

# Using Formative Assessments to Monitor Student Growth Objectives (SGO's), With Teacher Work Sample



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# ACHIEVENJ: 2014-15 School Year

## Teacher Evaluation

- In Tested Grades (4-8): (20% of all teachers)
  - 70% = observation by the principal
  - 20% = SGO (Student Growth Objective)
  - 10% = SGP (Student Growth Percentile)
- Student Growth Objectives (SGO's):
- 4th Grade: “80% of students will increase at least one proficiency level on the Dibels Assessment.”
- Student Growth Percentiles (SGP's): looks at how much progress a child makes in one year of the NJ ASK, compared to “Academic Peers.”

# ACHIEVENJ: 2014-15 School Year Teacher Evaluation

- Non-Tested Grades Outside of 4-8:
  - 80% = principal observation
  - 20% = SGO
- Write two SGO's
- SGO for Kindergarten: “85% of the students will increase reading scores from pre-test to a DRA 4 or more as measured by the DRA II.”
- No SGP's outside of Grades 4-8.

# Example of an Insufficient SGO:

- Students will increase their understanding of motion and energy.
- Example of a Sufficient SGO:
- At least 15 students will score 70% or more on the motion and energy test.
- SGO statement is **specific, measurable, and aligned to scoring plan.**

# Three Types of Teacher Ratings

- Teacher Observation:: 4 = Highly Effective; 3 = Effective; 2 = Partially Effective; 1 = Ineffective
- Rubric for SGO: 4 = Exceptional; 3 = Full; 2 = Partial; and 1 = Unsatisfactory
- Summative Rating (goes to NJ Smart): 4 = Highly Effective; 3 = Effective; 2 = Partially Effective; and 1 = Ineffective

# Dr. Fuentes: Monitoring Progress on SGOs

## Step 1

Identify student starting points in LA or Math by reviewing student work.

## Step 2

Identify a quality assessment aligned to NJCCCS or CCSS.

## Step 3

Set ambitious and achievable SGOs with the approval of the principal.

## Step 4

Track progress: use Formative Assessments as Checkpoints

## Step 5

Review results and score in consultation with supervisor.

# Dr. Fuentes: What is Formative Assessment?

- Adjusting our teaching in order to improve students' content mastery or skills.



# Dr. Fuentes: Example of SGO: Kindergarten

By April 15<sup>th</sup>, 70-80% of my kindergarten students will attain mastery of at least 3 out of 4 of the criteria for developing writers in the area of conventions of print. (Uses spaces between words most of the time, spells several words correctly, uses invented spelling that others can read, and uses some capitalization/punctuation.)



## Example of SGO: 2<sup>nd</sup> Grade

- Student Growth Objective: At least 75% of students will demonstrate growth in math facts and number sense, as per learning targets listed below.
- Example of SGO: 4<sup>th</sup> Grade:
- Student Growth Objective: 75-85% of students are going to increase their score on a fractions assessment based on the table below.

# “Real-Time” Formative Assessment

- What content and skills students have mastered and which they are struggling with?
- Ways you can assess student learning in “real time:”
  - **1. Portfolio Assessment: (Kindergarten SGO)**
    - *Gathering of student work overtime in order to target individual development and ensure growth towards goal; monitor student work in order to plan next steps, individually.*
  - **2. Numbered Heads Together (2<sup>nd</sup> grade SGO, Active Learning pg. 63)**
    - *Check for the recall of information, develop verbal fluency, members ensure that each can offer explanation, peer learning, teacher monitored growth.*
  - **3. Scavenger Hunt (4<sup>th</sup> grade SGO, Active learning pg. 82-83)**
    - *Jigsaw information, student experts, check for understanding, collective knowledge and learning, group formation, peer learning.*
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# Dr. Brown: S.G.O.s and Interventions

After measuring my students' skills, I have identified a range of abilities:

- Create tiered objectives:
  - 20% of students will be able to...
  - 30% of students will be able to...
  - 50% of students will be able to...
- Tier instruction to meet groups of students' needs:
  - Skill specific stations
  - Group learning goals
  - Whole class projects where different students are assigned different roles

