Tashkent State University of Economics

Household finance

Lecture 10: Portfolio allocation over the life-cycle.

Lecturer: professor Otabek Karshiev

Requirements for Student Achievement Measures

TEACHNJ Act

The standards for approval of educator evaluation rubrics at a minimum shall include:

- a provision ensuring that performance measures used in the rubric are **linked to student achievement**.

- A **Student Growth Objective** is an **academic goal** that teachers and evaluators set for groups of students.
- It shall **be specific** and **measurable**, based on **available student learning data**, **aligned** to Core Curriculum Content **Standards** (or other standards adopted or endorsed by the State Board), and based on **growth** and/or **achievement**.

The Value of SGOs

For Educators

SGOs provide a method by which teachers can **improve their practice** through high quality goal setting while clearly **demonstrating their effectiveness** through the learning exhibited by the students for whom they are responsible.

For Evaluators

SGOs provide an **authentic measure** of teacher effectiveness that is aligned to the learning exhibited by students through an educator's **daily practice of teaching.**

For Students

When well-designed, SGOs promote **reflective** and **collaborative** teaching practices, **alignment** among standards, instruction and assessment, and **improve student learning**.

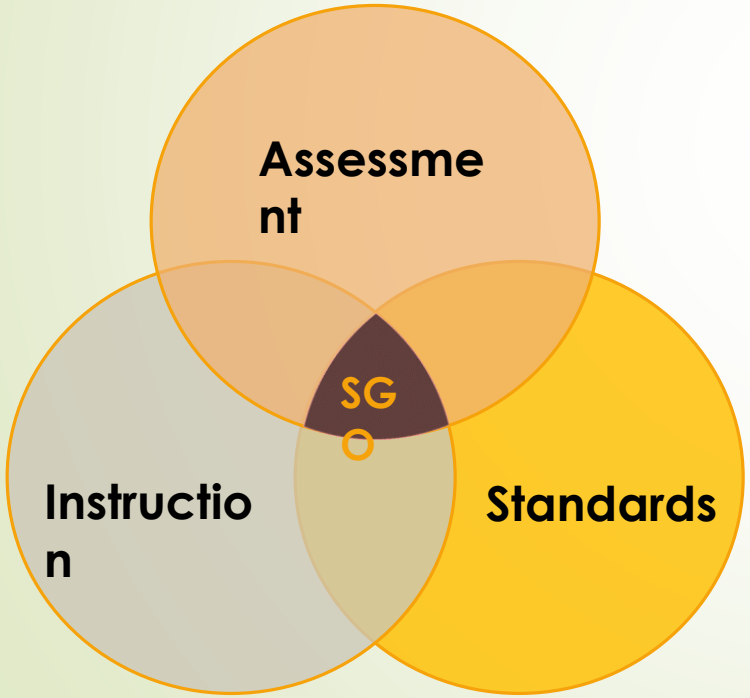
What SGOs Are, and What They Are Not

#1

Misconception	Reality
SGOs need to be a significant addition to the work of a teacher.	SGOs should be a reflection of what effective teachers typically do.

SGOs should be a reflection of what educators typically do

Three of a Teacher's Circles of Concern



SGO Quality Rubric - excerpt

Number of students in *combined* SGOs **represents all or a large majority** of the teacher's students.
Includes start and stop dates that include a **significant proportion of** the school year/course length.
Includes a **significant proportion** of standards for which the teacher is responsible during the instructional period.

General and Specific SGOs

General	Specific
• Captures a signi… the students and ke… given course or subject…	…articular subgroup of …d/or specific content or
Most teachers will be …etti… t… of SGO	…her's whose general SGO …cludes all of their students, … receive an SGP

2017-18 SGO Form

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		9	Physics I	55/55	October-April

Significant proportion of students, standards and courses

Rationale for Student Growth Objective

Name the content standards covered, state the rationale for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/college/career? Name and briefly describe the format of the assessment method.

Standards

NJCCCS physical science 5.2.12 C, D and E

NJCCCS science practices 5.1.12 A-D

Impact of Standards

- This SGO includes all of the NJCCCS related to physics creating a foundation important for students who will take AP and/or college-level physics and is **fundamental to many careers** including architecture, mechanics, engineering, medicine.
- The SGO also includes all of the science practice standards, standards **crucial in helping student become scientific thinkers**. This mindset is **valuable for making decisions** when a large amount of information is available and must be analyzed for value and accuracy. It is **critical in most academic disciplines.**

Assessment

Physics department's common assessment administered at the end of the 3rd marking period

Written: 60 multiple choice (4 choice), 5 short response questions,

Practical: Students design a simple apparatus, take measurements and

High quality test normally administered at this time

2014-15 SGO Form

What SGOs Are, and What They Are Not

#2

Misconception	Reality
SGOs are an administrator-driven compliance exercise	SGOs are driven by teachers, supported by administrators, and centered on student learning

SGOs are driven by teachers, supported by administrators, and

Administrator-supported

Provide a supportive and collaborative environment

Assess quality and provide approval and final

Teacher-driven

Identify critical standards and develop assessments

Use appropriate data to set ambitious and achievable targets

Monitor performance and adjust instruction as needed

Student-centered

What should my students learn by when?

