



PRE/POST STUDENT GROWTH MEASURE

GUIDEBOOK



SGM

STUDENT GROWTH MEASURES



TxCEE

Texas Center for Educator Excellence

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Introduction to Pre/Post SGM

What and Why

What is a Pre/Post Student Growth Measure?

The TxCEE Pre/Post Student Growth Measure (SGM) follows the national Student Learning Objective model. It is a measurable, focused, academic-centered goal that describes what students should know or be able to do at the end of an interval of instruction. Prior to defining and writing the Pre/Post SGM, teachers conduct a review of student data to determine the areas of significant need for the student. Once the area of need and a focused objective have been identified, teachers will monitor student progress towards that objective. At the end of an interval of instruction, students will be asked to demonstrate what they know or what they can do related to that Pre/Post SGM.

Why use the Pre/Post SGM?

Research has shown that using data to set goals for student growth leads to greater academic growth and performance by students. This model provides a way for teachers to measure students' progress while improving their instructional practice.

- This model formalizes effective teaching practices through setting goals, using data to monitor and assess progress, and adjusting instruction based on results.
- It is flexible, adaptable, and allows all teachers an opportunity to measure their practice since they are not dependent on state or district assessments.
- It values educators and allows them to share their expertise in content knowledge, assessment literacy, data use, and progress monitoring.
- It promotes collaboration and reflection allowing teachers to share with their teams and colleagues to improve practice and student achievement.
- It ties best practices to student learning and encourages educators to set high expectations for students.

(Lachlan-Hache, 2012; Reform Support Network, 2014)

What is an Objective Statement?

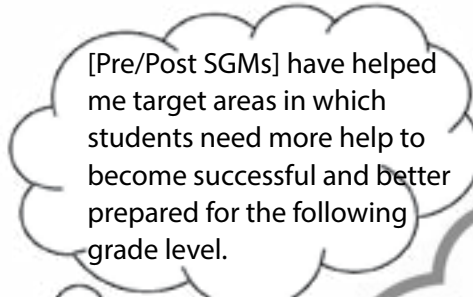
One of the most important features of this model is the objective statement. The depth to which this objective statement is written is critical to the students' mastery of the Pre/Post SGM. The statement should be focused on the most important content or skills students should know or be able to do by the end of the interval of instruction and relate to an area of high need.

An example of a high quality statement:

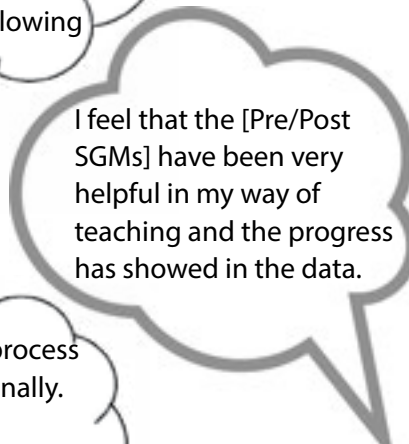
Students will solve word problems by rounding whole numbers to the nearest tens and hundreds place and rounding compatible numbers to approximate reasonable results in problem situations. (3rd Grade Math - year long goal).

Additional examples and information about objective statements can be found in Step 2.

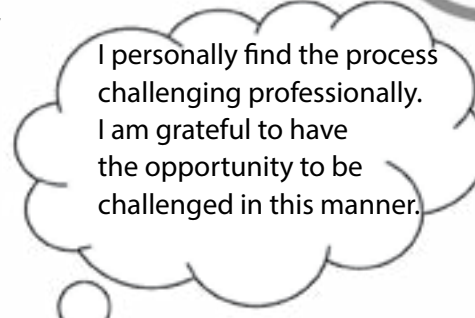
Teacher Perceptions of Pre/Post SGMs



[Pre/Post SGMs] have helped me target areas in which students need more help to become successful and better prepared for the following grade level.

