

Example / Non-Example SMART Goals

<p style="text-align: center;">Health & Fitness</p> <p>During the 2012-2013 school year, each of my sixth-grade students will improve on the Presidential Fitness subtests (curl-ups, shuttle run, endurance run/walk, pull-ups, V-sit reach) by an overall average of 20%.</p>	<p>S – The goal is specific. Students are asked to improve on specific areas within the Presidential Fitness subtests.</p> <p>M – The goal is measurable. Student progress is measured against their initial performance. Each student is asked to improve the initial overall score by an average of 20% .</p> <p>A – The goal is appropriate. The goal is based on PE standards and falls within the scope of the teacher’s responsibilities.</p> <p>R – The goal is realistic. It is doable. All students can meet this goal. The goal is rigorous. It stretches each student’s capabilities of improving their own fitness levels.</p> <p>T – The goal is time bound. The goal spans a school year.</p> <p style="text-align: center;">The goal meets the SMART criteria.</p>
<p style="text-align: center;">Science Teacher</p> <p>For the current school year, all of my students will make measurable progress in each of the four areas related to scientific investigation (hypothesis, investigative design, data collection, data analysis). All students will achieve at the 3 level of performance on a 4 point rubric in each area.</p>	<p>S – The goal is specific. Students are asked to demonstrate progress on specific areas related to scientific investigation.</p> <p>M – The goal is measurable. Each student is expected to achieve at a 3 level of performance against the rubric.</p> <p>A – The goal is appropriate. The goal is based on science standards and falls within the scope of the teacher’s responsibilities.</p> <p>R – The goal is NOT realistic. It may not be doable. Depending on pre-assessment data, all students may not be able to meet this goal. The goal may not be rigorous. It may not stretch some students’ capabilities if they are already scoring at the 3 level of performance.</p> <p>T – The goal is time bound. The goal spans a school year.</p> <p style="text-align: center;">The goal DOES NOT meet the SMART criteria.</p>
<p style="text-align: center;">Art Teacher</p> <p>All students will demonstrate measurable progress in each of the rubric areas: Art Elements & Principles, Creativity & Originality, Craftsmanship/Skill. At least 50% of students will score 3 on the 5 point rubric.</p>	<p>S – The goal is specific. Students are asked to perform specific content areas on a rubric.</p> <p>M – The goal is measurable, but WEAK. Although student progress is measured by performance against a rubric, only 50% of students are asked to score 3 on a 5 point scale. Measureable growth for all students is not clear.</p> <p>A – The goal is appropriate. The goal is based on Art standards and falls within the scope of the teacher’s responsibilities.</p> <p>R – The goal is NOT realistic. It may not be doable for some students depending on pre-assessment. The goal may not be rigorous. It may not stretch each student’s capabilities since there is no expectation against individual pre-assessment. Additionally, 50% is a low expectation for class growth.</p> <p>T – The goal is NOT time bound. The goal does not stipulate a timeline for the goal.</p> <p style="text-align: center;">The goal DOES NOT meet the SMART criteria.</p>