How will I ensure they learn it?

How will I know they have learned it?

Part 2

Develop a foundational understanding of how to develop and choose high quality assessments.

Turn and Talk

What is the relationship between assessment quality and SGO quality?

SGO Quality

depends upon

Assessment Quality

Poorly designed assessments do not accurately measure student knowledge and learning.

If SGOs are based on low-quality assessments, then the SGO process cannot yield accurate or meaningful results.

If SGOs do not yield accurate or meaningful results, they will fail to **promote good instruction** and **improve student learning.**

Types of Assessments for SGOs

Teachers may use but are not limited to:

- Portfolios
- Performance Assessments
- Benchmark Assessments
- Finals (modified as needed)
- Program-based Assessments
- Standardized Tests, e.g. AP

Whether locally-developed or commercial, multiple choice or rubric-based, assessments should follow the rules of good assessment design.

What Does Good Assessment Look Like?

Purpose

Elements of Assessment Design

Note: The elements of assessment design have been updated for the 2015-16 school year. When accessing information about the elements of assessment design please consult the SGO 2.1 Presentation.

Note Taking Handout

Elements of Assessment Design

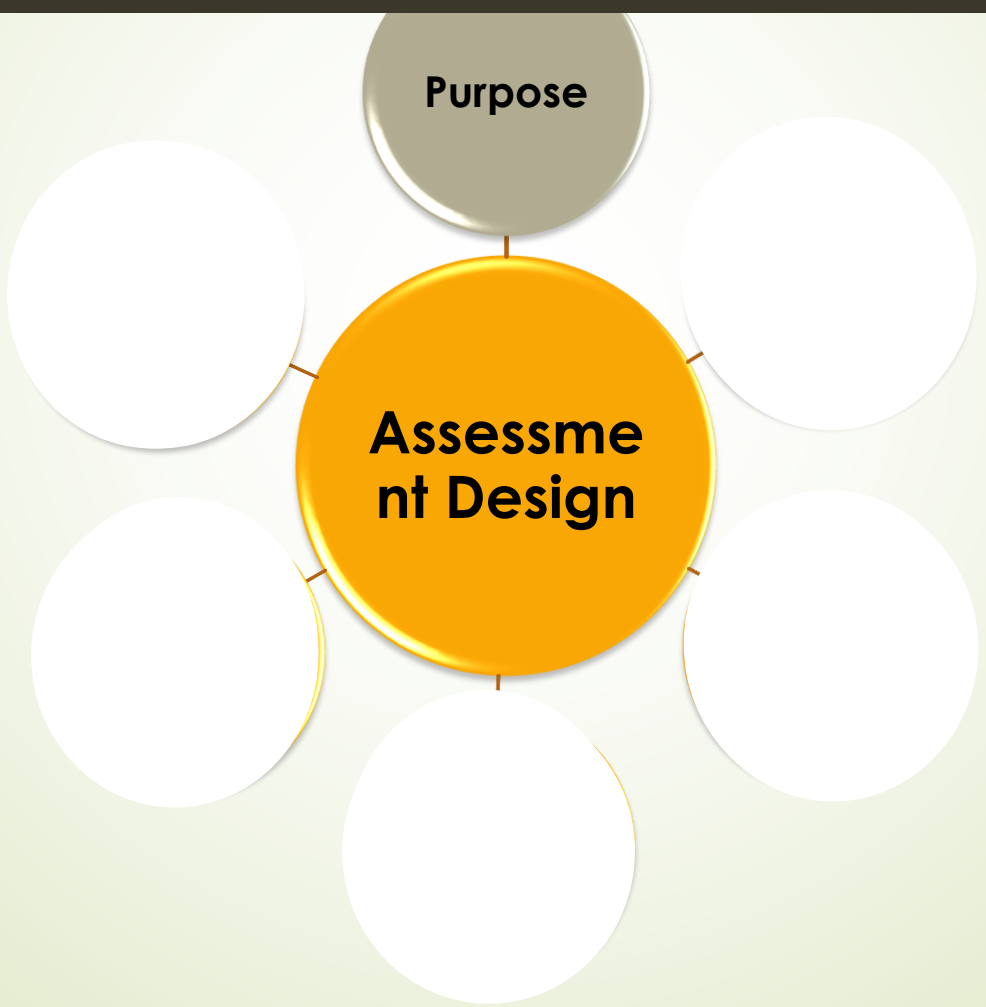
Begin with the End in Mind

Purpose

SGO assessments are measures of how well our students have met the learning goals we have set for them