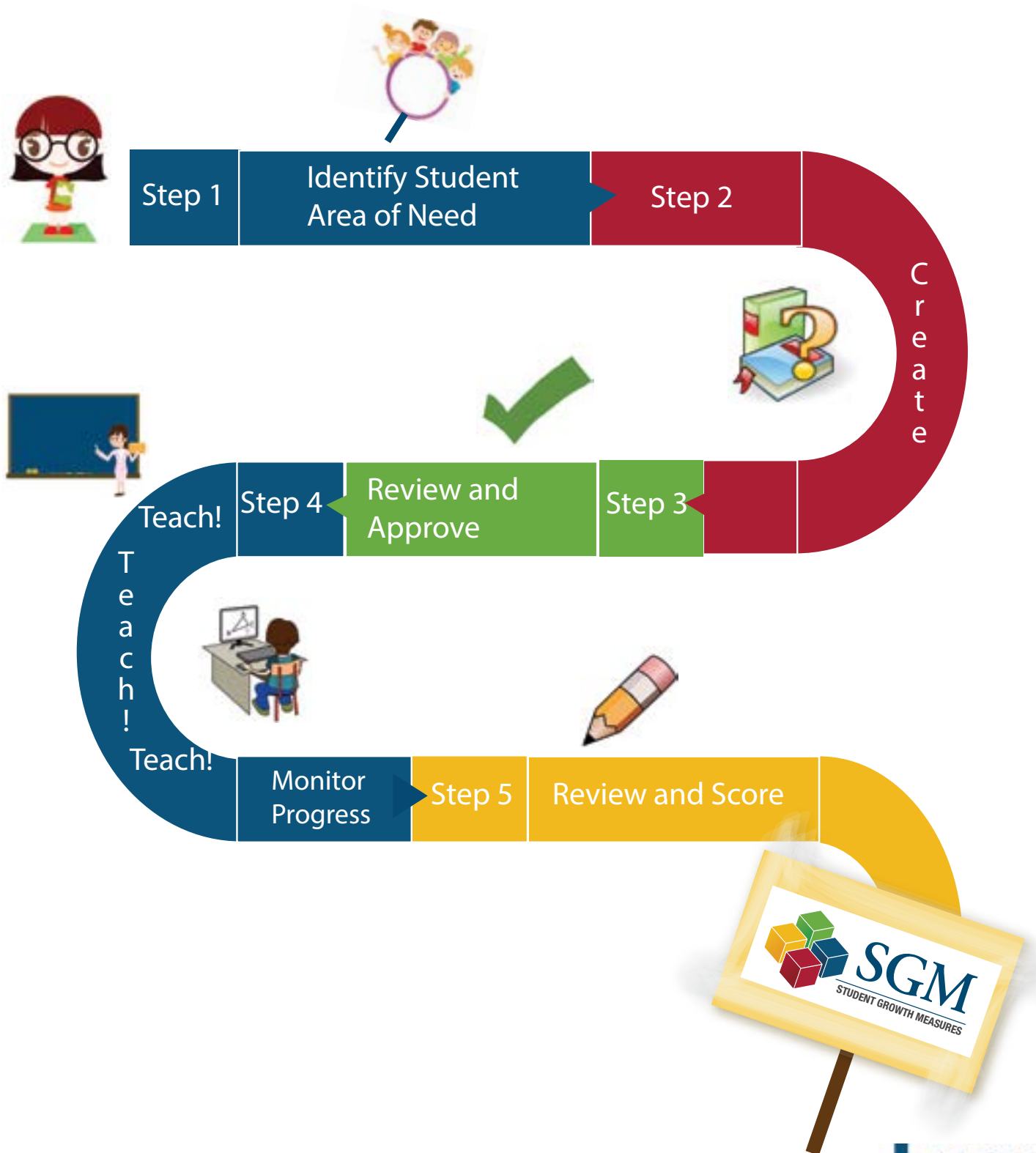


I feel that the [Pre/Post SGMs] have been very helpful in my way of teaching and the progress has showed in the data.



I personally find the process challenging professionally. I am grateful to have the opportunity to be challenged in this manner.

TxCEE Pre/Post Process



Pre/Post Process Overview

Step 1 - Identify the Area of Need

- Review state, district, historical, & anecdotal data.
- Analyze the data to determine specific learning needs and the highest areas of need (gaps with student skills).
- Determine how the data align to your standards (TEKS) and how it applies to your students.
- Every teacher has some form of data to use to inform their Pre/Post SGM.

Step 2 - Create

- Identify the standards (TEKS) aligned to your areas of highest need.
- Deconstruct the standards (TEKS) to determine skills.
- Write the objective statement.
- Provide a rationale for selecting this objective.
- Determine the interval of instruction.
- Determine the student population based on data.
- Determine or create the pre-instruction assessment.
- Administer the pre-instruction assessment.
- Enter the information into your district's data system.
- Set the growth target expectations for each student.

