Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

**SGO Guidelines**

Please use the following to develop your SGO:

1. My SGO is aligned to standards in my content area and the CCSS.
2. My SGO is based on relevant data.

Data source(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Standards/Students in need improvement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. My SGO includes reasonably ambitious targets in relation to the students’ baseline.

|  |  |  |
| --- | --- | --- |
| **Preparedness** | **Baseline** | **Target** |
| High |  |  |
| Medium |  |  |
| Low |  |  |

1. My assessment measures student learning in “PARCC-like” ways:
	1. level of cognitive demand
	2. demonstration of learning
	3. format
2. The assessment I used to establish my baseline ***does not*** measure content knowledge and/or skills students have not yet been taught.
3. My SGO and assessment reflect the shifts in the CCSS as related to my content area.

English language Arts (check all that apply)

\_\_\_\_ Building knowledge through content-rich nonfiction.

\_\_\_\_ Reading, writing and speaking grounded in evidence from text.

\_\_\_\_ Regular practice with complex text and academic language.

Mathematics (check all that apply)

\_\_\_\_ Focus where the standards focus.

\_\_\_\_ Coherence – Think across grades and link to major topics.

\_\_\_\_ Rigor – developing conceptual understanding, procedural skill and fluency, application

1. I intend to use the following research-based strategies to achieve my SGO:

|  |  |  |
| --- | --- | --- |
|  |  Strategies |  Examples (specify if possible) |
|  | Formative assessment |  |
|  | Modeling |  |
|  | Exemplars |  |
|  | Timely and specific feedback |  |
|  | Frequent checks for understanding |  |
|  | Opportunities for revision |  |
|  |  |  |