Student Growth Goal Setting Template 2013-14 (Criterion 3 & 6)

This guide will assist teachers in creating student growth goals for students and evaluators in having the conversations with teachers that are needed in order to evaluate those goals (3.1, 6.1) and outcomes (3.2 and 6.2).   If paper records are preferred, this template may serve as useful documentation.

STEP ONE: Establish a Focus for Student Growth Goal(s)

Learning Goal(s): A description of what students will know/be able to do at the end of an instructional period based on course- or grade-level content standards and curriculum.

These questions can help a teacher and principal brainstorm and plan for 3.1, 6.1 and 8.1. This can be done in an instructional team, in a conference between teacher and principal or individually.

- Which big idea is supported by the learning goal?
- Which content standards are associated with this big idea?
- Why is this learning goal important and meaningful for students to learn?
- In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured?
- Identify the instructional period for the learning goal (benchmark period, fall to spring, one semester) and why this time span is appropriate and sufficient.

STEP TWO: Select Assessments
Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.

- Describe the assessments (such as performance tasks, projects and their corresponding rubrics) that measure students' understanding of the learning goal.
- Explain how student performance is defined and scored using the assessments. Include the specific rubric and/or scoring criteria to be used.
- How often will you collect data to monitor student progress toward this learning goal?
- How will you use this information to monitor student progress and to differentiate instruction for all students (Criterion 6)/ students in the subgroup (Criterion 3) toward this learning goal?

STEP THREE: Establish Learning Targets

Targets: identify the expected outcomes by the end of the instructional period for the whole class (Criterion 6) or for subgroups (Criterion 3), as appropriate.

- Use performance data to describe specific starting points and specific expected outcomes for students.
- Provide data for each of the assessment measures

Process, Implementation Timeline, and Sign-Offs	
Mark the SG Criterion Comprehensive (3 AND 6) Focused (3 or 6*)	☐ SG Criterion 3 ☐ SG Criterion 6
Team members or individual developing this student growth goal(s).	
Evaluator Name & Title	
Evaluator sign off	
Date final is due	

*See requirements for student growth in focused evaluation.

LEARNING GOAL(s)

Expected Targets
Using data regarding the students' starting points, identify the **number or percentage of students** expected for each level. Explain how these expected targets demonstrate ambitious, yet realistic goals, for measuring students' understanding of the student growth goal.

Criterion 6: Whole class	☐ High evidence of learning for all/nearly students Target would be: ☐ Clear evidence of learning for most students Target would be:
Criterion 3: Subgroup of students not meeting full learning potential.	☐ High evidence of learning for all/nearly students Target would be: ☐ Clear evidence of learning for most students Target would be:

Review of the Learning Goal (s) and Targets

Use the following protocol to confirm that the Learning Goal has the right size, detail, and depth necessary. *(proficient level language is used, please see the critical attributes resource for additional levels of performance)* Check the boxes that apply.	**Review the Learning Goal:** ☐ is specific, measureable and time-bound ☐ is based on multiple sources of available data that reveal prior student learning ☐ is aligned to content standards ☐ is appropriate for the context, instructional interval and content standard(s) (grain size) ☐ C3.1 only: Uses data to identify subgroup of students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable) **Review Baseline Data and Assessments:** ☐ demonstrates a significant impact on student learning of content (transferable skills) ☐ Identifies formative and summative measures aligned to learning targets to monitor progress towards goals **Review Target(s):** ☐ Identifies expected growth for whole class (6.1) and/or subgroup (3.1)

Evaluator completes the sections below using the entire Student Growth Rubric

Criterion SG3.1 Teacher Ratings: Based on the results of the learning goal, assessments/tasks, and targets a rating is noted below.			
☐ **Unsatisfactory**	☐ **Basic**	☐ **Proficient**	☐ **Distinguished**
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).
Criterion SG6.1 Teacher Ratings: Based on the results of the learning goal, assessments/tasks, and targets a rating is noted below.			
☐ **Unsatisfactory**	☐ **Basic**	☐ **Proficient**	☐ **Distinguished**
Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Directions: Complete this section at the end of the instructional period.

Student Growth Criterion 3.2: Make a student learning claim and provide evidence for the actual outcomes at the end of the instructional period for subgroups not meeting full learning potential.
Teacher completes the section below

Make a claim as to the level of the actual outcomes based on the goals for student learning.	Claim ☐ High evidence of learning for all/nearly students (Distinguished) ☐ Clear evidence of learning for most students (Proficient) ☐ Some evidence of learning for some students (Basic) ☐ No evidence of learning for most students (Unsatisfactory)

Please provide student learning evidence from at least two points in time that supports your claim of student learning (2 or more sources):

Administrator completes the section below

SG 3.2: Based on the claim and evidence a rating is noted below.

☐ **Unsatisfactory**	☐ **Basic**	☐ **Proficient**	☐ **Distinguished**
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Directions: Complete this section at the end of the instructional period.

Student Growth Criterion 6.2: Make a student learning claim and provide evidence for the actual outcomes at the end of the instructional period for the whole class.
Teacher completes the section below

Make a rating claim as to the level of the actual outcomes based on the goals for student learning.	Claim ☐ High evidence of learning for all/nearly students (Distinguished) ☐ Clear evidence of learning for most students (Proficient) ☐ Some evidence of learning for some students (Basic) ☐ No evidence of learning for most students (Unsatisfactory)

Please provide student learning evidence from at least two points in time that supports your claim of student learning (2 or more sources):

Administrator completes the section below

SG 6.2: Based on the claim and evidence a rating is noted below.

☐ **Unsatisfactory**	☐ **Basic**	☐ **Proficient**	☐ **Distinguished**
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.