Step 3 - Review and Approve

- The teacher submits the Pre/Post SGM.
- Reviewers use the approval rubric to approve/deny the Pre/Post SGM
- Reviewers communicate approval/denial to the teacher
- If denied, the teacher uses the feedback to revise and resubmit

Step 4 - Teach! Teach! Teach! (Monitor Progress)

- Develop a plan for monitoring student progress during the interval of instruction
- Adjust instructional practices based on formative assessments
- Monitor student growth during this interval
- Conduct a mid-point review
- Administer the post-instruction assessment

Step 5 - Review and Score

- Score the post-instruction assessment
- Enter your post-instruction data
- Submit the completed Pre/Post SGM

Step 1 - Identify the Area of Student Need

Step 1

Actions

- **Review** data such as STAAR, TELPAS, district assessments, early childhood assessments, and historical data. If your content/grade, does not have formal data, use historical data, observations, anecdotal evidence, or running records. You may want to consider giving a diagnostic test to determine need. Historical data are often very useful in these situations, so consider what students have struggled to understand and retain in past years.
- **Analyze** the data to determine specific learning needs. Look for patterns, trends, strengths, and areas of need for students. Determine if the data include information on the students you currently teach.
- **Use** the data to determine areas of high need and critical content that will inform your selection of a focus for your objective statement.
- **Align** the identified learning needs to the standards (TEKS) for your subject/content area.

Guiding Questions

- What is the critical content for my subject? What are the priorities?
- Are the identified needs aligned with my grade level standards and developmentally appropriate?
- Are there multiple forms of data I can use to determine needs?
- Have I found data on all students?
- If I do not have formal data, what informal data can I use to help determine my students' learning needs?
- What area seems to be the greatest need?
- Does the data give enough specifics to create a focused area of need that will inform the selection for the objective statement?
- What are the challenges for my students?
- What are the challenges for student sub-groups?
- What are my students' strengths?
- What patterns/trends do I see in the data?
- Have I reviewed historical state test data?



Step 2 - Create

Step 2

Actions

- **Standards** - Using identified standards (TEKS) that are aligned to your content and areas of highest need, deconstruct the standards (TEKS) to determine skills.

To deconstruct a standard, highlight the verbs so that you will know what the students need to be able to do. Circle the nouns so that you understand the concepts students are going to master. Analyze the task students must be able to do to identify the subskills that define levels of proficiency. Use this deconstruction to help write your objective statement (Dewitt, 2015).

- **Objective Statement** - Write the objective statement using the standards (TEKS) as a basis. Craft a statement of learning for students that focuses on the most important content and skills identified in your data analysis as needs. You can begin the objective statement with “The students will be able to…” and complete the sentence with the content to be covered. Be sure that your objective is measurable.
- **Rationale** - Provide a rationale for writing this objective. Explain why you chose these standards (TEKS) and areas of focus. Include references to the data you used to come to this conclusion. Provide information on how this content is important to you and your students and how it will help them in the future.
- **Interval of Instruction** - Determine the interval of instruction. Use the standards to determine the length of time needed to close the gap. Most SGMs are typically the length of a course (year or semester), but some may focus on content that can be covered in a shorter period of time (6 weeks, 12 weeks).
- **Student Population** - Based on the data, determine the student population. It may cover all students in a course/class if it is a need for all, but there are some areas that apply only to sub-groups of students. Identify which students will be included based on the needs assessment from Step 1. If using a sub-group, include why in the rationale.

- **Assessment** - Determine or create the pre-instruction assessment. Your district may have assessments that address the needs you have selected. If not, you may need to create an assessment. As you create an assessment, you will want to ensure that you are aligning to the standards and measuring what is intended so that your test has validity.
- **Assessment** - Administer the pre-instruction assessment. During this process, you will want to ensure that you are maintaining test integrity to be able to gather the most accurate and reliable data possible to show the growth of your students.
- **Data Entry** - Enter the information into your district’s data system. It can be entered into the provided data system which will ask for your objective statement, rationale for selecting, standards (TEKS), interval of instruction, targeted population, and assessment information.
- **Growth Target** - Set the growth target expectations for each student based on data. Growth targets are goals for student growth for the interval of instruction. See Appendix B for information on how to set targets.

