

Sample Student Growth Goals – March 2014

Goal Criteria

<i>From CEP</i>	<i>SMART</i>
<p>The goal</p> <ul style="list-style-type: none"> is congruent with Kentucky Core Academic Standards appropriate for the grade level and content area for which it was developed represents or encompasses an enduring skill, process or concept that students are expected to master by taking a particular course (or courses) in school will allow high and low achieving student to adequately demonstrate their knowledge provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students 	<p>Specific – the goal is focused on a specific area of student need within the content.</p> <p>Measurable – the goal will be assessed using an appropriate instrument.</p> <p>Appropriate – the goal is standards-based and directly related to the responsibilities of the teacher.</p> <p>Realistic – the goal is doable, while rigorous, stretching the outer bounds of what is attainable.</p> <p>Time-bound – the goal contained to a simple school year/course.</p> <p><i>*Note that analysis of pre-assessment data is needed to truly determine if the goal is SMART.</i></p>

<p style="text-align: center;"><u>Science</u></p> <p>During this school year, all of my 8th -grade science students will grow in their ability to use models to explain, predict, and investigate the natural and designed world, including identifying the limitations of the models. Based upon the Grades 6-8 Using Models Analytic Rubric, all students will improve in each of the scoring elements by at least one performance level as demonstrated on the district approved performance task. Furthermore, 80 percent of students will score proficient on the district approved performance task as indicated by the rubric.</p>	<p style="text-align: center;"><u>Health and PE</u></p> <p>During the 8th-grade nine weeks course, all students will grow in their ability to analyze the influence of family, peers, culture, media, technology, and other factors on health behavior. Using a standards-based four -point rubric created by the District Health/PE Vertical Team, students’ current level of understanding will be determined with a constructed response performance task on how these factors affect behavior. Applying the same rubric to the post assessment, students will be given a performance task in which they will be asked to identify and explain how these factors influence health behaviors. Each student will improve by moving one level on the rubric. Furthermore, 80 percent of students will score Meets Expectations (Proficient) on the rubric.</p>
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<p style="text-align: center;"><u>French II</u></p> <p>During this school year all of the students in my French II classes will improve their linguistic competency performance. Students will move at least one performance level in: interpretive listening, interpersonal speaking, interpretive reading and interpersonal writing based on the KY World Language Standards rubric. At least 70 percent of my students will meet or exceed the Intermediate-Low competency level for at least two modes of communication, as measured by the KY WL Standards rubric.</p>	<p style="text-align: center;"><u>Social Studies</u></p> <p>For the current school year, all of my students will make measurable progress in historical argumentation and appropriate use of relevant historical evidence. All students will move up at least one level and 75 percent of students will achieve at the three or higher level on the reading/research and development areas of the LDC Argumentation Rubric.</p>
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<p style="text-align: center;"><u>LDC Writing - Multiple Content Areas</u></p> <p>For the 2012-13 school year, my students will make measurable progress in writing arguments to support claims. On the District 8th-Grade Writing Assessment each student will improve by at least one performance level in three or more scoring elements of the LDC argumentation rubric. Eighty percent of my students will score an average of a three or higher on a summative rating of the LDC argumentation rubric.</p>	<p style="text-align: center;"><u>Elementary</u></p> <p>By the end of the 2013-14 school year, all of my 4th grade students (100%) will show growth in summarizing key ideas and details in what they read. Each student will improve by two or more levels on the rubric developed by my PLC team for summarization. In addition, 90 percent of students will score proficient or above on the rubric by the end of the year.</p>
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<p style="text-align: center;"><u>Music</u></p> <p>During this school year, my 5th-grade students in Music class will grow in their ability to read and notate music. Each student will increase by one performance level in two or more areas of the Elementary Music Assessment Rubric. Eighty percent of students will score proficient on two or more areas of the rubric.</p>	<p style="text-align: center;"><u>Elementary</u></p> <p>By the end of the 2014-15 school year, my 3rd-grade students will make measurable progress in reading and comprehending informational text at the high end of the grade 2-3 text complexity band. Each student will improve by two or more levels on the Reading Comprehension rubric. Furthermore, 75 percent of students will perform at the proficient or above levels on the rubric.</p>
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<p style="text-align: center;"><u>Music</u></p> <p>During this school year, my 5th-grade students in Music class will grow in their ability to read and notate music. Each student will increase by one performance level in two or more areas of the Elementary Music Assessment Rubric. Eighty percent of students will score proficient on two or more areas of the rubric.</p>	<p style="text-align: center;"><u>Math</u></p> <p>During this school year, my 7th-grade students will use the eight Math Practices to further their understanding of proportional relationships. This will be demonstrated by growth by at least one level on the rubric (from the repeated common assessments) developed by the district Math PLC. Furthermore, 70 percent of my students will show mastery by reaching level four or higher on the rubric.</p>
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Family Consumer Science

During this school year, my students in Culinary and Food Services class will grow in their understanding of food safety and sanitation. Every student will increase one performance level in all scoring elements of the district Food Safety and Sanitation Performance Task Rubric. Growth data will be obtained using a Pre & Post Performance Assessment Task at the beginning and end of the course. Furthermore, 65 percent of students will demonstrate proficiency by obtaining SERVSAFE Certification.

Multimedia

During this school year, my Advanced Multimedia students will demonstrate measurable growth in effectively communicating with digital media tools by moving at least one performance level (three levels: learner, skilled, master) on the appropriate rubric used for the district approved Adobe Dreamweaver/Flash/Photoshop Performance Task Assessment. Seventy percent of the students will demonstrate proficiency by obtaining an Adobe Certification in Dreamweaver, Flash or Photoshop.

** This teacher has 80 students enrolled in this course. She teaches Flash, Dreamweaver, or Photoshop in the same class setting. She has included all three Adobe programs in her goal.*

Art

During this school year, my 3rd-grade students will develop their use of art to convey meaning and their ability to discuss their art. The district approved 10-point rubric will be used to evaluate performance on a pre/post assessment task* to determine growth. All students will move one performance level in their ability to use art to convey meaning and in their ability to discuss their art with others. Eighty percent of students will achieve at least an average of a seven on the post-assessment task.

**At the beginning of the year, students were asked to create a piece of art and discuss their choices of technique and medium selection. An initial scoring by the teacher and student (self-assessment) were obtained using the district's 10-point rubric. In final portfolio presentations students will show their pieces and discuss their choices of technique and medium selection with the class, one visiting artist, and the teacher. The portfolio and presentation will be scored by the visiting artist, the teacher, and students will also complete a self-assessment using the 10-point rubric.*