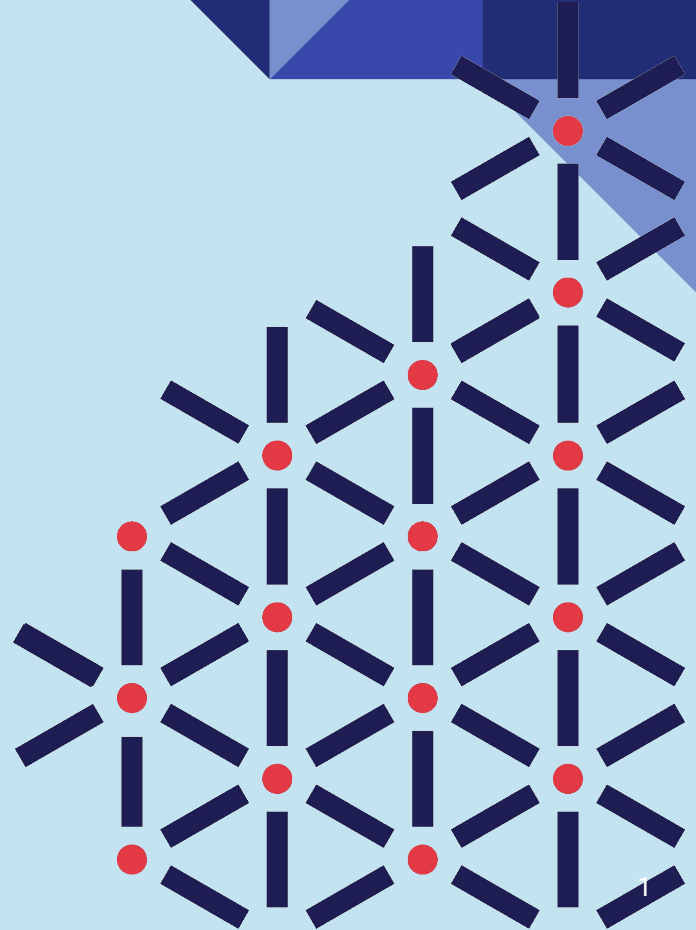


Creating SGOs: WPS Exemplars

WPS Curriculum & Instruction
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Exemplar Content Area SGO Rationale & Scoring Plans

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Data Points Exemplars

- 2023 Math NJSLA
- 2023 ELA NJSLA
- i-Ready Math Diagnostic (*most recent*)
- i-Ready ELA Diagnostic (*most recent*)
- 2022–2023 Attendance
- 2022–2023 Final Grades
- 2022–2023 LinkIt! NJSLA Form C
- Grade Level Readiness Test (diagnostic)
- Progress Monitoring Test (Forms A, B, C)
- Topic Readiness Tests

Exemplar Content Area SGO Rationale & Scoring Plans

- **Exemplar Rationales:**

- Math: K–8
- Math: 9–12
- ELA: K–8
- ELA: 9–12
- Science: 9–12
- Social Studies: K–8
- World Languages: K–8

- **Exemplar Scoring Plans**

- Math: K–8
- Math: 9–12
- ELA: K–8
- ELA: 9–12
- Science: 9–12
- Social Studies: K–8
- World Languages: K–8

Exemplar Content Area SGO Rationales

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Mathematics

Math K–8: i-Ready Mathematics

- i-Ready Assessments are aligned with and covers all New Jersey Student Learning Standards for Mathematics, which are critical for students to master in order to achieve grade level success. By design, i-Ready is a norm referenced assessment. It provides teachers with individualized student achievement data and can be used to monitor students' performance and growth. i-Ready's Growth Monitoring provides educators with the ability to assess specific groups of students between diagnostics to evaluate and report on projected student growth. These interim checks also allow educators the ability to gauge the effectiveness of a support program and identify areas where specific students may need additional support.
- i-Ready® is a web-based adaptive diagnostic assessment and instruction program. i-Ready assesses students' mathematics problem-solving skills to the sub-domain level, prescribing differentiated standards-based instruction so that learners of all abilities can achieve success. The diagnostic assessment identifies which students are experiencing difficulties with specific skills, providing real-time, actionable data and reports to guide teachers in effective intervention. In addition, i-Ready provides intuitive resources for targeted instructional support, including downloadable, teacher-directed lesson plans and highly engaging online lesson modules in i-Ready Instruction.
- i-Ready recognizes that every student is unique and the path they take to achieve proficiency may be different. Rather than a "one size fits all" growth target, it's important to focus on how much each student needs to grow to reach their goals for proficiency and to track their learning progress along the way. This individualized path is created based on diagnostic assessments at three points throughout the school year to allow as much student growth as possible when students use the prescribed path for 45 minutes per week.