Objective Statement Examples

Example: Students will demonstrate accurate intonation and rhythm in a variety of musical selections by playing an instrument of their choice. (Grade 8 Music)

Example: Students will be able to finish and patch damaged gypsum drywall by identifying and using the correct method for the project and selecting the appropriate tools and materials. (HS Advanced Construction Technology)

Note: If a statement is too broad, it often indicates the objective is not measurable. If the focus of the objective cannot be carried out through the entire interval of instruction, it often indicates the statement is too narrow.

Step 2

Assessment Guidelines

All questions and test content must be aligned with the identified objective statement and grade level standards (TEKS), and all content in your objective statement must be covered (Center for Assessment, 2013).

Individual test items vary in levels of difficulty (Darling-Hammond, 2013).

Items are clearly worded (Gareis and Grant, 2008).

Items are not leading (i.e., item stems and response options do not give away the correct answer) (Gareis and Grant, 2008).

Response options (distractors) are reasonable (i.e., incorrect options are rational) (Gareis and Grant, 2008).

For performance tasks, provide a rubric that is clearly understood and has clear evaluation criteria (Gareis and Grant, 2008). Rubrics can capture the subtle or significant differences between a student's skill at the beginning and end of the year.

Ensure that the test is valid (measures what is intended). (Gareis and Grant, 2008).

Assessment scores reflect a reasonable range at the time of assessment. For pre-assessments, scores between 20% and 80% are recommended.

Scoring range is justifiable based on baseline data, and teachers' knowledge of expected performance at the time assessment was administered.

Item Analysis Criteria

The following definitions based on Webb's Depth of Knowledge (2002) help determine the cognitive level of individual test items.

Level 1 – Recall/Reproduction - remembering information or facts, requires use of simple skills or abilities (e.g., Recall, recognize, define, name, list, identify, label, arrange, use, state, tell, calculate)

Level 2 – Skills and Concepts - using information, organizing information, requires two or more thought processes (e.g., summarize, compare, relate, organize, categorize, interpret, cause/effect, show)

Level 3 – Strategic Thinking and Reasoning - cognitive demands are more complex and abstract, requires breaking a situation or problem into component parts, strategic thinking, planning, using evidence (e.g., revise, differentiate, solve, draw a conclusion, assess, critique, compare, formulate, hypothesize)

Level 4 – Extended Thinking - requires creating something new or devising a new approach based on applying/evaluating information (e.g., design, connect, create, prove, analyze, synthesize). Level four is generally only applicable to some performance assessments and open-ended questions

In order for assessments to reflect and encourage transferable abilities, two-thirds of the questions should come from levels 2, 3, or 4 (Darling-Hammond, 2013).

Guidelines for ensuring test integrity:

- Give students the test only one time per administration (once for the pre- and once for the post-assessment).
- Tests should be administered to all students on the same day for all teachers administering the same assessment. Absent students should make the test up ASAP.
- Do not review questions or answers with students at any time throughout the year.
- Students should not grade the assessments.
- Do not send tests home with students.
- Make assurances against cheating.
- Monitor students and do not alter their answers.
- Hints, helping tools, detailed instructions, etc. are not allowed. If they are an integral part of your test, they must be clearly identified in your entry, approved by your appraiser, and given on both the pre- and post-assessments.

Step 2

Guiding Questions

Standards/Content

- What standards align to my Pre/Post SGM?
- Have I met the district expectation on the number of standards (TEKS) to be included?
- Have I identified the skills needed through deconstructing the standards (TEKS)?

Objective Statement

- Is my objective statement measurable?
- Is the focus of my objective statement appropriate for my grade level and content?
- Is my objective statement written for the interval of instruction?

Interval of Instruction

- What are the important skills or content that my students need to know or be able to do at the end of the interval of instruction?
- Should I focus on content that is tested throughout the school year or just a part of the school year?
- Does the interval of instruction match the length of the course? If not, is there a strong justification in the rationale for why the interval is different?

Rationale

- Have I utilized all resources for help when creating my Pre/Post SGM?
- Why did I choose this objective to focus on?
- What is the importance of this content for my students?
- Why is it important for me and my instructional practice?

- How will this content help my students in the future?

Student Population

- Have I accurately identified which students are to be included?
- Have I met the district expectations for the number of students to be included?
- Do the students identified demonstrate an academic need for this objective?

