



Student Growth Objectives for Comprehensive Health and Physical Education

The purpose of this guidance document is to provide general information and Frequently Asked Questions in regard to developing quality Student Growth Objectives (SGOs) for Comprehensive Health and Physical Education. Teachers and administrators should be active participants in the development of quality SGOs.

What is an SGO and how should they be developed?

Student Growth Objectives (SGOs) are academic goals for groups of students that are aligned to state standards and can be tracked using objective measures. As part of the student achievement component of evaluation under **Achieve NJ**, each teacher sets SGOs with input and approval from his or her principal or supervisor at the start of the year. SGOs should be developed using available student data and created to be ambitious but achievable. The following are recommended steps in developing and implementing an SGO:

Step 1: Choose or develop a quality assessment aligned to standards

Quality authentic assessments play a pivotal role in the SGO process. Post- or summative assessments need to be implemented to measure student growth in regard to the targeted content and skills. Ongoing formative assessments should also be implemented to monitor each student's understanding of the instructional lessons. Both cognitive and performance based assessments should be used to truly measure the depth of knowledge that is expected from the students as well as the performance of certain skills included in the Comprehensive Health and Physical Education standards.

Step 2: Determine students' starting points

Multiple measures of data should be used to set baselines for each student.¹ Examples of multiple measures are

- Portfolios.

¹ In exceptional circumstances where there is no existing data for a particular group of students, quality pre-assessments could be implemented to establish student baseline data. These quality pre-assessments should be used in a manner as to reflect an improvement in a set of skills, are of high quality and are vertically aligned, are normally used in for instructional purposes, and are used in combination with other measures of student preparedness. See page 20 of the Office of Evaluation's [SGO Guidebook](#) for additional information on the use of pre-assessments.

- Previous year summative cognitive assessments.
- Previous year summative performance assessments.
- Formative cognitive and performance assessments from the first several weeks of the school year.

Step 3: Set ambitious and achievable SGOs with the approval of your supervisor

Teachers and supervisors should collaborate to ensure that SGOs and their scoring plans make sense for the multitude of circumstances, classes, and groups of students in their district. Ambitious and achievable SGOs should reflect a significant proportion of your students and the standards you are responsible for teaching.

Step 4: Track progress, refine instruction.

The value of goal-setting becomes particularly apparent when educators track progress towards these goals and can then make adjustments to stay on track. In the classroom, tracking goals means monitoring student performance through some sort of assessment. Quality authentic formative assessments play a pivotal role in tracking student progress.

Step 5: Review results and score in consultation with your supervisor

At the end of the school year, teachers will compile the results of the assessment(s) used for SGOs and your supervisor will use them to formulate an SGO score.

Frequently Asked Questions

Should Health and Physical Education teachers be using pre- and post- physical fitness assessment results as evidence of student learning and a demonstration of teacher effectiveness?

Health and Physical Education teachers' effectiveness at teaching students the cognitive knowledge and performance concepts of fitness education in alignment with the NJCCCS for Comprehensive Health and Education cannot be appropriately measured by a pre- and post-fitness assessment.

As stated in position papers presented by several national and state associations, using student pre- and post- fitness assessment results as a measure of teacher effectiveness is inappropriate. <http://www.shapeamerica.org/advocacy/positionstatements/pe/loader.cfm?csModule=security/gtfile&pageid=4649>
http://www.njahperd.org/new/images/cmspdfs/fitnessgram_teacher_evaluation.pdf

However, fitness assessments can be excellent instructional tools when appropriately used within a wellness or fitness education unit.

Are cognitive assessment results evidence of student learning and growth in Physical Education and a demonstration of teacher effectiveness?

If the cognitive assessments are measuring the specific content knowledge of a lesson or a unit from start to finish, then the results will show what the students know. Properly designed questions or materials that allow students to demonstrate their depth of knowledge in an authentic and realistic manner perform best.

<http://www.state.nj.us/education/modelcurriculum/peh/>

Should pre and post movement and motor skill assessment results be used as evidence of student learning in Physical Education and as a demonstration of teacher effectiveness?

Movement and motor skills are the foundation of standards-based curricular Physical Education instruction. Therefore, it is appropriate to assess these skills in an authentic manner. Assessment should occur after meaningful, purposeful, and ample instructional time has been given to the students. Students should be able to demonstrate their skills and knowledge in both performance-based and cognitive assessments. Teachers may choose to use checklists or video technology along with rubrics to measure their students' results and growth.

<http://www.state.nj.us/education/modelcurriculum/peh/>

Resources

Achieve NJ

<http://www.state.nj.us/education/AchieveNJ/>

<http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>

NJ DOE Model Curriculum and Assessments

<http://www.state.nj.us/education/modelcurriculum/>

<http://www.state.nj.us/education/sca/ppt/gears/ShiftingGearsHealthPE.pdf>

NJAHPERD

<http://www.njahperd.org/>

<http://www.njahperd.org/new/index.php/sgos-achieve>

SHAPE America

<http://www.shapeamerica.org/standards/guidelines/peguidelines.cfm>