Mathematics

Math 9–12: Department-Created Benchmark Assessment

- The following New Jersey Student Learning Standards have been selected as critical areas for an Algebra I course because they are identified as prerequisite anchor skills for future coursework in Geometry and Algebra II. Additionally, these algebraic foundational skills and reasoning have relevance and applications that are essential for success in college and career readiness in the STEM fields including, but not limited to biology, physics and technology.

Standards

- **A.CED.A.2** Create equations in two or more variables to represent relationships between quantities; Graph equations on coordinate axes with labels and scales.
- **S.ID.C.7** Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- **F.IF.C.7** Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
 - **F.IF.C.7a** Graph linear and quadratic functions and show intercepts, maxima, and minima.
- **F.LE.A.2** Construct linear and exponential functions - including arithmetic and geometric sequences - given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).

Key: **Major Clusters**

Supporting Clusters

Additional Clusters

English Language Arts

ELA K–8: Reading

Standards

The following standards have been derived from a Level 14 DRA2 assessment.

COMMON CORE STATE STANDARDS – ENGLISH LANGUAGE ARTS

Reading: Literature

- **Key Ideas and Details CCSS.ELA-Literacy.RL.1-3**
 - CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.
 - CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
 - CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.
- **Integration of Knowledge and Ideas CCSS.ELA-Literacy.RL.1.7, RL.1.9**
 - CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
 - CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
- **Range of Reading and Level of Text Complexity CCSS.ELA-Literacy.RL.1.10**
 - CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

English Language Arts

ELA K–8: Reading

- **Fluency CCSS.ELA-Literacy.RF.1.4a-c**

- CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.
- CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Assessment

I will use the DRA2 to assess my students at three different points throughout the year (fall, winter, and spring). I will administer the DRA2 individually to determine students' reading level, comprehension, engagement, fluency, and accuracy. Depending on their reading level, either I will select the text or the student will select the text. I will begin the assessment by asking the student a couple of questions about their reading habits and book preferences. Then I will introduce the story and the student will look at the pictures and tell me what is happening. Next, I will ask the student to read the story aloud. As the student is reading aloud, I will do a "Record of Oral Reading", where I will document the student's accuracy, fluency, and oral reading behaviors. After the student finishes reading, I will assess comprehension by asking the student to retell the story, noting the information the student includes. Finally, the student will answer a couple of reflection questions to complete the assessment of reading comprehension. I will rate and score my students using the DRA2 Continuum. Then I will develop instructional activities based on their score and DRA2 Focus of Instruction recommendations.

English Language Arts

ELA 9–12: Reading

This SGO includes one section of English 11 Honors with 28 students. The remaining students are in English 11 Standard (College Prep).

The following standards are critical to the academic growth of my students and include a significant portion of the standards I teach throughout the year:

CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
(RL.11-12.8 not applicable to literature)

English Language Arts

ELA 9–12: Reading

The final result of the SGO will be measured by the English 11 Final Reading Standards Assessment: This is a common 11th grade assessment, given to all 11th grade students in May. It has been designed by a team of district 11th grade teachers. It is composed of 25 multiple-choice (4 choice) questions and 2 open-ended questions.

