

## SGM Checklist for KPBSD Educators

### Dates for Conferences and Timeline of SGM:

- Calibration conference occurs during the first three weeks of the target course.
- Mid-course check in will occur during the middle three weeks of the target course.
- End-of-course conference data will occur during the last three weeks of the target course, or within two weeks of being able to receive the relevant SGM data.
- Duration of the SGM matches the length of the course (e.g., quarter, semester, year).

### Group Demographics:

- Describes the student population and considers any contextual factors that may impact student growth.
- Identifies the class or subgroup of students covered by the SGM
- If subgroups are excluded, explain which students, why they are excluded, and if they are covered in another SGM.
- All students in the class have a growth target in at least one SGM.

### Assessment(s) and Data Used (in priority order, according to DEED guidance):

- Data from the state mandated assessment is used in a map, when available and relevant.
- Data from the district mandated assessment is used in a map, when available and relevant.
- Other assessments have scoring guides and have been created by teams of educators or by publishers of adopted teaching materials, when available and relevant.
- Teacher created assessments used are based on AK Standards and contain a detailed scoring rubric that could allow another educator to score the student work or performance and achieve similar scoring results.

### Baseline Data:

- Identifies sources of information about students (e.g. , test scores from prior years, results of pre-assessments.)
- Summarizes the teacher’s analysis of the baseline data by identifying student strengths and weaknesses.

### Student Growth Statement:

- Represents priority standards, content, or essential elements during the interval of instruction.
- Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended.
- Measures contain sufficient “stretch” so that all students may demonstrate learning, or a supplemental assessment is identified to cover all ability levels in the course.
- Follows the guidelines for appropriate assessments.
- Uses baseline or pretest data to determine appropriate growth.
- Draws on trend data, if available.
- Sets developmentally appropriate targets.
- Contains tiered targets when appropriate so that all students may demonstrate growth.
- Sets ambitious yet attainable targets.
- Demonstrates teacher knowledge of students and content.
- Explains why target is appropriate for the population.
- Uses data to identify student needs and determine appropriate growth targets.
- Explains how targets align with broader school and district goals.