Name	Strength	Weakness
Jorge	Active verbs, descriptions Homophone: too to	Length is short Homophones: which witch; of off Dialogue; "ghost words" (missing words in the sentences),
Tom	Development, dialogue,	Spelling: "egnored" "ansewr" you're and your realy where, were; off of, threw, through;
Malcolm	Good spelling and homophones. Story development	Use Paragraphs with topic sentences; taping- tapping, remembered, write- right, handwriting, capitalization
Chuck	Adjectives, active verbs,	Paragraphs with topic sentences, to- too, probably, punctuation inside of quotations,
Andrea	To- too, story development, details,	Spelling: Children, cousins, sale-sail, , try to use different beginning.. instead of After and Then... Later, Due to, Next, and you can use dialogue and subjects, possessive,
Kyle	Story development, length	Handwriting, fake, make, take, lake, bake, scared, paragraphs with topic sentences; "ghost words" (missing words in the sentences),
Willie	Story development	Paragraphs with topic sentences, remember, your-your'e to- too, no most before rich
Eliot	Details, verbs	Paragraphs with topic sentences
Josette	Development, details	Paragraphs, length,
Jenny	Sentence structure and spelling	"ghost words" (missing words in the sentences)
Cameron	Development	Paragraphs, Spelling: except, heights, rides, ground,

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Cameron	Development	Paragraphs, Spelling: except, heights, rides, ground,

## Stations:

Ghost words and adding details

-Jorge, Jenny, Kyle

Paragraphs with topic

sentences:

-Malcolm, Chuck, Willie,

Eliot, Josette, Cameron

Beginnings:

-Andrea, Tom,

## Add words to

personalized spelling

dictionaries:

Jorge, Tom, Malcolm,

Chuck, Kyle, Willie,

Cameron

# Student Engagement Inventory:

## What interventions should we try?

### Student Engagement Inventory

**E** (Engaged= eyes on the book; task at hand); **D** (Distracted = wandering eyes, attention is not on the task); **HR** (Hand Raised to volunteer); **T** (on task talking about book or independent practice); **W** (Writing); **I** (Illustrating)

Student's Name	1:15 (At the Rug)	1:25 (During transition tables)	1:35 (Independent Work at Tables)	1:45 (Independent Work at Tables)	1:55 (Share time)	2:00 (Independent Reading)
Luke	HR	T	W	W	E	E
Mattison	D	D	I	D	HR	E
Elyass	T	D	D	D	HR	E
kae	T	D	W	W	E	D
Hylan	E	T	W	I	HR	E



# Common Core Checklist:

How can we support these learners?

## COMMON CORE Math Process Skills Checklist:

- **Make sense of problems and persevere in solving them.**
- **Model with mathematics**
- **Construct viable arguments and critique the reasoning of others.**

Names	Chose a method to solve a problem	Perseverance in solving a problem	Use of visuals in solving problems	Construction of a viable argument	Logical critique of others' mathematical reasoning
Matilda	X			X	X
Lev	X	X	X		X
Sky				X	
John	X		X		
Eileen	X	X	X		X
Penelope				X	X
Blake	X		X	X	



# Sight Word Assessment

WORD	Date:	Date:	Date:	Date:	Date:	Date:	Notes
	Read	Spell	Read	Spell	Read	Spell	
here							
said							
when							
this							
they							
would							
where							
how							
went							
before							
after							
who							
because							
their							
ask							

# Dr. Griswold: S.G.O's, IEP's and Modifications

- Ethan's Profile
  - 3<sup>rd</sup> grader
  - Language-based learning disability
  - Delays in reading and writing skills
  - Short attention span
  - Poor self-image as a learner
  - Good fine motor skills
  - Strong interest in music

# LA Common Core Standards

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail

# Dr. Griswold: Student Growth Objective (SGO)

- Targeted area – Reading Comprehension
- Data – Developmental Reading Assessment 2
- Baseline
  - Levels 18-28 (below level) – 9 students
  - Levels 30-34 (on grade level) – 9 students
  - Level 38 (above grade level) – 1 student
- SGO – 70% of the class will advance 2 levels
- Results – 17 (85%) advanced 2 or more levels
- Rating - 4

# DRA Reporting Sheet

Name	Book Title Pre-test (Fall)	Level	Book Title Post-Test (Spring)	Level	+, -, = Level
Fernando	Grandma's New Room	24	Mystery at the May's House	34	+4
Isabella	Tony Tries	34	All the Way Under	40	+2
Justin	The Wonderful Day	24	Busy Helpers	30	+2
Brandon	Busy Helpers	30	Mae Jamison	34	+1
Ariana	Busy Helpers	30	All the Way Under	38	+3
Ethan	Thin as a Stick	24	What Carlos Wants	24	0

# Ethan – Language-Based Learning Disability

- Difficulty understanding oral directions
  - Modeling
  - Written directions
  - Step-by-step directions
  - Sample assignment
  - Key words on overhead or whiteboard

