

## Student Growth Goal Setting Template Draft 5.17.13

Teacher Information	
Teacher Name	Nancy Smith
School Name	<b>Lewis and Clark Middle School</b>
District name	Lewis School District

This template is designed to guide teachers and principals in creating student growth goals for students and administrators to evaluate those goals (3.1, 6.1 and 8.1) and outcomes (3.2 and 6.2). The following tables include a process for completing a student growth goal setting process using the OSPI approved student growth rubrics for the new evaluation system.

It includes the following elements:

<b>Establishing a Focus for Student Growth (SG) Goal</b>	Pages 2 & 3
<b>Documenting Assessments and Scoring</b>	Page 4
<b>Establishing Targets</b>	Page 5
<b>Evaluating Goals for Criterion SG3.1 and SG6.1</b>	Page 6
<b>Evaluating Criterion SG3.2 and SG6.2</b>	Pages 7 & 8

Course/Grade Level Information	
Course/Grade Name	8 <sup>th</sup> grade math class
Brief Course Description	This course is for 8 <sup>th</sup> grade students.
Grade Level(s)	8 <sup>th</sup> grade

Process, Implementation Timeline, and Sign-Offs	
Mark the SG Criterion Comprehensive (3,6 and 8) Focused (3 or 6 or 8*)	<input checked="" type="checkbox"/> SG Criterion 3 <input type="checkbox"/> SG Criterion 6 <input type="checkbox"/> SG Criterion 8
List the name and current job position of those developing this student growth goal(s).	Nancy Smith - Middle school math teacher
Administrator Name & Title	
Administrator sign-off of student growth goal(s).	
Date final is due	

\*See requirements for student growth in focused evaluation.

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### Establishing a Focus for Student Growth Goal(s):

**Directions:** The questions below 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.

**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.

### Planning Information for Writing the Learning Goal:

Which big idea is supported by the learning goal?	In 8 <sup>th</sup> grade one key focus is on developing a solid understanding of linear functions which supports the learning goal of “Analyze and solve linear equations and pairs of simultaneous linear equations.” (8.EE.C) which supports the domain within Expressions and Equations (8.EE).
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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.	
<p>Which content standards are associated with this big idea? <i>List all standards that apply, including the text of the standards (not just the code).</i></p>	<p><b>8.EE.C.7</b> Solve linear equations in one variable.</p> <p><b>8.EE.C.7.a</b> Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).</p> <p><b>8.EE.C.7.b</b> Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</p> <p><b>8.EE.C.8</b> Analyze and solve pairs of simultaneous linear equations.</p> <p><b>8.EE.C.8.a</b> Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p> <p><b>8.EE.C.8.b</b> Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, <math>3x + 2y = 5</math> and <math>3x + 2y = 6</math> have no solution because <math>3x + 2y</math> cannot simultaneously be 5 and 6.</i></p> <p><b>8.EE.C.8.c</b> Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i></p>
<p>Why is this learning goal important and meaningful for students to learn?</p>	<p>This learning goal builds a strong foundation for success in higher levels of math and as students learn about non-linear functions. It is also important for students to not only be able to solve linear and simultaneous equations but also to analyze, understand and apply these concepts to multiple problems.</p>

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<b>Learning Goal(s):</b> 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.	
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?	The learning goal specifically asks students to analyze rather than to only follow a given set of steps to solve a linear equation. For example, students are asked to demonstrate an understanding of the relationship between a graphical solution and algebraic solution and to apply linear concepts to solve real-world and mathematical problems.
Describe the instruction and strategies you will use to teach this learning goal. <i>Be specific to the different aspects of the learning goal.</i>	Use modeling with graphing calculators to explore and analyze linear and simultaneous equations and their solutions. Provide rich problems that engage students in making sense of these math concepts as they analyze and apply the underlying structure to solving linear and simultaneous equations. Provide opportunities for students to listen and reason with their classmates and to talk about their understanding of the mathematics.
Identify the instructional period for the learning goal (e.g., daily class-45 minutes for the entire school year).	8 – 10 week unit focusing on Expressions and Equations (8.EE) 57 min. class each day.
Explain how this time span is appropriate and sufficient for teaching the learning goal.	All the clusters within the domain of Expression and Equations are identified as “major clusters” and a significant amount of instructional time should be devoted to this domain within 8 <sup>th</sup> grade.

### Documenting Assessments and Scoring

**Directions:** The second step in the student growth goal setting process will be to determine the assessment and scoring.

**Assessments and Scoring:** 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.

#### Assessments for this Student Growth Goal (s)

Describe the <b>assessments</b> (such as performance tasks, projects and their corresponding rubrics) that measure students’	A district wide-unit assessment on Expression and Equations will be given to all 8 <sup>th</sup> graders. Specific questions within this assessment will be identified as assessment measures for the student growth goals and point-based rubrics for these questions will be developed and used to score the given questions. Students will be given 3
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Assessments and Scoring: 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.	
understanding of the learning goal.	different tasks throughout the Expressions and Equations unit that will be scored, based on a developed rubric, to determine the student's growth in their understanding of analyzing and solving linear and simultaneous equations.
Planning Information for Explaining the Use of Assessments and Scoring:	
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?	5 times during the course of the unit—an initial pre-assessment with questions similar to those on the final unit assessment and 3 tasks that will be given throughout the unit.
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?	The pre-assessment will give me information about the students' strengths and areas that they lack understanding. Likewise, each task will also help to assess to what degree they are able to solve and analyze linear and simultaneous equations and will identify if they have a weaker understanding within one or two particular standards. This information will help inform my lessons and the focus on additional classroom work, activities and homework. Each of the 3 tasks will ensure that there are multiple ways in which a student can enter the problem.

