

Examples of Sound Student Growth Goals 2013-2014

ELEMENTARY EXAMPLES

CRITERION 3	
English Language Arts	A subgroup of first-grade students assessed as below proficient in reading comprehension on the Informal Reading Inventory (IRI). These students will increase their ability to retell, identify key ideas and details in both fiction and non-fiction text by at least one level, as measured by pre- and post- assessments using our first-grade CCSS four-point reading rubric, between November 2013 and March 2014. Additional measures include IRI assessments and teacher observation.
Math	By April 15, 2014, fifth-grade students in my class who scored below three on the district's problem-solving pre-assessment administered on September 15, 2013 will improve by at least one rubric score level as measured by incremental monitoring (such as exit slips and unit tests) and the district's problem-solving post-assessment.
English Language Arts	Because one-third of the kindergarten students in my class were identified as "intensive" by the Teaching Strategies Gold (TSG) assessment tool administered in October 2013, this group of students will increase one level or more in the areas of <i>identify, know and name 11-20 upper case and 11-20 lowercase letters when presented in random order</i> as assessed by a second TSG assessment administered in mid-April 2014. Teacher observation during instruction and student workshop time will serve as multiple measures.
CRITERION 6	
Music	Based on the October 2013 "Recorder Karate Belts" test, when 90% of the class scored fewer than 60 points on a 100-point scale, these same students will increase their "Recorder Karate Belts" scores by at least 20 points when the test is re-administered in February 2014. Progress will be monitored during the instructional period through teacher observation and peer feedback.
Mathematics	90% of the students in my math instructional group will increase their ability to write and interpret numerical expressions by 10% or more, as measured by the district math series curriculum pre- and post-assessments given in October 2013 and April 2014 and monitored by incremental data points, such as formative weekly assessment and student self- evaluation.

Health and Fitness	Fifth-grade Health and Fitness students at Gordon Elementary School will increase the number of skip jumps (with a jump rope) by 10% or more for each trial on three, three-minute timed tests administered in September 2014, mid-February 2015 and April 2015. Monitoring will take place throughout the year as students set individual growth goals and check their own progress, with teacher support, between the three timed tests. (5 th Grade Health and Fitness GLE 1.3.1)
CRITERION 8	
These are examples of student growth goals that might be set by a team. Keep in mind that the evidence of performance for the Criterion 8 rubric focuses on collaboration towards the team goal.	
English Language Arts	All third-grade students will meet the Common Core Standard for Fluency, R.F. 3.4 and the third-grade standard of 100 correct words read per minute by April, 2014. We will measure present level of performance and set growth targets using DIBELS assessments in September 2013, January 2014 and April 2014, and DRA grade-level assessments in December 2013 and March 2014.
English Language Arts	All students in our kindergarten classes will increase their ability to recognize sound-letter correspondence as illustrated by an increase in mean scores of 30% between September 2013 and April 2014 as measured by the CORE phonics pre- and post-assessments. Individual reading conferences will provide interim progress information for all students.

MIDDLE LEVEL EXAMPLES

CRITERION 3	
English Language Arts	My students scoring at Level 2 in reading comprehension on the Fountas & Pinnell Benchmark Informal Reading Record (IRR) in September 2013 and via data analyzed by the building leadership team will increase their reading comprehension by one year's growth or more as measured by the IRR levels gained by April 2014, and other measures such as individual reading conferences, guided reading group notes and a CCSS aligned post-assessment.
Theatre	Students in <i>Introduction to Theatre</i> who score below 80% on their pre "Introduction Performance" assessment in September 2013 will increase their score to at least 80% on the "Final Performance" assessment by April 2014 and as measured by performances based on standard rubric categories, self-assessment and peer feedback.

CRITERION 6	
English Language Arts	Between October 2013 and January 2014 students will increase, by at least one level of performance, their ability to use textual evidence to support analysis of secondary and primary sources as measured by pre and post-writing assessment using the common Self-Assessment (SA) analysis rubric. The rubric will also be used to provide ongoing feedback and evaluate the quality of Socratic sessions throughout the instructional period.
Health and Fitness	Since eighth-grade students met three or fewer of the five fitness categories in October 2013 on a classroom-based pre-assessment modeled from the Presidential Challenge, all students will increase their results to meet four or more fitness categories in a February 2014 post-assessment that will be compared to the Presidential Challenge and national scores set by the Presidential Challenge. Students will chart their progress towards goals in each of the five categories.
CRITERION 8	
These are examples of student growth goals that might be set by a team. Keep in mind that the evidence of performance for the Criterion 8 rubric focuses on collaboration towards the team goal.	
Career and Technical Education	Between September 2013 and April 2014, students in all CTE classes will demonstrate improvement in the area of expository writing by writing CTE content-specific article summaries and critiques. The baseline data will be the score earned on the students' first article summary critiques in September 2013. Growth will be measured by an increase in the total score of at least one level each semester based on the school's Expository Writing Rubric. Growth will be measured on at least six data points per year.

HIGH SCHOOL EXAMPLES

CRITERION 3	
Career and Technical Education	Students in my second semester Foods and Nutrition course who are identified as receiving special education services and who score at proficiency level one or below on the performance-based pre-assessment for planning, preparing and the use of proper food preparation techniques, will meet proficiency level three as measured by teacher observation, small group peer feedback, student portfolio and the summative performance-based post-assessment during the last two weeks of the semester.

CRITERION 6	
World Language	French 3 students will improve by at least one proficiency level on the Interpersonal Communication Skills (ICS) rubric (aligned with National World Language Standards) between September 2013 and April 2014. Progress will be monitored via weekly/monthly self- and teacher assessments on the ICS rubric.
Social Studies	Between September 2014 and January 2015, each student in my 2 nd period World History class will improve his/her ability to comprehend, analyze and interpret complex historical documents and then connect them to a process of human interaction in history as indicated by a two-point increase on the 10-point district Document-Based Question (DBQ) Writing Rubric. Interim measures will include three additional writing exercises evaluated by peers, self, and the teacher using the same rubric.
CRITERION 8	
These are examples of student growth goals that might be set by a team. Keep in mind that the evidence of performance for the Criterion 8 rubric focuses on collaboration towards the team goal.	
Career and Technical Education	As writing is a school-wide emphasis, students in our CTE courses will improve their ability to write an effective content-specific article critique, as measured by a score increase of one level on the four-point school-developed expository writing rubric by between the pre-assessment administered in late September 2014, and the post-assessment administered in April 2015. Aligned interim assessments and teacher feedback will be given at least six times during the academic year.
English Language Arts	Between September 2014 and April 2015, each student enrolled in an English class at North High School will increase at least one performance level in his/her ability to write using textual evidence to support interpretive claims in his/her essays, blogs and other performance tasks as measured by the English Department's collaboratively-designed five-point writing rubric, with assessments administered at multiple points during the course of the year.
Career and Technical Education	All students in CTE classes at Adams High School will increase their total score by at least six points as measured by a September 2014 pre-assessment and an April 2015 post-assessment using the Washington School District Argumentative Writing Rubric. Incremental monitoring will occur via student, peer, and instructor scoring of monthly 'quick writes'.