

SAMPLE SGG FORMATS - Criterion 6 WHOLE CLASS

<p>8th grade ELA: 5th period. School wide writing assessment, argumentative writing rubric (4 point scale) Baseline data: Sept 14, 2012</p> <table border="0"> <tr> <td>Level 1</td> <td>26%</td> <td>8 students</td> </tr> <tr> <td>Level 2</td> <td>53%</td> <td>16 students</td> </tr> <tr> <td>Level 3</td> <td>20%</td> <td>6 students</td> </tr> <tr> <td>Level 4</td> <td>0%</td> <td></td> </tr> </table> <p>By May, 2013, 100% of students will make measurable progress in argumentative writing. Each student will improve by at least one performance level. 80% will score a 3 or better.</p>	Level 1	26%	8 students	Level 2	53%	16 students	Level 3	20%	6 students	Level 4	0%		<p>7th grade World History; 84 students Timeframe: 12 weeks Assessment: End of Course Exam Baseline: 100% of the students scored a "1" on the district 7th grade world history pretest. Expected Student Growth: 80% of the students will score a "3" or better on the district 7th grade history posttest.</p>
Level 1	26%	8 students											
Level 2	53%	16 students											
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Level 4	0%												
<p>Between September and May, students will improve their ability to provide text-based evidence to support inference, prediction and opinion. 80% of the class will improve at least one level in each of the three skills, as measured by the district's rubric.</p>													
<p>During this school year, 100% of my students will improve in analyzing primary and secondary source documents. Each student will increase his/her ability to analyze documents by at least one level on the rating rubric. At least 75% of students will score at "proficient" or above.</p>													
<p>My 5th period class will analyze how several ancient civilizations were shaped by internal and external forces, including geography, religion, government, economics and language. As measured by a six-point rubric developed by the district (pre/post), all of my students will improve at least 2 points and at least 75% will demonstrate proficiency (4 points).</p>													
<p>During the first semester, my students will improve their ability to use scientific inquiry processes. Each student will improve by one or more levels on the district science assessment rubric in the areas of developing hypotheses, investigative design, and data analysis.</p>													
<p>During the school year, all my students will improve their fine motor skills in the areas of dressing and preparing food, as assessed by a classroom performance assessment of fine motor skills and dexterity. Each student will improve his or her ability by one or more levels on the rubric.</p>													
<ul style="list-style-type: none"> • GOAL: All third graders will learn to read and write notes on the treble staff, as measured by a 5-point scale on the district-developed assessment. • BASELINE: No students met or nearly met expectations on the pretest (score of 4 or 5). 80 % of the 32 students earned a 2 and 20% earned a 1. 													

- TARGET: By May 1, 80% of the students will earn at least a 4(Meets Expectations) and all students will score at least a 3 (Nearly Meets Expectations).

By June, 2012, the gap between the percentage of my ELL students and non-ELL students reaching proficiency on the DRA will decrease by 7 percentage points (currently 19%), while both groups will increase their overall performance by _____.

I will focus on the four non-readers in my class. XXXX All of the targeted students will achieve partial mastery and at least one will achieve mastery. I believe this is an appropriate goal because..."

As of April 15, every student in Theater 1 will demonstrate at least one level of growth in skills specific to one of the following: backstage work, set design, lighting design, acting or directing, as measured by teacher-created rubrics. Baseline will be measures during an in-class production in November and at the spring production.

SAMPLE SGG FORMATS - Criterion 3 SUBGROUP OF STUDENTS

I have 7 ELL students scoring below benchmark on the Writing performance task pre-assessment (October 2). By the end of April, these students will improve their score by a minimum of 2 points on a 12 point scale.

My class is learning to write arguments to support claims from text using clear reasoning and relevant evidence. I have chosen to focus on six ELL students who scored below benchmark for Argumentation. At least five of the identified students will make a minimum of 2 points growth from September to April.

Currently, 2 of 19 ELL in my class can identify the central idea in a Grade 6 nonfiction text. By May 1, at least 17 of 19 students will master CCS RI.6.2 (determine central idea from text details) as measured by a school-created test and scoring rubric.