# Delays in Reading & Writing

- Difficulty with reading at grade level
  - Repeated readings
  - Listen to taped story
  - Practice with vocabulary prior to reading
- Difficulty with writing at grade level
  - Vocabulary list
  - Story starters
  - Dictate story

# Short Attention Span

- Difficulty sustaining attention during independent work
  - Set target for focused work
  - Use timer
  - Increase interest level of assignment (e.g. incorporate student interest)



# Poor Self-Image as a Learner

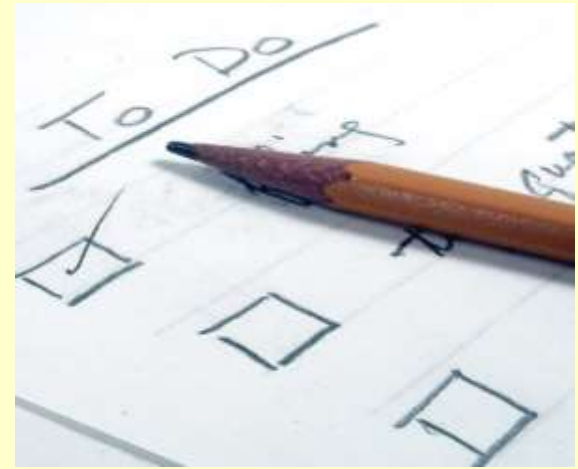
- Self-conscious and easily frustrated when working in small cooperative learning groups
  - Discuss guidelines for roles and behavior prior to group work
  - Monitor and adjust participation
  - Offer choices
  - Guided group work

# Capitalizing on Strengths

- Good fine motor skills
  - Provide opportunities for cutting, pasting, and drawing to demonstrate learning
- Strong interest in music
  - Infuse music-related topics into practice activities

# Teacher Work Sample Assignments (CIEE 3220; CIEC 3300; CIEE 5140; SPC 4290)

- #1: Learning Goals
- #2: Pre & Post Assessment Plan
- #3: Design for Instruction
- #4: Instructional Decision-Making
- #5: Analysis of Student Learning
- #6: Reflection and Self-Evaluation
- #7 Contextual Factors (evaluated by your supervisor when reading your Journal)

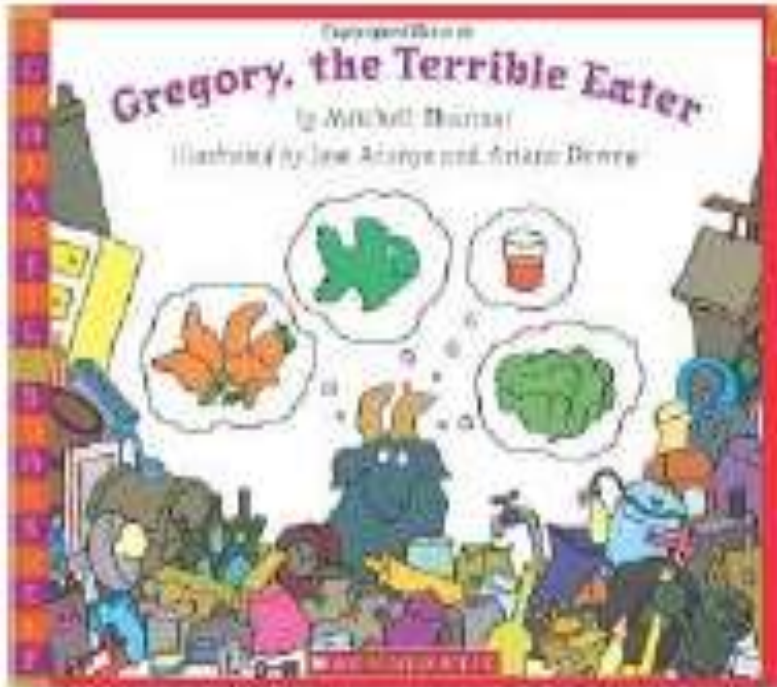


# Formative Assessment: Reading for Meaning Strategy

- 1. Graphic Organizer: Read simple statements and make predictions before reading.
- 2. Actively search for evidence during reading.
- Synthesize learning after reading.
- W7: Draw evidence from literary or informational texts to support analysis, reflection, and research.



# Primary Students Read Statements and Find Proof For and Against



Proof For	Statements	Proof Against
	Gregory is a healthy eater. Gregory eats what humans should eat. Gregory is eating the right foods for a goat. Gregory's parents are happy once he eats the foods they like.	