***Standards:** A large proportion of CCSSs are included in this SGO that are relevant to reading – Literature, Informational Text, and Language – thereby representing a significant portion of the teacher’s work throughout the year.*

***Assessment:** The teacher clearly explains the assessment method he will be using at the end of the SGO period and describes the format of the assessment. Using a common department assessment allows for cross-grading, thereby increasing the quality of the scores.*

***Suggestions:** a) Even though many standards are included in the SGO, the assessment consists of only 25 multiple choice and 2 open-ended questions. The teacher should consider submitting an analysis of the assessment showing that it is aligned to the standards and can be used to assess each of them. See Assessment Blueprint and Completion Guide. If gaps in coverage are indicated, the teacher may consider adding more assessment items to the assessment. b) The teacher may also consider providing a more detailed rationale for why these standards have been chosen for the SGO.*

Science

Science 9–12: Physics 1

Standards: This SGO covers all of my students, all of the physical science content standards and all four science practice standards:

NJCCCS physical science 5.2.12 C-E (energy, energy transformation, force and motion)

NJCCCS science practices 5.1.12 A-D (scientific explanations, investigation, reflection, and participation)

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: District-created Physics 1 final assessment

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

Practical: students design a simple apparatus, take measurement and collect data

Social Studies

Social Studies K–8: US History

Content Standards

[NJCCCS 6.1.8.3/4/5](#)

[CCSSRH6-8.1-9](#)

Skills

[Skills table](#) - chronological thinking, spatial thinking, critical thinking

Assessment

Diagnostic assessment after first 4 weeks of school includes content standards 6.1.8.3 only.

Summative assessment in May includes content standards 6.1.8.3, 4 and 5 and incorporates:

1. Multiple-choice/defining questions to establish recall.
2. Timelines that require students to order events to assess chronological thinking.
3. Map questions to assess spatial thinking.
4. Text-dependent questions to assess reading comprehension and critical thinking

World Languages

Spanish K-8

RATIONALE

In this district Spanish is taught to students from grades 2-5 once a week for 45 minutes. Due to the infrequency of instruction at each grade level student growth is measured by the standards at the novice-mid level of proficiency. While world language programs ultimately would like their students to be able to communicate with a native speaker, novice-mid level students are judged by their ability *"to communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community."*

The overarching goal of the World Language standards is for all students to *"use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures."* This SGO addresses much of this goal. It measures students' ability engage in conversation with a native speaker, understand and interpret spoken language and present information and ideas.

Using Skype, students have developed "e-buddies" whom the class has communicated with from time to time during the school year. Student growth will be assessed using that "e-buddy" format. This performance task measures a student's ability to have a primary scripted face to face conversation with a native speaker through the use of Skype.

ASSESSMENT

Assessment:

1. Students will be assessed through teacher observation during a video chat with a native speaker. Each student will individually speak with the native speaker and share information by reading and speaking memorized phrases/words.
2. Students will perform a song as well for the native speaker.
3. Students will be assessed using a novice-mid level rubric (attached at bottom of SGO form) adapted from the Interpersonal Speaking Rubric as created by the [Foreign Language Educators of New Jersey](#).

STANDARDS

Interpretive Mode Linguistic:

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics

Exemplar Content Area SGO Scoring Plans

*Victoria Allen Shostek, Professional Development Specialist
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Mathematics

Math K–8: i-Ready Mathematics

Student Growth Objectives

Quantifiable Target: *Manual scoring method*

At least 70 percent of students in each target group, attending this math class 70 percent of the time, will meet the norm (50th percentile) and/or meet their typical growth goal on the i-Ready Mathematics End of Year Diagnostic Assessment.

Scoring Plan

Preparedness Group	Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
High	Annual Typical Growth	≥ 70%	≥ 60%	≥ 50%	< 50%
Medium		≥ 70%	≥ 60%	≥ 50%	< 50%
Low		≥ 70%	≥ 60%	≥ 50%	< 50%

Scoring Plan: Grade 4 (NOTE: iReady Typical Growth is 24 - 30 points)

Preparedness Group	Target Score (iReady AGM)	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
High	19	≥ 70%	≥ 60%	≥ 50%	< 50%
Medium	23	≥ 70%	≥ 60%	≥ 50%	< 50%
Low	24	≥ 70%	≥ 60%	≥ 50%	< 50%

