|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Excellent** | **Good** | **Fair** | **Inadequate** |  |
| **RATIONALE FOR SGO/STANDARDS CHOSEN** |
| Includes **all or most** standards for which the teacher is responsible during the instructional period.[[1]](#footnote-1) | Includes **at least half of** the standards for which the teacher is responsible during the instructional period. | Includes **some of the standards** for which the teacher is responsible during the instructional period. | **Includes** few of **the standards for which the teacher is responsible during the instructional period.** | [SGO Guidebook](http://www.state.nj.us/education/AchieveNJ/teacher/15-16SGOGuidebook.pdf)[Effective Assessments Module](file:///C%3A%5CUsers%5Cpmazzaga%5CAppData%5CLocal%5CTemp%5CTemp1_SGO%20folder%20for%20Aiste.zip%5CSGO%20folder%20for%20Aiste%5Ceffective%20assessments%20module%5C3%20Hour%20Effective%20Assessments%20Final%20Deck%20June%2027.pptx)[Assessment Design Modules](http://www.csai-online.org/spotlight/assessment-design-toolkit)[SGO Exemplars](http://www.state.nj.us/education/AchieveNJ/teacher/exemplars.shtml) |
| Articulates how the **majority of selected standards** are criticalto enduring understanding of the subject area, success in future classes, and readiness in college, career, and life. | Articulates how some selected standards are **critical to enduring understanding of the subject area, success in future classes, and readiness in college, career, and life.** | **Articulates how** **some** **selected standards** lead to future success. | Does not **justify how the standards chosen lead to future success** or does so poorly. | [SGO Guidebook](http://www.state.nj.us/education/AchieveNJ/teacher/15-16SGOGuidebook.pdf)[SGO 2.1 Presentation](http://www.state.nj.us/education/AchieveNJ/teacher/SGO21SummerTrainingPresentation.pdf)[Assessment Design Modules](http://www.csai-online.org/spotlight/assessment-design-toolkit)[SGO Exemplars](http://www.state.nj.us/education/AchieveNJ/teacher/exemplars.shtml) |
| **ASSESSMENTS** |
| Aligns **all items[[2]](#footnote-2)**to the chosen standards taught during the SGO period. **All** critical standards[[3]](#footnote-3) have multiple items. | Aligns **most** **items** to the chosen standards taught during the SGO period. **Most** critical standards have multiple items. | Aligns**some items**to the chosen standards **taught during the SGO period. Some** critical standards have **multiple items.** | **Aligns** few or no **items to the chosen standards. Critical standards** are not **identified** **and have few items.** | [SGO Guidebook](http://www.state.nj.us/education/AchieveNJ/teacher/15-16SGOGuidebook.pdf)[SGO 2.1 Presentation](http://www.state.nj.us/education/AchieveNJ/teacher/SGO21SummerTrainingPresentation.pdf) |
| Range of rigor **accurately** reflects rigor of instruction, content, and skills of course. | Range of rigor **mostly** reflects rigor of instruction, content, and skills of course. | Range of rigor **somewhat** reflects rigor of instruction, content, and skills of course. | **Range of rigor** does not **reflect rigor of instruction, content, and skills of course.** | [SGO Guidebook](http://www.state.nj.us/education/AchieveNJ/teacher/15-16SGOGuidebook.pdf)[SGO 2.1 Presentation](http://www.state.nj.us/education/AchieveNJ/teacher/SGO21SummerTrainingPresentation.pdf)[Assessment Design Modules](http://www.csai-online.org/spotlight/assessment-design-toolkit) |
| **Highly accessible** to all students regardless of background knowledge, cultural differences, or special needs. | **Mostly accessible** to all students regardless of background knowledge, cultural differences, or special needs. | **Somewhat accessible** to all students regardless of background knowledge, cultural differences, or special needs. | **Disadvantages certain students** because of **background knowledge, cultural differences,** or **special needs**. | [SGO Guidebook](http://www.state.nj.us/education/AchieveNJ/teacher/15-16SGOGuidebook.pdf)[SGO 2.1 Presentation](http://www.state.nj.us/education/AchieveNJ/teacher/SGO21SummerTrainingPresentation.pdf)[Assessment Design Modules](http://www.csai-online.org/spotlight/assessment-design-toolkit) |