Assessment

- Does my assessment focus on my objective statement and cover all the selected standards?
- Will my assessment provide enough information on my objective statement and does it have varying levels of depth of knowledge?
- Does my assessment meet the district assessment criteria, follow best practices in assessment writing, and has it been approved?
- Have I determined the pre-instruction scores for all students identified?
- What assessment will I use to determine student growth and does it meet the same criteria as the pre-instruction assessment?

Entry

- Have I entered all my data into the system?
- Have I entered all the students included?
- Have I verified my course name and number are indicated?
- Have I selected if this is individually chosen, a campus expectation, or a district expectation?

Step 3 - Review and Approve

Step 3

Actions

- Teachers submit the Pre/Post SGM for approval. Teachers should ensure that they have completed all of the required steps before submitting.
- Reviewers use the Approval Rubric (Appendix A) to approve or deny the Pre/Post SGM.
- Reviewers look to see if the objective statement identifies specific standards that are grade level appropriate.
- Reviewers check the rationale for a clear explanation and ensure that the standards are accurate and appropriate.
- Reviewers ensure the interval of instruction is defined and appropriate and the student population is clearly defined.
- Reviewers ensure that the pre- and post-assessment being used aligns to the standards, is valid, and has been approved.
- Reviewers ensure that the scores on the pre-instruction assessment are not too low or too high as that might indicate a poor assessment or lack of a real need. It might be useful to ask teachers to explain very low or high scores.
- Reviewers determine if it is approved or denied and communicate that information to the teacher. If denied, there should be specific feedback on what needs to be improved so it will meet the standard for approval.
- If it is denied, teachers use the feedback provided by the reviewer to revise and resubmit.

Guiding Questions

Teachers

- Have I used the criteria in the Approval Rubric (page 19) to guide the writing of my Pre/Post SGM?
- Have I submitted all the required elements? Did I complete the entry accurately?

Reviewers

- Is the objective statement focused on the standards that represent an identified need?
- Is the objective statement appropriate for the grade level/subject area/student population?
- Is the objective aligned to the standards (TEKS)?
- Is the objective aligned with school and/or district priorities? (if applicable)
- Do the assessments measure the identified standards of the objective?
- Do the assessments have various levels of questions to ensure that all students have an opportunity to grow?
- Do the assessments differentiate levels of understanding/skills and provide specific data needed to determine whether the objective is met?
- Does each student shown have a pre-instruction score and target % of growth?
- Do the pre-instruction scores of the students indicate that the Pre/Post SGM will meet their academic needs? Are the scores too low or too high?
- Have I sent the information back to the teacher in a timely manner?
- Have I provided enough feedback on items that need to be revised?
- Does the teacher know the process for making revisions if it is not approved?

Step 4 - Teach!
Teach! Teach!
(Monitor Progress)

Step 4

Actions

- Monitor student growth of the Pre/Post SGM. Design lessons that creatively incorporate your objective statement to ensure you are addressing the high needs area you identified. Use formative assessments throughout to ensure students are making progress and to allow you to adjust instruction as necessary.
- Conduct a mid-point review. Half-way through the interval of instruction, review the progress your students are making and engage in a conference with your reviewer to ensure your students are making the necessary progress.
- At the end of your interval of instruction, administer the post-instruction assessment to prepare for step 5. Consider the same test integrity guidelines as applied during the pre-instruction assessment.

Guiding Questions

- How will I monitor progress?
- How can I spiral the content from my objective statement into my lessons through the interval of instruction?
- How will I monitor and track student progress through formative and summative assessment?
- How will I determine new instructional strategies and best practices in my classroom to support student growth?
- What professional development would help me achieve my goals?
- What are other teachers doing to incorporate their objective statements into their lessons?
- What data do I need to examine to monitor student growth of the objective?
- Do I have multiple ways and opportunities for my students to demonstrate their understandings of the objective?
- Do I have all required information needed for my mid-point review?
- Am I prepared to talk with my reviewer about the progress of my Pre/Post SGM?
- Have I taken all steps to ensure fairness and test integrity among students while testing?
- Have I followed district procedures for administering an assessment (if applicable)?