*AGM: Annual growth measure

Mathematics

Math 9–12: Department-Created Benchmark Assessment

Student Growth Objectives					
<u>Quantifiable Target:</u> <i>#% of students will achieve x out of y on post assessment.</i> At least 75 percent of students in each target group, attending this math class 70 percent of the time, will meet their target score on the district-created benchmark assessment.					
Scoring Plan					
Preparedness Group	Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
High	75%	≥ 75%	≥ 65%	≥ 50%	< 50%
Medium	70%	≥ 75%	≥ 65%	≥ 50%	< 50%
Low	65%	≥ 75%	≥ 65%	≥ 50%	< 50%

English Language Arts

ELA K–8: Reading

Student Growth Objective

State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. “75% of students in each group will meet the target score.” Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Add or delete group rows as needed.

At least 8/11 first grade students will reach or exceed their individual reading level targets by the end of the instructional period. See Table 1 for student targets.

Preparedness Level (Points Earned)	Target Score on SGO Assessment (DRA2)
A (1-2)	Current reading level plus one year
B (3-4)	Current reading level plus one year and one level

Scoring Plan

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

Student Target Score	Teacher SGO Score Based on Number of Students Achieving Target Score						
	Exceptional	Full		Partial		Insufficient	
	4	3.5	3	2.5	2	1.5	1
Individual (see table below)	11	10	9	8	7	6	fewer than 6

Each student has his or her own learning target and the teacher will receive a rating based on how many students meet their target. The teacher has modified the scoring plan using half-points between 1 and 3.5. This provides a scoring approach that recognizes the teachers' success in a more graduated manner.

English Language Arts

ELA 9–12: Reading

Student Growth Objective

State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. “75% of students in each group will meet the target score.” Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Add or delete group rows as needed.

At least 75% of my students in each preparedness group will achieve their target score or above on the English 11 Final Reading Standards Assessment.

Preparedness Group (e.g. Low, Medium, High)	Number of Students in Each Group	Target Score on SGO Assessment
High	14	85%
Low	25	75%

Scoring Plan

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

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
High	85%	≥80%	≥75%	≥70%	<70%
Medium	80%	≥80%	≥75%	≥70%	<70%
Low	75%	≥80%	≥75%	≥70%	<70%

Science

Science 9–12: Physics 1

Student Growth Objective

State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. “75% of students in each group will meet the target score.” Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Add or delete group rows as needed.

85% of my students in each preparedness group will achieve their target score on the final Physics I Assessment.

Preparedness Group (e.g. Low, Medium, High)	Number of Students in Each Group	Target Score on SGO Assessment
Low	36	70%
Medium	21	80%
High	8	90%

Scoring Plan

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

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Low	70	>90% students (31-36)	≥85% students (25-30)	≥70% students (18-24)	<69% students (0-17)
Medium	80	>90% students (19-21)	≥85% students (15-18)	≥70% students (11-14)	<69% students (0-10)
High	90	>90% students (8)	≥85 % students (6-7)	≥70% students (4-5)	<69% students (0-3)

Social Studies

Social Studies K–8: US History

Student Growth Objective

State simply what percentage of students in each preparedness group will meet what target in the space below, e.g. “75% of students in each group will meet the target score.” Describe how the targets reflect ambitious and achievable scores for these students. Use the table to provide more detail for each group. Add or delete group rows as needed.

From October 1 to May 15, 85% of the 8th-grade US History students in each preparedness group will meet their targeted score on the department-developed assessment.

Preparedness Group	Number of Students in Each Group	Target Score on SGO Assessment
1	31	≥90
2	63	≥80
3	16	≥75
4	15	≥65

Scoring Plan

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

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
1	≥90	≥95	≥85	≥75	<75
2	≥80				
3	≥75				
4	≥65				

World Languages

Spanish K-8

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.

At least 80% of students in each group will receive the target score for their group.

Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Score on SGO Assessment
Minimally prepared	10	85
Adequately prepared	5	90
Exceptionally prepared	5	95

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)
Minimally prepared	≥85	≥90	80-89%	70-79%	≤70
Adequately prepared	≥90	≥90	80-89%	70-79%	≤70
Exceptionally prepared	≥95	≥90	80-89%	70-79%	≤70