



Student Growth Learning Objective Guide

Prepared by the 2016-2017 PEAC Committee

Our mission in Minooka Community Consolidated School District #201 is to provide each child in the community with a safe, caring learning environment that addresses the educational needs and potential of each student in a manner that encourages lifelong learning.

Student Growth Learning Objective Guide

What is an SGO?

A Student Growth Objective is an academic goal set for an educator's students near the beginning of a course or class. It represents the most important learning goals aligned to the course curriculum, student objectives, and learning standards.

Student Growth means a demonstrable change in a student's or group of students' knowledge or skills as evidenced by gain on two or more assessments, between two or more points in time.

Steps to creating an SGO

1. Identify the Population
2. Identify and Define Learning Objectives
3. Identify Instructional Strategies
4. Consider an Assessment Design
5. Administer the Assessment
6. Set the SGO Tiers and Goals

1. Identify the Population

This step indicates the students who will take the pre and post assessment.

2. Identify and Define Learning Objectives

A learning objective is a description of what students will be able to know and do at the end of a specified period of time aligned to appropriate learning standards. The learning objective may include one big idea/essential understanding that integrates multiple content standards and links units of instruction together. The big idea/essential understanding chosen should be representative of the most important learning in a specific content area, grade level, or classroom.

3. Identify Instructional Strategies

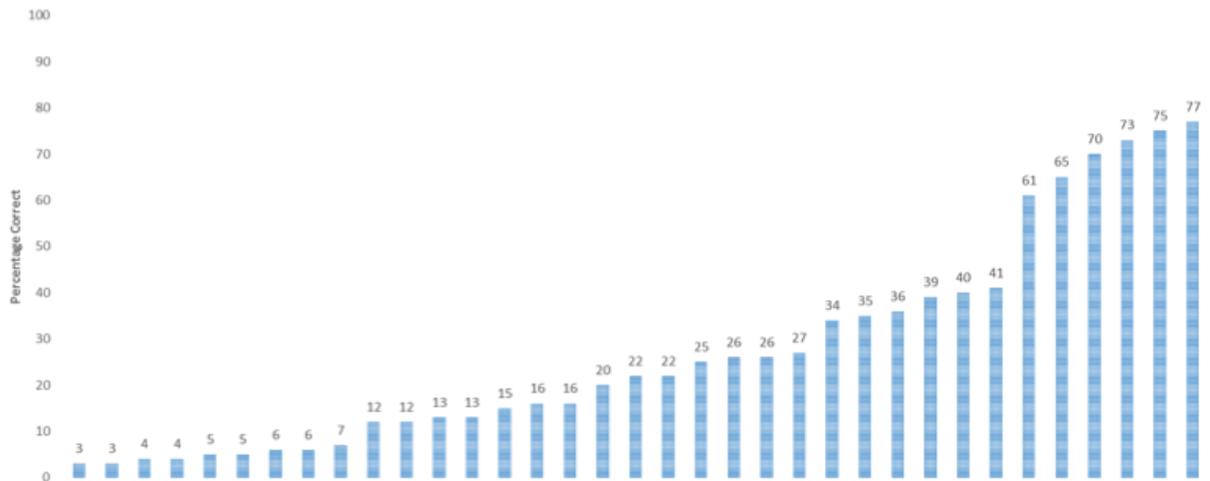
The power of SGOs is to consider the students' starting points and the instructional approach to help students learn and grow.

4. Consider an Assessment Design

Assessment is the process of collecting and interpreting student evidence of progress toward the attainment of standards or the movement on the learning continuum. Classroom assessments should provide accurate information about student performance on the aligned learning objectives/standards. Classroom assessments should clearly identify the standards/objectives to be assessed and include a scoring guide to provide consistent interpretation of the evidence.

5. Administer the Assessment

Administer the appropriate assessment. An aligned assessment should be aligned to standards/objectives of the course and with the appropriate rigor. Optimally, your pre-assessment should generate a distribution of scores that is balanced – meaning one distinguishes clusters of low from middle from high achievers as in the below chart.