Elements of Assessment Design

Valid/Accurate Inferences



Elements of Assessment Design

Valid/ Accurate Inferences

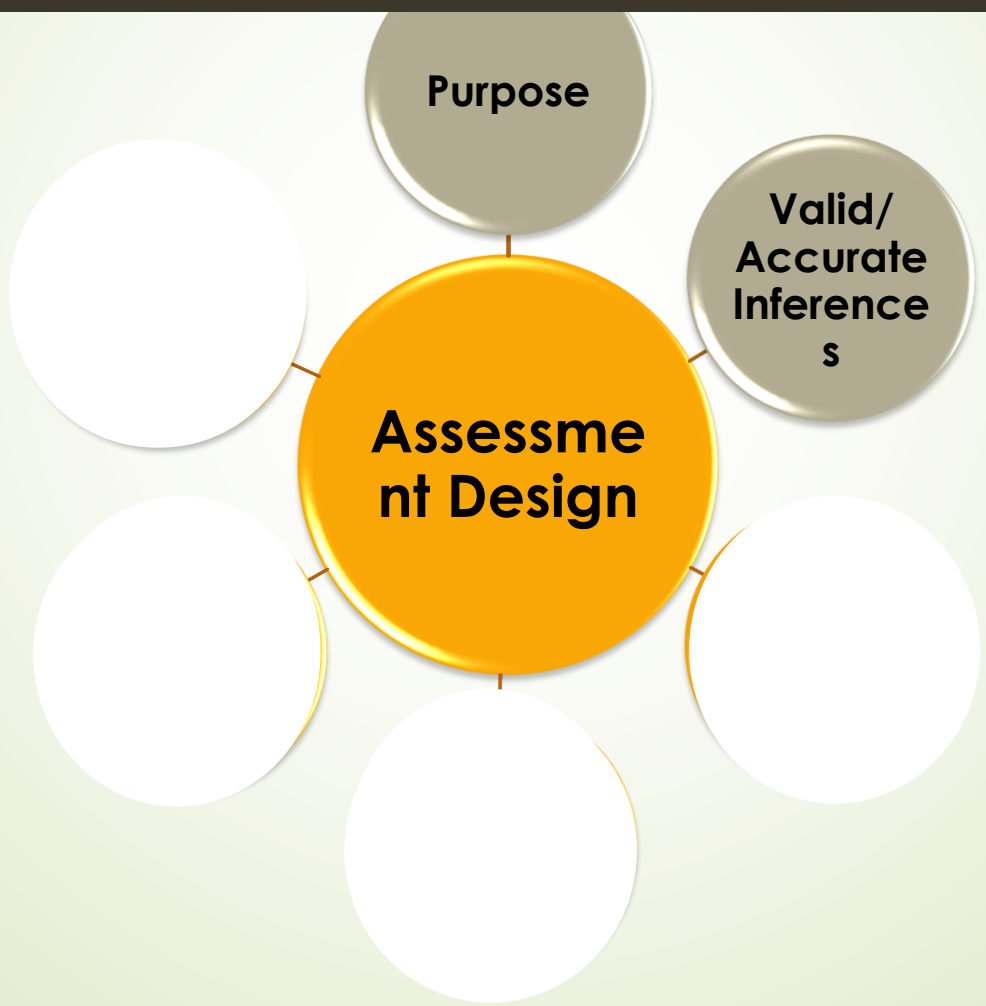
Elements of Assessment Design

Valid/ Accurate Inferences

Valid/Accurate Inferences	
Why does it matter?	The assessment **should measure what it sets out to measure**.
What does it look like?	The assessment is **aligned** to **standards**, **skills**, and **rigor** of the instruction and content of the course. The assessment is **accessible** to all students.

Elements of Assessment Design

Align to Standards



Analyze This Item

- How valid is the inference we can make about student learning using this question?
- How can we make this a better assessment item?

Perhaps the most famous of all the arts of the Ming Era was:

A. the elaborate puzzles of the period, which were popular even in Europe.

B. blue-and-white porcelain, which Europeans collected in great quantities.

C. the construction of large, elaborate palaces, the finest example of which is the Imperial City in Beijing.

D. high-quality Berber rugs, which are still popular today.

6.2.12.C.1.b - Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New Worlds economy and society.

Handout