Step 5 - Review and Score

Step 5

Actions

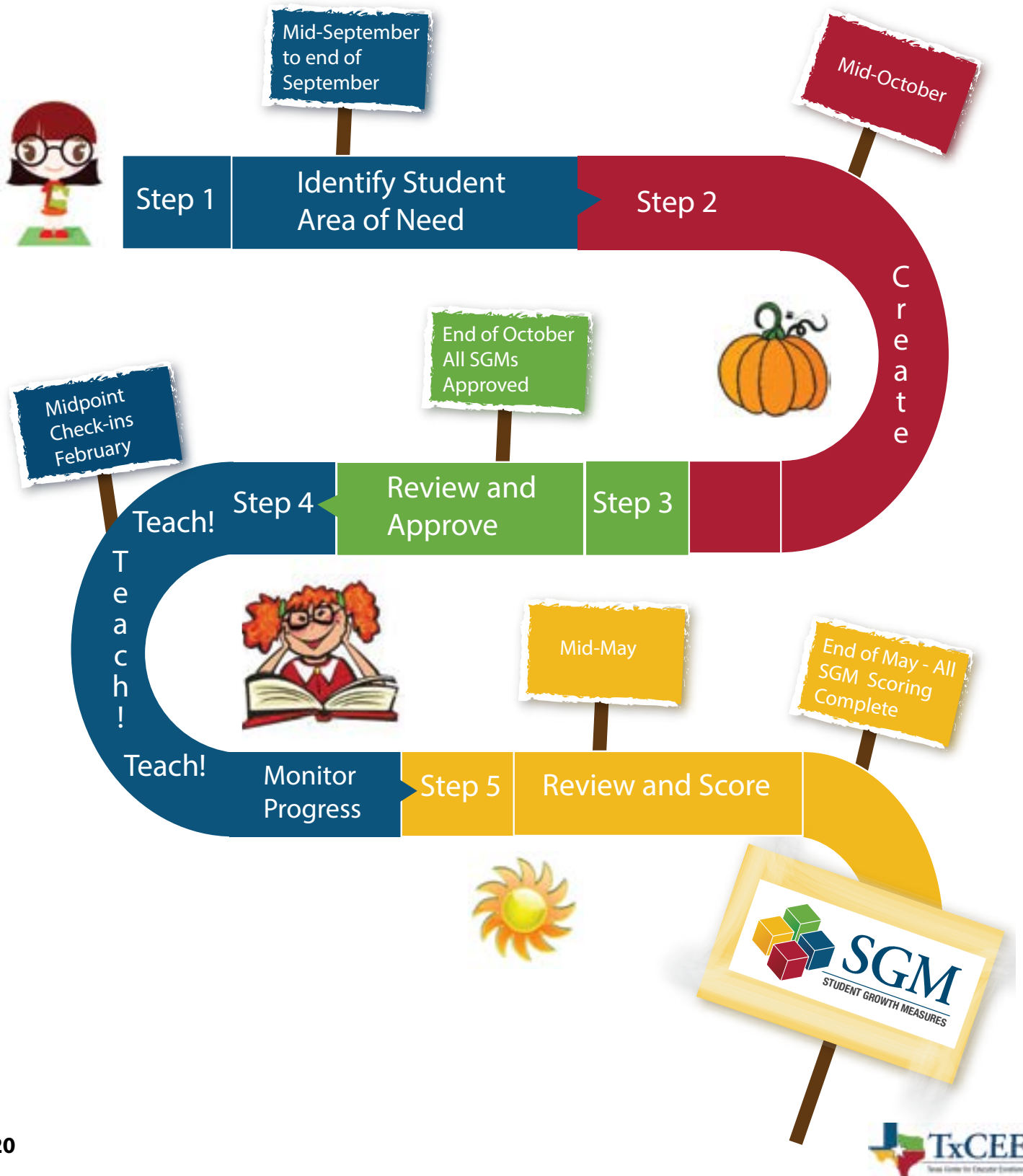
- Score the post-instruction assessment.
- Enter the post-instruction data.
- Submit the completed Pre/Post SGM in the data system.

Guiding Questions

- Have I determined a post-instruction score for all students included ?
- Have I entered the post-instruction data for all students who are included?
- Did I make a copy for my records?
- Have I left any field blank for any students who left the school prior to administration of the post-instruction assessment?
- Did I submit all required information?
- Was my data submitted on time?