6. Set the SGO Tiers and Goals

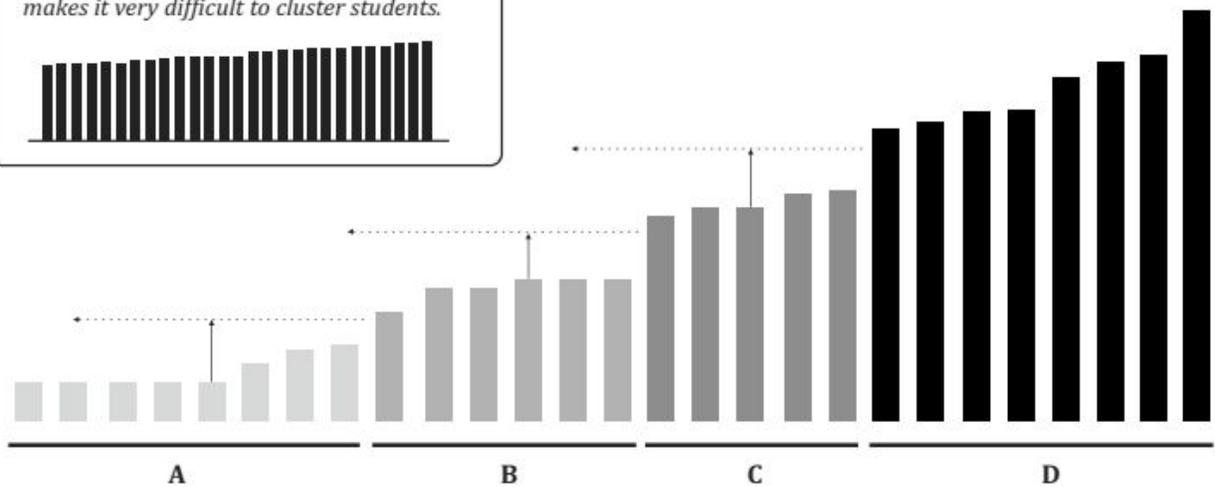
Score Distribution

It is recommended that teachers tier the Projected Student Growth to account for varying levels of student performance as indicated by the analysis of baseline data.

For an item-based assessment, a score distribution should create some stratification of scores or groupings based on the pre-assessment. Considering the varied scores, teachers should create student groupings based on similar pre assessment scores. The teacher then can create growth targets for each grouping.

In the Following example, the teacher has identified four groupings or clusters (A-D) based on the results. The teacher will then create growth targets for each cluster.

Good growth assessments should produce a varied score distribution. If the score distribution looks like the one here, it makes it very difficult to cluster students.



Set the Growth Target

For each cluster determine the growth goal.

Example: “Students in cluster A will increase scores by 35 points. Students in cluster B will increase scores by 25 points. Students in cluster C will increase scores by 15 points. Students in cluster D will maintain or improve scores.”

Administer the Post Assessment and review Student Growth

Recommended Matrix to determine overall Student Growth Outcome Rating

Percentage of students who met or exceeded the growth target set by the teacher

Excellent	85% or greater
Proficient	70%-84.9%
Needs Improvement	60%-69.9%
Unsatisfactory	<60%

Sample Assessment Types

Type I

Measures a certain group of students in the same manner with the same assessment items. Administered either statewide or beyond Illinois. This assessment is scored by a non-district entity.

Examples: PARCC, AIMSWeb, PSAT

Type II

Developed or adopted and approved by the school district, used on a district wide basis and given by all teachers in a given grade or subject area. This assessment must be administered and scored in a consistent manner by all teachers.

Examples: District Common Assessments, DRA, GO Math B/M/EOY tests

Type III

Rigorous assessment that is aligned with a course curriculum, student objectives, and learning standards and that the evaluator and teacher determine measures student learning in that course.

Examples: Teacher Created Tests, Student Portfolios, Writing Samples with Rubrics

The SGO Timeline

August/ September	September	September/ October	October 1st	December/ January/ February	February
-Assessment Review -Pre Assessment	-Analyze Results -Define Student Groupings -Set Student Growth Targets	-Student Growth Objectives submitted	-SGO Approval Deadline	-Post Assessment	-Growth Calculated