Math, Pre-K
Overview

The teacher who wrote this Student Growth Objective (SGO) teaches Pre-K in a general education classroom at a traditional public school. She uses Teaching Strategies GOLD to assess several components of her students' development through a portfolio-based approach. For this SGO, she measures her student's progress on the four math standards required for this age group.

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		Pre-K	Mathematics	20/20	Oct 15 – May 1

The teacher includes a good portion of the school year and all of her students. She begins instruction in the identified standards by October 15, prior to the October 31 deadline for SGO approval by her supervisor. This allows her time to collect rich information on the starting points of her students that is called for by this portfolio approach.

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.

NEW JERSEY PRESCHOOL TEACHING AND LEARNING STANDARDS
Mathematics
* Standard 4.1: Children begin to develop an understanding of numbers and counting.
* Standard 4.2: Children demonstrate an initial understanding of numerical operations.
* Standard 4.3: Children begin to conceptualize measurable attributes of objects.
* Standard 4.4: Children develop spatial and geometric sense.

Documentation will be collected through anecdotal notes, photographs, recordings, and work samples throughout the year. The documentation will be uploaded onto the Teaching Strategies GOLD (TSG) online assessment system checklist. The TSG objectives that correspond to the CCSS math standards above are 20, 21, 22, and 23. Students can be rated as "not yet" or on a scale of 1-9.
All four standards are critical foundations for future mathematical understanding.

This SGO includes all the standards for pre-K math and is thereby a good representation of important work of the pre-K teacher. Combined with an SGO that addresses another developmental domain of her students, her supervisor has access to a good measure of how well the teacher impacts the learning and growth of her students. The teacher provides a brief explanation of how she will use the assessment. This is useful information for an evaluator who may not be familiar with this assessment. Attaching a sample of the artifacts and scoring charts she uses will be useful for the teacher and her supervisor when they sit down to discuss the SGO before the submission deadline. The teacher clearly states the Common Core State Standards that will be covered and includes a brief rationale. She may expand on this rationale for each standard.

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.

Diagnostic assessments (anecdotal notes, photographs, matrices, and work samples) from the first 6-8 weeks of school were compiled and uploaded onto the Teaching Strategies GOLD online assessment system. Students were placed in one of the following categories for each of the four math standards. Students starting scores were documented.
Developing (not yet-2) – 3 students
In-progress (3-4) – 6 students
Proficient (5-6) – 9 students
Exceeding (7-9) – 2 students

The teacher takes advantage of the information she gathers about her students during the first few weeks of the school year to determine their starting points. The multiple notes, photographs, matrices and work samples she collects constitute valuable multiple measures of the students' current levels in math.

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 students will advance three levels or more, or score 9, on 3/4 objectives measured according to the Teaching Strategies GOLD assessment.

The teacher has chosen to set targets for her students based on expected growth from a well-defined starting point. This makes sense when using a sophisticated portfolio system that measures increases in a set of skills over time. Her expectation is that all her students will improve by a particular amount on a majority of the standards (or objectives) she is teaching. The teacher should explain why growth of 3 levels on an objective is ambitious and achievable for all students.

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 Percentage of Students Achieving Target Score			
	Exceptional	Full	Partial	Insufficient
Increase at least 3 levels or score 9 on 3/4 objectives	At least 90%	At least 80%	At least 65%	Less than 65%

Each student has his or her own learning target and the teacher will receive a rating based on how many students meet their target. Because the teacher has only 20 students, she may want to convert the % of students to numbers for ease of tracking and calculating a final score.

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.

Students at Target Score	Teacher SGO Score	Total Teacher SGO Score

The scoring section of the form has been simplified to record success as measured by attainment of individual learning targets rather than by using a tiered approach.

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 _____