Sample Timeline



Appendices

Appendix A: Approval Rubric

ELEMENT	ACCEPTABLE	NEEDS REVISION
Objective Statement	<ul style="list-style-type: none"> Identifies specific knowledge and/or skills students need to improve upon as identified in the needs assessment and reflects an appropriate number of standards. Focuses on grade level/content appropriate knowledge and/or skills and is developmentally appropriate. 	<ul style="list-style-type: none"> Objective statement is too broad in scope of content (too many standards). Objective statement is too narrow in scope of content (too few standards). Does not focus on grade level/content appropriate knowledge and/or skills or is not developmentally appropriate.
Data-Driven Rationale	<ul style="list-style-type: none"> For state-tested courses, includes analysis of historical data/ results. For non-tested courses, clearly identifies an alternative data source that supports comparison of achievement results between standards. Identifies students' academic strengths and weaknesses by comparing assessment results between key standards. For SGMs targeting student groups, describes why targeted student groups were selected. <p>Priority content</p> <ul style="list-style-type: none"> Clearly explains why the selected standards are priority content compared to other potential areas for student improvement. 	<ul style="list-style-type: none"> For state-tested courses, does not includes analysis of historical data/results. For non-tested courses, does not clearly identify an alternative data source that supports comparison of achievement results between standards. Does not identify students' academic strengths and weaknesses by comparing assessment results between key standards. Does not describe why student groups were selected. <p>Priority content</p> <ul style="list-style-type: none"> Does not explain why the selected standards are priority content compared to other potential areas for student improvement.
Pre- and Post-Assessment	<ul style="list-style-type: none"> Are identified by specific name and publisher (if appropriate). Clearly identify tests as teacher- or district-created. Assess all components of the selected knowledge and skill standards. Capture the full range of student skill levels across a range of depth of knowledge using, for example, different item types and/or different levels of item difficulty. Include rubric or scoring guide if performance-based assessment. Are approved prior to administration (by identified school leader) 	<ul style="list-style-type: none"> Is not identified by specific name and publisher (if appropriate). Does not identify tests as teacher- or district-created. Does not assess all components of the selected knowledge and skill standards. Does not capture the full range of student skill levels across a range of depth of knowledge using, for example, different item types and/or different levels of item difficulty. Does not include rubric or scoring guide if performance-based assessment. Is not approved prior to administration (by identified school leader)
Targeted Student Population	<ul style="list-style-type: none"> Identifies single class or multiple classes Identifies if all students or student group(s) are targeted. Targeted student groups demonstrate need compared to broader student population. Identifies number of students targeted. 	<ul style="list-style-type: none"> Does not identify single class or multiple classes Does not identify if all students or student group(s) are targeted. Targeted student groups do not demonstrate a need compared to broader student population. Does not identify number of students targeted.
Interval of Instruction	<ul style="list-style-type: none"> Matches the length of the course or strong justification is otherwise provided. Standards can be taught within interval of instruction. 	<ul style="list-style-type: none"> Does not match the length of the course or strong justification is not provided. Standards cannot be taught within interval of instruction.
General	<ul style="list-style-type: none"> All fields completed. Approver, title and date approved are indicated. Course name and number indicated. Individually-chosen (individual or in CLCs), campus expectation, or district expectation is identified. All required fields in the Data Management System are complete. 	<ul style="list-style-type: none"> All fields are not complete. Approver, title and date approved are not indicated. Course name and number are not indicated. Individually-chosen (individual or in CLCs), campus expectation, or district expectation is not identified. All required fields in the Data Management System are not complete.

Appendix B: Target Setting

Guiding Questions

- How did your students do on the pre-assessment? Wide range of scores? Clustered? etc.
- How does the performance on the pre-assessment compare with your baseline data?
- Does your Growth Target challenge students to go above and beyond “normal” expectations?
- What standards were used or determining what amount of growth is rigorous for your students, Learning Objective and assessment?
- How many students will reach a passing standard or achieve beyond a year’s worth of growth?
- How is the target achievable for the student? Does this seem like a fair expectation?