| Assessment design is **consistently** high quality. Includes rubrics, scoring guides, and/or answer keys for all items, **all** **of which** are accurate, clear, and thorough.  | Assessment design is **mostly** high quality. Includes rubrics, scoring guides, and/or answer keys for **all items**, **most** **of** **which** are accurate, clear, and thorough. | Assessment design is of **moderate** quality**. Includes rubrics, scoring guides, and/or answer keys for some items, most of which are accurate, clear, and thorough.** | **Assessment design is of low quality in virtually all aspects of design.** | [SGO Exemplars](http://www.state.nj.us/education/AchieveNJ/teacher/exemplars.shtml)[Effective Assessment Module](file:///C%3A%5CUsers%5Cpmazzaga%5CAppData%5CLocal%5CTemp%5CTemp1_SGO%20folder%20for%20Aiste.zip%5CSGO%20folder%20for%20Aiste%5Ceffective%20assessments%20module%5C3%20Hour%20Effective%20Assessments%20Final%20Deck%20June%2027.pptx)[Assessment Design Modules](http://www.csai-online.org/spotlight/assessment-design-toolkit) |
| Teachers of the same subject matter /grade level **use a common summative assessment[[4]](#footnote-4)** | Teachers of the same subject matter/grade level’s summative assessments **are similar but not the same.** | Teachers of the same subject matter/grade level’s **summative assessments of the same standards are different.** | **Teachers of the same subject matter/grade level assess different standards in different ways.** | [Effective Assessment Module](file:///C%3A%5CUsers%5Cpmazzaga%5CAppData%5CLocal%5CTemp%5CTemp1_SGO%20folder%20for%20Aiste.zip%5CSGO%20folder%20for%20Aiste%5Ceffective%20assessments%20module%5C3%20Hour%20Effective%20Assessments%20Final%20Deck%20June%2027.pptx)[Collaborative Teams Toolkit](http://www.state.nj.us/education/AchieveNJ/teams/)[SGO 2.1 Presentation](http://www.state.nj.us/education/AchieveNJ/teacher/SGO21SummerTrainingPresentation.pdf)[SGO Guidebook](http://www.state.nj.us/education/AchieveNJ/teacher/15-16SGOGuidebook.pdf) |
| **Excellent** | **Good** | **Fair** | **Inadequate** | **Resources** |
| **COLLABORATION** |
| **Most, or all,** key decisions[[5]](#footnote-5) were made collaboratively between teachers (and/or teachers and administrators).  | **Many** key decisions were made collaboratively between teachers (and/or teachers and administrators). | **Some** key decisions were made collaboratively between teachers (and/or teachers and administrators. | Few or no **key decisions are made collaboratively by teachers (and/or teachers and administrators).** | [SGO Guidebook](http://www.state.nj.us/education/AchieveNJ/teacher/15-16SGOGuidebook.pdf)[SGO 2.1 Presentation](http://www.state.nj.us/education/AchieveNJ/teacher/SGO21SummerTrainingPresentation.pdf)[Collaborative Teams Toolkit](http://www.state.nj.us/education/AchieveNJ/teams/)[SGO Integration Tool](file:///C%3A%5CUsers%5Cpmazzaga%5CDesktop%5CSGO%20Work%5CSGO%20folder%20for%20Aiste%5CThe%20SGO%20Integration%20Tool.pdf)[Mid Course Check In](http://www.nj.gov/education/AchieveNJ/teacher/forms/SGO4-1.pdf) |
| **TRACKING PROGRESS AND REFINING INSTRUCTION** |
| Standards are assessed in a way that growth is logically measured and is regularly monitored **with instruction adjusted accordingly** throughout the school year. | Standards are assessed in a way that growth is logically measured and **is regularly monitored** throughout the school year. | Standards are assessed in a way that **growth is logically measured logically** throughout the school year. | Standards are assessed in a way that growth cannot be measured or monitored until the summative assessment is given. | [SGO Guidebook](http://www.state.nj.us/education/AchieveNJ/teacher/15-16SGOGuidebook.pdf)[SGO 2.1 Presentation](http://www.state.nj.us/education/AchieveNJ/teacher/SGO21SummerTrainingPresentation.pdf)[Collaborative Teams Toolkit](http://www.state.nj.us/education/AchieveNJ/teams/)[SGO Integration Tool](file:///C%3A%5CUsers%5Cpmazzaga%5CDesktop%5CSGO%20Work%5CSGO%20folder%20for%20Aiste%5CThe%20SGO%20Integration%20Tool.pdf)[Effective Assessments Module](file:///C%3A%5CUsers%5Cpmazzaga%5CDesktop%5CSGO%20Work%5CSGO%20folder%20for%20Aiste%5C3%20Hour%20Effective%20Assessments%20Final%20Deck%20June%2027.pptx)[Data-Driven Decisions Module](file:///C%3A%5CUsers%5Cpmazzaga%5CDesktop%5CSGO%20Work%5CSGO%20folder%20for%20Aiste%5CUsing%20Assessment%20Data%20to%20Drive%20Instruction%20Final%20June%202016.pptx)[Assessing and Adjusting SGOs](http://www.nj.gov/education/AchieveNJ/teacher/AssessingandAdjustingSGOs.pdf) |
