Spanish, Grade 7

Overview
The author of this Student Growth Objective teaches 7th-grade Spanish in a traditional public school.
Strengths: *a) The teacher has used a variety of measures to determine student starting points. This information allows the teacher to group students by preparedness level and create a set of targets that are ambitious and achievable for each group. b) Explicitly stating the standards that will be covered in the course will provide a clearer picture of student learning. This will also allow for easier cross-checking to ensure the assessment captures all of the intended standards.*
Improvements: *a) The assessment method and scoring rubrics need to be defined more clearly. b) Indicating how to group a student who does not neatly fall into one of the preparedness groups would improve this SGO.*

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		7th	Exploratory Spanish	100/100	Semester

The teacher clearly states her intent to capture a significant portion of the course instructional period in this SGO. This SGO includes all of her students.
Suggestion: *The teacher might want to include the specific dates for the instructional period covered.*

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.

Interpretative

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

The final assessment will include multiple measures in four components; listening, speaking, reading, writing. The students will be able to engage in all four components by being able to interpret conversations, songs, and authentic speech that are level appropriate and deduce their meaning when answering/completing question/tasks. Students will be able to create spoken language by using familiar words on familiar topics. Students will interpret and identify familiar words in authentic text. Students will be able to copy/write words, phrases, or simple texts on familiar topics.

Standards: The standards that will be taught and assessed in the course are clearly stated. The course captures a significant portion of New Jersey Core Curriculum Content Standards for World Languages across three domains: Interpretive, Interpersonal and Presentational.
Assessment: The teacher explains what students will be able to do at the end of the SGO period.
Suggestion: a) The teacher should more clearly state and describes the assessment method being used. It is unclear if students will be evaluated on a final assessment, battery of assessments, or a set of performance tasks. Attaching a copy of the assessment rubrics and an assessment blueprint to this form will be useful for the teacher and her administrator when they sit down to discuss the SGO before the submission deadline. b) The teacher might consider adding some rationale for why the selected standards are critical for student success in the next level of the course and/or life/college/career.

Starting Points and Preparedness Groupings
State the type of information being used to determine starting points and summarize scores for each type by group. Add or subtract columns and rows as needed to match number of preparedness groups and types of Information used.

Preparedness Group	Information #1	Information #2	Information #3
	Pre-assessment	Level of engagement	Current Grades
3	<30%	1	<70%
2	31-50%	2	71-90%
1	>51%	3	>91%

Using multiple data points including pre-assessment scores, student engagement and current grades provides a detailed picture of how well prepared students are for learning in terms of content knowledge and skills.

Suggestion: a) The teacher may want to describe how a student who falls into multiple categories will be grouped. For example, where students could be placed in two or more preparedness groups, "current grades" has most weight. b) The teacher might consider sharing more detail about how student engagement is defined. Framing engagement in terms of future indicators of success may be helpful.

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.

75% of students in each preparedness group will achieve their target score average on the summative assessments.

Preparedness Group (e.g. Low, Medium, High)	Number of Students in Each Group	Target Score on SGO Assessment
3	52	60-70%

2	40	71-80%
1	8	≥81%

The teacher states how many students will accomplish what by when. She recognizes that students start the year at different levels and looks to set reasonable targets for all students using a differentiated approach.
Suggestion: *It is unclear if the target score will be an average of student performance on several summative assessments or on one post-test. The teacher implies that students will take a battery of assessments in order to demonstrate mastery of standards but should consider making this explicit.*

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)
3	60-70	≥90%	≥75%	≥60%	<59%
2	71-80	≥ 90%	≥75%	≥60%	<59%
1	≥81	≥ 90%	≥75%	≥60%	<59%

The scoring plan is clear and aligns with the SGO statement and other information on this form. The teacher is using percentages of students that will attain a particular target to differentiated levels of success on the SGO. This will simplify calculations for an SGO score if students enter or leave her class through the year.

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 _____