

Sample Smart Goals

SMART = Specific , Measurable, Achievable, Relevant, Times and Tracked

| Teacher Performance Goal: | Teacher Performance Goal: |
|---|--|
| <p>OAKS Growth Sample: Goal Frame for Grades 4-8:</p> <p>By June 2014, {xx of yy} or {zz%} of students will have growth on OAKS Reading or Math at or above the 50thile with a margin of error of -5 RIT scores(using the typical growth targets).</p> <p>65% of my students will show growth on the OAKS mathematics test that is greater than the state reported norm.</p> <p>Last year 40% of my students showed growth on the OAKS mathematics test that was greater than the norm. This year 50% of my students will show greater than normal growth.</p> | <p>Oaks 3rd & 11th</p> <p>Build a goal that includes OAKS data, but <u>growth is based off another measure of student learning.</u> You should reference where you think they will be on the state standardized assessment since you do not have valid baseline OAKS data, using student learning</p> <p>3rd grade measures such as:</p> <ul style="list-style-type: none"> • Reading Examples: DRA, Easy CBMs • Math Examples: Easy CBMs, Curricula Beginning-/End-of-Year tests <p>SAMPLE GOAL 3RD GRADE:</p> |
| <p>School-Wide Measures:</p> <p>By June year, {xx of yy} or {zz%} of students will demonstrate at least one year expected growth (or aa% growth or ## correct increase) from fall to spring on the DRA.</p> <p>By June year, {xx of yy} or {zz%} of students will demonstrate at least one year expected growth (or aa% growth or ## correct increase) from fall to spring on the DIBELS measure(s) of:</p> <p>1-Phonological Awareness: Initial Sound Fluency (ISF) &/or Phonemic Segmentation Fluency (PSF);</p> <p>2-Alphabetic Principle & Phonics: Nonsense Word Fluency (NWF) &/or Oral Reading Fluency (ORF);</p> <p>3-Accuracy & Fluency: ORF;</p> <p>4-Comprehension: ORF and Retell Fluency (RTF);</p> <p>5-Vocabulary & Oral Language: Word Use Fluency (WUF)).</p> | <p>By June 2013:</p> <ul style="list-style-type: none"> • 100% of students will show at least a year's worth of growth as measured by the DRA, and • 21/33 of my 3rd grade students will meet benchmark (211) +/-5 RIT scores as measured by their OAKS Reading 3rdGrade assessments <p>By June 2013:</p> <p>11th Grade measures such as</p> <ul style="list-style-type: none"> • Reading and Math Examples: ACT, MAP • Other options would be to: • Take the OAKS test in fall to establish baseline data off which to set your growth goal. <p>SAMPLE GOAL 11TH GRADE:</p> <ul style="list-style-type: none"> • 100% of students will show at least 30pts growth on the teacher-created pre-/post-test in Examining Content & Structure of Info/Lit texts and vocabulary and • 21/33 of my 3rd grade students will meet benchmark (2_) +/-5 RIT scores as measured by their OAKS Reading 11th Grade assessments1 |

