

AchieveNJ: Student Growth Objective Quick Start Guide

The following summarized steps of the SGO process are explained in full in the [SGO 2.1 Guidebook](#).

Before beginning:

- Review the broad *guidance* on developing quality SGOs bulleted below:
 - Design or choose **assessments** that yield accurate and consistent data.
 - Determine **starting points** using multiple data sources.
 - **Differentiate learning targets** for groups (or individual) students depending on their starting points.
 - **Integrate** SGOs into the typical cycle of teaching and learning.
 - **Collaborate** with colleagues and administrators to improve the value and quality of SGOs.
 - **Innovate** within the broad *requirements* to develop SGOs that are more accurate measures of teaching effectiveness and authentic measures of student learning.
- Review the [AchieveNJ SGO Web Page](#) for the most up-to-date materials and resources.

Step 1: Choose or develop a quality assessment aligned to New Jersey academic standards.

- Utilize collaborative team time to do as much of the following as possible:
 - Develop high-quality department-wide/grade-level assessments,
 - Agree to the types of information that will count for student starting points.
- Select and prioritize the standards you will be teaching during the SGO instructional period (including a significant proportion of the appropriate standards and students). Choose an assessment method appropriate to your content area and grade level that is:
 - Aligned to standards;
 - Aligned with the rigor of the standards, content, and instruction of the course;
 - Free of bias;
 - Precisely measuring of a student's knowledge and skills; and
 - Administered and scored accurately and consistently.
- Use the [Assessment Design modules](#) to guide you through the process of developing an assessment.
- Review the SGO Quality Rating Rubric ([PDF](#) | [Word](#)).

Resources: [Assessment Design modules' Blueprint](#), [SGO 2.1 Presentation](#)

Step 2: Determine students' starting points.

- Determine how to employ useful data for determining the starting points of your students.
- Choose two, three, or more sources of information to get a rough sense of how prepared your students are to learn the information you will be teaching to the level you expect them to learn it.
- If using a diagnostic pre-assessment, make sure it will be:
 - Used **in conjunction with other** starting point information;
 - Evaluating improvement in a **set of skills**;
 - **High-quality** and **vertically aligned**; and
 - **Normally used** for instructional purposes.
- Group your students according to their starting points, or use individual targets, if practical.

Resources: [SGO 2.1 Presentation](#)

Step 3: Set ambitious and achievable SGOs with the approval of the principal/supervisor.

- Develop SGOs in collaboration with your supervisor to enhance their value to you and your students.
 - Using knowledge of the students, standards, and SGO assessment, agree upon a vision for student mastery of the standards you have selected for your SGO.
- When setting goals, differentiate students based on their starting points.
- Set learning goals that are ambitious and achievable for all students.
 - When completing a scoring plan, make sure it reflects the realities of your classroom.
- Complete the **SGO Form** ([PDF](#) | [Word](#)), consulting with your supervisor to discuss your assessment(s), SGOs, and scoring plans.

Resources: [SGO 2.1 Presentation](#), [Assessing and Adjusting SGOs](#), [Evaluating SGO Quality Presentation](#)

Step 4: Track progress, refine instruction.

- Integrate SGOs into the typical cycle of teaching and learning.
 - Collaborative teams can help improve the process.
- Set a variety of long and short term assessments need to monitor progress.
 - Use **long-cycle monitoring** checkpoints to assess learning using unit assessments that cover all the standards taught during a specific timeframe within the SGO period.
 - Use **short-cycle monitoring** within longer cycles using a wider variety of assessment techniques.
- Meet with supervisor at the recommended mid-year check-in to discuss progress.

Resources: [Mid-course Check-in](#), [SGO 2.1 Presentation](#), [Assessing and Adjusting SGOs](#), [Evaluating SGO Quality Presentation](#)

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

- Collect information about student learning from the SGO assessment and calculate your SGO score according to the approved scoring plan.
- Consult with your supervisor to share the information and discuss your final score.
- Discuss lessons learned with your supervisor and steps for setting SGOs in the following year.

Resources:

Administering and Scoring SGO Assessments ([Word](#) | [PDF](#))

SGO Scoring Checkpoints and Considerations ([Word](#) | [PDF](#))

SGO Scoring Checklist ([Word](#) | [PDF](#))

Optional Annual Conference Forms ([mSGP teacher/non-mSGP teacher](#))

Getting a Head Start

Because you must develop your SGOs and have them approved by October 31, starting the SGO process as early as possible is beneficial. This will give you time to identify or create assessments on which you might set objectives or gather baseline information at the beginning of the year. The chart below depicts a suggested timeframe for various parts of the SGO process.

Time Window	Component of SGO Process
April – September	Choose or develop assessments
September – October	Determine starting points and set learning goals
October 31	Deadline for having SGO approved by supervisor
October – May	Track goals and refine instruction
January – February	Optional mid-year check in with supervisor
May – June	Review results, evaluator scores SGO

For More Information

- Access the full SGO 2.1 Guidebook at <http://www.nj.gov/education/AchieveNJ/teacher/15-16SGOGuidebook.pdf>.
- View individual SGO forms at <http://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>.
- Visit the AchieveNJ website at www.nj.gov/education/AchieveNJ.
- E-mail educatorevaluation@doe.state.nj.us, or call the AchieveNJ Help Line at 609-777-3788.