Considerations

- Use baseline data to assist in target setting
- Review and draw upon trend data if appropriate or necessary
- Consider student strengths and areas for growth
- Review prior performance and other applicable data
- Consider the grading scale of your assessment when writing the growth target



Appendix C: Example

5th Grade Math Example

Subject/Content Area: Mathematics

Campus: My School #1

District: My District #1

Academic Year: 2017-18

Teacher: Mrs. Jones

Grade Level(s): Grade 5

Individual, Campus Expectation, or District Expectation: Individual

Standards-Based Objective Statement

- *Indicate the knowledge and skills standards along which students are expected to demonstrate growth.*
- *Ensure the selected standards reflect the results of the data-driven rationale.*

Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

Interval of Instruction

- *Indicate the length of the course or provide strong justification for some other interval of instruction.*

Year-long

Data-driven Rationale

- *Identify students' strengths and weaknesses by comparing assessment results for key course standards.*
- *For courses/grades that use state test, access and summarize historical state test results by standard.*
- *For courses/grades that don't use state tests, use end of course tests from previous years or other alternate data sources such as diagnostic or review tests or other broad assessments.*
- *If your only data source is a pre-test it must be broad enough to allow you to compare results across different standards.*
- *Explain why these standards represent priority content/curriculum.*

Last year, 52% of 5th graders met or exceeded grade level expectations on Math STAAR scores. Looking across the standards that make up standard 5.1, standard 5.1B was a key area of weakness for my students which supports other standards as well:

Key Grade 5.1 Math standards (skill/knowledge expectations) Percentage meeting expectations (2016-17 5th graders)

5.1A Apply math to every problems 44%

5.1B Use problem solving that includes analysis.... (see above) 34%

5.1C Select tools to solve problems 76%

Appendix C: Example

5th Grade Math Example

5.1D Communicate ideas	65%
5.1E Create representations	37%
5.1F Analyze relationships	42%
5.1G Ideas and arguments in writing/orally	25%

Additionally, 14% of current 5th grade students did not meet expectations on the problem-solving pretest given in my class. For English learners, 50% of students did not meet expectations.

A primary curricular focus in 5th grade Math is solving problems involving all four operations (addition, subtraction, division, multiplication). Problem-solving is a skill that supports many other 5th grade math standards and is a key building block for math in grades 6-12. Problem-solving is key to not only academic success, but is also a skill applied in day-to-day life situations.

Standards: List the standards and include the chapter number

111.7 5.1 (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

Pre-instruction Assessment & Post-Instruction Assessment

- For all assessments, identify the pre-assessment and post-assessment by specific name and publisher, if appropriate.
- For teacher-created or department-created assessments, describe:
 - How the assessment was collaboratively developed with other educators.
 - How the assessment includes a sufficient range of item types (multiple-choice, open response, performance task, etc.) that allows all students to demonstrate their depth of knowledge.
- Attach rubrics used to evaluate performance tasks.

Teacher-created assessment including multiple choice items and free-response items for both the pre-test and the post-test. All items require students to “show their thinking” and a range of items is included that test for lower depth of knowledge (identifying relevant information in the word problem) and higher depth of knowledge (drawing conclusions based on comparisons of data). Teachers in the department collaborative learning community (CLC) were consulted to ensure the items targeted an appropriate range of skill levels and to help develop the rubric. The rubric is used to score the free response items on pretest and posttest.

Pre-test approved by: _____ Post-test approved by: _____

Appendix C: Example

5th Grade Math Example

Student Population

- *Indicate if this covers a single class or multiple periods or classes.*
- *Indicate if this SGM focuses on specific student groups only, or includes all students enrolled in classes.*
- *Describe rationale for focusing on specific student groups, if applicable, based on data-driven rationale.*
- *Indicate the total number of enrolled students for the indicated population.*

This will cover English learners in all periods of my 5th grade math class. 23 students with English learner status are enrolled across the 3 periods. It's important to focus on the English learners because they make up a large portion of my class and the achievement gap between them and the other students is very large (50% did not meet expectations versus 14% for all students).

Approved BY: _____

Date: _____

Glossary

Interval of Instruction - Specifies whether the SGM applies to the entire academic year or to a shorter cycle. For educators who work with students on a shorter cycle, the length of the interval should be defined.

Objective Statement - Identifies the priority content and learning that is expected during the interval of instruction. The objective statement should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured.

Pre-Instruction Assessment - Identifies the assessment that will measure student learning on the specified objective. This assessment is given prior to instruction on the SGM.

Post-instruction Assessment - Identifies the assessment that will be used to measure student learning and specified objective.

Rationale - Provides a data-driven and/or curriculum based explanation for the focus of the SGM. It also provides an explanation of a shorter cycle of the interval of instruction.

Standards - Specifies the standards or the performance indicators the SGM is aligned with.

Targeted Student Population - Specifies the group of students to whom the SGM applies.



References

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