	Are there a clear scoring guide, rubric and rules for scoring? Have multiple scorers discussed how they will score consistently? Is there a system in place to check for consistency of scoring?
Quality of assessment item	Does each item, depending on its type, follow the rules of item design?

Summary

Planning	1. Align to critical standards 2. Organize and format the item
Stem	3. Frame stems positively 4. Include just the right amount of information in stems
Choices	5. Always use the same number of choices – four or five choices for most grades 6. Make distractors plausible and free of tricks 7. Create choices that are consistent in form, content and length 8. Order choices logically 9. Avoid using 'all of the above' or 'none of the above'
Scoring	10. Provide scoring information and time estimates for sections of multiple choice items

The shapes shown are part of a design. 	Stimulus
1. What do all of these shapes appear to have in common?	Numbered stem
A. All have four right angles?	Distractor
B. All have at least one set of parallel sides.	Correct Answer
C. All have four equal angles.	Distractor
D. All have at least one set of perpendicular lines.	Distractor

Rules for Item Design – Multiple Choice

		Details
1.	**Base the item on a vision for student mastery**	• Write a proposition (a statement you'd expect students to make if they had mastered the content)
2.	**Organize and format the item**	• Number your items and letter your choices • Put the stem at the top (as opposed to on the side, for example) • Put any images associated with the stem above the text of the stem • Align the choices vertically underneath the stem ◦ Note: Aligning choices horizontally may save some space, but bunching up choices increases the density of text on the page, which is bad for student concentration. On top of this, arranging choices horizontally makes it harder to see differences among answer choices.
3.	**Frame stems positively**	• Most of the time, stems should be positive • In cases where you must use negative framing, be sure to make this stand out to students with your text style ◦ For example: "Which of the following was **NOT** a main goal of the Civil Rights Movement in the 1950s and 1960s?"
4.	**Include just the right amount of information in stems**	• Be sure there's enough information in the stem to allow students to answer correctly • Don't assume students know information unrelated to the content • Avoid using words in the stem that might give away the answer • Check item stems for grammatical cues that might give an answer away, and remove them • Keep the item easy to read by including words in the stem that would otherwise be repeated in choices • Include only relevant information in the stem

5.	**Always use the same number of choices**	• Use four or five choices for most grades
		  ◦ Typically, younger students get fewer choices and older students get more
		  ◦ There should not be fewer than three or more than five choices

6.	**Include only ONE correct answer**	• Choices should be unambiguously worded • There should be one clear best response

7. **Make distractors plausible and free of tricks**	• Don't make distractors so obvious that any student, whether or not they have mastered the content, can guess correctly • Strong distractors should have a basis in common student misconceptions and errors • That way, if students answer items incorrectly, you can get information about where and how their understanding is breaking down
8. **Create choices that are consistent in form, content and length**	• Choices that are inconsistent with others on the list stand out. • For example, if a choice is significantly longer or shorter than the others, it draws attention to itself

9. **Order choices logically**	• Always try to order choices in some logical way
	  • For example, if the choices are numbers, order them from least to greatest or from greatest to least.
	  • Or, if the choices are single words, order them alphabetically
	  • Or, if choices vary a little in length (but not so much that one answer really stands out), arrange them in order of length
	• Logical order enhances the perception of randomness.

10. Avoid using 'all of the above' or 'none of the above'	• It is difficult to make valid inferences about student understanding based on multiple choice items that use "all of the above" or "none of the above" for a number of reasons (e.g., these inconsistent choices stand out and some students will be drawn to choosing them, students can answer an item with four choices correctly if they know two of the choices are right (though they may not have known that the third choice is right))
11. Provide scoring information and time estimates for sections of multiple choice items	• Make expectations clear by providing scoring information and a time estimate

Source: Relay Graduate School of Education, "Designing and Evaluating Assessments"

Rules for Item Design – Constructed Response

Summary

Planning	1. Base the item on a vision for student mastery 2. Keep item length to one page or shorter
Prompt	3. Ensure the prompt makes the task clear to students 4. Ensure the prompt strikes a balance between concise and complete
Scoring	5. Make rubric aligned to what you're measuring, clear and concrete 6. Organize and format the item with scoring information and time estimates

1. Directions: Take about 5 minutes to answer the following question:

Item # and Directions

Bill's best friend describes him as "sharp" in the story. What is another word that you could use to describe Bill as a character?

Provide evidence from the story to explain your answer.

Prompt

_____

_____

_____

_____

Response space

2 points	1 point	0 points
Word accurately describes Bill as a character. Evidence from the story directly related to the chosen word is provided.	Word accurately describes Bill as a character, but evidence from the story is not included or does not relate.	Word does not accurately described Bill as a character.

Rubric

Rules for Item Design – Constructed Response

Details

1.	**Base the item on a vision for student mastery**	• Exemplar responses can be used to determine both prompts and scoring criteria • Like propositions, exemplar responses are statements you'd expect students to make if they had mastered the content.
2.	**Keep item length to one page or shorter**	• Keep the items on a single page, and keep them at a length of one page or less • Exceptions to this rule include things like document based questions where you need to include several artifacts or essays where students will need ample planning and writing space
3.	**Ensure the prompt makes the task clear to students**	• Students need to know what's expected of them in order to be able to demonstrate mastery; if the answer is open to interpretation or the components required in the answer are not clear, you will not be able to make strong inferences about student understanding
4.	**Ensure the prompt strikes a balance between concise and complete**	• Keep prompts as concise as possible – this improves the overall clarity of the item by reducing the amount of irrelevant information that could cause student confusion • Double check that there is no information in the prompt that gives away the answer or part of the answer
5.	**If you're using a rubric, make it aligned, clear and concrete**	• **Align rubrics to what you're measuring:** The most important parts of the exemplar are related to the content • **Make descriptors clear and concrete**: The text in a single cell of a rubric is the descriptor • **Make differentiating factors clear and concrete:** Differentiating factors are the things that change across adjacent descriptors

6.	**Organize and format the item with scoring information and time estimates**	• Put the prompt at the top
		  • Any image associated with the prompt should go above the text
		• If the answer requires both work space and answer space, include the work space first and then the answer space
		  • Be sure that both are clearly marked

Source: Relay Graduate School of Education, “Designing and Evaluating Assessments”

Sample Rubric for Important Markers of Future Success

This rubric represents just three criteria a teacher might use to get a rough idea of how a student might perform in class. When these criteria, or others like them, are used in conjunction with other readily available information such as current grades and test scores, and grades from prior years, they can help a teacher set ambitious and achievable learning targets for students. Teachers may use this rubric as presented here or modify to meet their own requirements.

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.

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

- **Which of the following next steps would work well in your district?**
- **What other next steps might you consider?**

☐ 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).

☐ Other

_____

_____

_____

SGOs: Business as Usual for Effective Educators

- ✓ Use best instructional practices to teach a curriculum that is aligned to standards.
- ✓ Determine students' preparedness to learn using a variety of information.
- ✓ Set goals for students appropriate for their grade, subject and readiness level.
- ✓ Differentiate instruction based on the needs of students.
- ✓ Adjust instruction and targets using real-time feedback from students.
- ✓ Use high quality assessments to measure student performance.
- ✓ Work in collaborative groups to improve student achievement.
- ✓ **Formalize and document the process, and be recognized for helping students achieve ambitious goals.**