| Common assessments are used as checkpoints in measuring growth.[[6]](#footnote-6) | Common assessments are used in measuring growth**.** | Common assessments are **rarely used** in measuring growth**.** | **Commons assessments** are not in use in measuring growth.  | [Collaborative Teams Toolkit](http://www.state.nj.us/education/AchieveNJ/teams/)[Effective Assessments Module](file:///C%3A%5CUsers%5Cpmazzaga%5CDesktop%5CSGO%20Work%5CSGO%20folder%20for%20Aiste%5C3%20Hour%20Effective%20Assessments%20Final%20Deck%20June%2027.pptx)[Data-Driven Decisions Module](file:///C%3A%5CUsers%5Cpmazzaga%5CDesktop%5CSGO%20Work%5CSGO%20folder%20for%20Aiste%5CUsing%20Assessment%20Data%20to%20Drive%20Instruction%20Final%20June%202016.pptx) |
| **STARTING POINTS/SCORING PLAN** |
| Multiple, **high quality** measures of baseline data are used to determine student starting points. | **Multiple** measures of baseline data, the **quality of which may vary,** are used to determine student starting points. | A single measure of **high quality** is used to determine student starting points.  | **A single measure** of low quality **is used to** **determine student starting points.**  | [SGO Guidebook](http://www.state.nj.us/education/AchieveNJ/teacher/15-16SGOGuidebook.pdf)[SGO Exemplars](http://www.state.nj.us/education/AchieveNJ/teacher/exemplars.shtml)[SGO Excel Scoring and Tracking Workbook](http://www.state.nj.us/education/AchieveNJ/teacher/tracking/) |
| Student learning targets are differentiated to be ambitious and achievable for **all or nearly all students.** | Student learning targets are differentiated to be ambitious and achievable for a **majority of students.** | Student learning targets **are differentiated to be ambitious and achievable** **for some students.** | **Student learning targets** are not differentiated or are set too low. | [SGO Guidebook](http://www.state.nj.us/education/AchieveNJ/teacher/15-16SGOGuidebook.pdf)[SGO Exemplars](http://www.state.nj.us/education/AchieveNJ/teacher/exemplars.shtml)[SGO Excel Scoring and Tracking Workbook](http://www.state.nj.us/education/AchieveNJ/teacher/tracking/) |
| “Full attainment” **accurately reflects** a teacher’s ***considerable*** impact on student learning. . “Exceptional attainment” **clearly exceeds the objective set.** | “Full attainment” **somewhat reflects** a teacher’s impact on student learning**.** “Exceptional attainment” **of the SGO does little to reflect the teacher’s impact on student learning.**  | “Full attainment” **loosely** **reflects a** teacher’s impact on student learning. **“Exceptional” was easily attained by a less than ambitious scoring plan.**  | **“Full attainment”** is too low or too high to accurately **represent a teacher’s *considerable* impact on student learning**. | [SGO Guidebook](http://www.state.nj.us/education/AchieveNJ/teacher/15-16SGOGuidebook.pdf)[SGO Exemplars](http://www.state.nj.us/education/AchieveNJ/teacher/exemplars.shtml)[SGO Excel Scoring and Tracking Workbook](http://www.state.nj.us/education/AchieveNJ/teacher/tracking/)[Assessing and Adjusting SGOs](http://www.nj.gov/education/AchieveNJ/teacher/AssessingandAdjustingSGOs.pdf) |
| Scoring range is **justified by analysis** of baseline data and the rigor of the assessment | Scoring range is **implied** by presented baseline data and the rigor of the assessment.  | Scoring range is **somewhat** reflected by baseline data and the rigor of the assessment. | **Scoring range is not reflected by baseline data and the rigor of the assessment.** | [SGO Guidebook](http://www.state.nj.us/education/AchieveNJ/teacher/15-16SGOGuidebook.pdf)[SGO Exemplars](http://www.state.nj.us/education/AchieveNJ/teacher/exemplars.shtml)[SGO Excel Scoring and Tracking Workbook](http://www.state.nj.us/education/AchieveNJ/teacher/tracking/) |

1. For teachers in tested subjects and grades, their mSGP rating includes a significant number of standards and students. Therefore, their SGOs may address a more targeted student group, content area or set of skills. SGOs may be designed to reinforce standards measured on PARCC or address subjects not included in the state test. [↑](#footnote-ref-1)
2. Items: Performance-based or portfolio tasks, or questions on an assessment that measure learning. [↑](#footnote-ref-2)
3. Critical standards: Those that lead to enduring understanding and/or future success in school/college/career/life. [↑](#footnote-ref-3)
4. In cases of teachers who teach the only course of a particular type that is offered, this component can be used to assess general collaboration within a department or team. [↑](#footnote-ref-4)
5. Key Decisions: Those that surround assessment development, baseline measures, data-driven instruction, scoring plan parameters, etc. Key decisions should follow the guidance offered in the SGO Integration Tool. [↑](#footnote-ref-5)
6. See footnote 4. [↑](#footnote-ref-6)