### Part 3 Establishing Targets

**Directions:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.

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

### Planning Information for Writing the Target Used to Define Teacher Performance:

Describe the courses, assessments, and/or experiences used to establish <b>starting points</b> and expected outcomes for <b>students' understanding of the learning goal</b> .	[Criterion 3] My subgroup of students were determined from using scores from the MSP test within the “Number sense and algebraic sense” section. I will focus on those students in my 8 <sup>th</sup> grade math class from period 4 who meet this criteria because this class has my highest number of struggling students.
Identify the actual performance (e.g., grades, test scores, other assessment data etc.) to establish starting points for students.	The students who scored at a Level 2 or a Level 1 will be identified as my subgroup of students.

### Expected Targets for this Student Growth Goal(s)

Using 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	<input type="checkbox"/> High evidence of learning for all/nearly students Target would be:  <input type="checkbox"/> Clear evidence of learning for most students Target would be:
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<b>Targets:</b> identify the expected outcomes by the end of the instructional period for the whole class (Criterion 6) or for subgroups (Criterion 3), as appropriate.	
<p>Criterion 3: Subgroup of students not meeting full learning potential.</p> <p style="background-color: yellow;">Not sure if this is what you are wanting for this component??</p>	<p><input checked="" type="checkbox"/> High evidence of learning for all/nearly students</p> <ul style="list-style-type: none"> <li>• Target would be: 80% of my subgroup of students will show growth by moving up at least two levels on an assessment rubric from the pre to the post-unit assessment.</li> </ul> <p><input checked="" type="checkbox"/> Clear evidence of learning for most students</p> <p>Target would be: 100% of my subgroup of students will show growth by moving up at least one level on an assessment rubric from the pre to the post-unit assessment.</p>
<p>Criterion 3 Completed Student Learning Goal</p>	<p>Utilize pre and post-assessments to determine level of proficiency of my (subgroup) of students based on the assessment rubric.</p> <ul style="list-style-type: none"> <li>• 100% of my (subgroup) students will show growth by moving up at least one level on an assessment rubric from the pre to the post-assessment.</li> <li>• 100% of my (subgroup) students not meeting proficiency on one or more of the standards within the 8.EE.C cluster will score at the proficient level, as measured on the post assessment, for at least one of the standards where they were previously not meeting proficiency.</li> <li>• Students will show evidence of increasing their ability to perseverance in solving and analyzing linear equations and systems of equations through performance tasks measured by a performance task rubric.</li> </ul>
<p>Criterion 6 Completed Student Learning Goal</p>	
<b>Review of the Learning Goal (s)</b>	

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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.	
<p>Use the following protocol to confirm that the Learning Goal has the right size, detail, and depth necessary. <i>(proficient level language is used, please see the critical attributes resource for additional levels of performance)</i></p> <p>Check the boxes that apply.</p>	<p>The Learning Goal:</p> <p><input type="checkbox"/> Identifies subgroups and uses data that identifies students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable)*</p> <p><input type="checkbox"/> is specific, measureable and time-bound</p> <p><input type="checkbox"/> is based on multiple sources of available data that reveal prior student learning</p> <p><input type="checkbox"/> is aligned to content standards</p> <p><input type="checkbox"/> is appropriate for the context, instructional interval and content standard(s) (grain size)</p> <p><input type="checkbox"/> demonstrates a significant impact on student learning of content (transferable skills)</p> <p><input type="checkbox"/> Identifies formative and summative measures aligned to learning targets to monitor progress towards goals</p>

\*Criterion 3 Only

**Administrator 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.			
<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>



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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).
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**Criterion SG6.1 Teacher Ratings:** Based on the results of the learning goal, assessments/tasks, and targets a rating is noted below.

<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
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**

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<p>Make a rating claim as to the level of the actual outcomes based on the goals for student learning.</p>	<p>Claim</p> <p><input type="checkbox"/> High evidence of learning for all/nearly students (Distinguished)</p> <p><input type="checkbox"/> Clear evidence of learning for most students (Proficient)</p> <p><input type="checkbox"/> Some evidence of learning for some students (Basic)</p> <p><input type="checkbox"/> No evidence of learning for most students (Unsatisfactory)</p>		
<p>Please provide student learning evidence from at least two points in time that supports your claim of student learning (2 or more sources):</p>    			
<p><b>Administrator completes the section below</b></p>			
<p><b>SG 3.2:</b> Based on the claim and evidence a rating is noted below.</p>			
<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<p>Growth or achievement data from at least two points in time shows no evidence of growth for most students.</p>	<p>Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.</p>	<p>Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.</p>	<p>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.</p>

**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**

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<p>Make a rating claim as to the level of the actual outcomes based on the goals for student learning.</p>	<p>Claim</p> <p><input type="checkbox"/> High evidence of learning for all/nearly students (Distinguished)</p> <p><input type="checkbox"/> Clear evidence of learning for most students (Proficient)</p> <p><input type="checkbox"/> Some evidence of learning for some students (Basic)</p> <p><input type="checkbox"/> No evidence of learning for most students (Unsatisfactory)</p>		
<p>Please provide student learning evidence from at least two points in time that supports your claim of student learning (2 or more sources):</p>    			
<p><b>Administrator completes the section below</b></p>			
<p><b>SG 6.2:</b> Based on the claim and evidence a rating is noted below.</p>			
<p><input type="checkbox"/> <b>Unsatisfactory</b></p>	<p><input type="checkbox"/> <b>Basic</b></p>	<p><input type="checkbox"/> <b>Proficient</b></p>	<p><input type="checkbox"/> <b>Distinguished</b></p>
<p>Growth or achievement data from at least two points in time shows no evidence of growth for most students.</p>	<p>Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.</p>	<p>Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.</p>	<p>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.</p>