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| Writing in Content Area | Literacy Design Collaborative teachers |
| <p>For the 2011 – 12 school year, 100% of students will make measurable progress in writing. Each student will improve by one performance level in two or more areas of the writing rubric (audience/purpose, idea development, organization & structure). 80% of the students will score a “3” or better overall</p> | <p>For the 2011 – 12 school year, 100% of students will make measurable progress in writing. Each student will improve by one performance level in three or more areas of the LDC argumentation rubric. Furthermore, 80% of the students will score a “3” or better overall.</p> |
| Social Studies | Basic Technical Drawing/Design/CAD |
| <p>During this school year, 100% of my students will improve in analyzing primary and secondary source documents. Each student will increase his/her ability to analyze documents by at least one level on the rating rubric. Furthermore, 75% of students will score at “proficient” or above.</p> | <p>During this school year, 100% of my students will demonstrate measurable progress in basic technical drawing. Each student will improve his or her own performance by at least 50% as evidenced by a performance assessment rubric. At least 85% of my students will score proficient on the end of the year performance assessment according to line quality, neatness, accuracy, and title block.</p> |
| Physical Education | Reading in any content area: |
| <p>During the 2012-2013 school year, each of my sixth-grade students will improve on the Presidential Fitness subtests. Average overall improvement of 20% on subtests: (curl-ups, shuttle run, endurance run/walk, pull-ups, V-sit reach).</p> | <p>For the 2012-2013 school year, 100% of my students will make measurable progress in reading. Each student will improve in fluency, comprehension level, and vocabulary knowledge on the AIMSweb assessment. At least 75% of students will move up one performance level as reported by AIMSweb.</p> |
| Math: | Reading in any content area: |
| <p>For the school year, all of my students will demonstrate measurable growth in mathematics. All students will meet typical growth identified by the MAP assessment. At least 80% of my students will meet or exceed “proficient” on the end of the year MAP assessment.</p> | <p>During the 2011-2012 school year, students will improve their ability to analyze text critically and use textual based evidence in their writing. Students will improve their performance by one or more levels in both of these areas as evidenced by a district common assessment and rubric. Furthermore, 80% of students will perform at the proficient level overall on the post-assessment.</p> |

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| Science: | Math Design Collaborative teachers (MDC): |
| For the current school year, my students will improve their ability to use scientific inquiry processes. Each student will improve by one or more levels on the district science assessment rubric in the areas of developing hypotheses, investigative design, and data analysis. | For the course, students will improve ability in two of the common core mathematical practices: 1) make sense of problems and preserving in solving them and 2) construct viable arguments and critique the reasoning of others. All students will increase their own score by 40% as assessed using a common assessment developed by regional MDC teachers. |
| Art: | FMD – mid functioning |
| During the 9-week course, students will improve their understanding of art techniques. Students will improve their performance in the areas of identifying art elements/principles and critical analysis of elements/principles by one or more levels on the district art rubric. | For this school year, all my students will improve their ability to independently shop for basic needs: identify items on a list and locate them in a store, ask for and follow directions from a store clerk, and use money to pay for items. Students will improve their baseline number of items successfully identified, located, and paid for by at least double. |
| FMD – low functioning: | Primary: |
| During the school year, all my students will improve their fine motor skills in the areas of dressing, preparing food, and communication, as assessed by a classroom performance assessment of fine motor skills and dexterity. Each student will improve his or her ability by one or more levels on the rubric. | For the 2012-2013 school year, 100% of my primary students will meet their benchmark goal on the DIBELS <i>oral reading fluency</i> assessment. Furthermore, all students' DIBELS <i>retell score</i> will be at least 25% of the oral fluency score. |
| Elementary Special Ed: During the 2011-12 school year I will improve my students scores in math. | Elementary: During the 2011-12 school year all of my students will show growth |
| By June 2013: 29/33 of students will show at least a year's worth of growth and 2/4 of students who are over two years behind will show 2-year's growth as measured by the DRA. | EASY CBM Sample: By June 2013, {xx of yy} or {zz%} of students will demonstrate at least + ___ answers correct/an increase of ___ percentile score from fall to spring on the EasyCBM. |
| 21/33 of my 3rd grade students will meet benchmark (211) +/-3 RIT scores as measured by their OAKS-Reading 3rd Grade assessments | By June 2013, {xx of yy} or {zz%} of students in the yellow/red zone will decrease one risk level from fall to spring on the easyCBM. |

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Teacher Performance Goal:

Example, Classroom-based pre-/post-assessment

By the end of the semester, all students will meet their target score as measured by the _____ assessment.

Example:

By the end of the semester, all students will meet their target score as measured by using the American Government pre- & post-assessment:

| <u>Baseline Score Range</u> | <u>Target Score on End-Of -Year Portfolio</u> |
|------------------------------------|---|
| <u>20-30</u> | <u>70</u> |
| <u>31-50</u> | <u>80</u> |
| <u>51-70</u> | <u>90</u> |
| <u>71-85</u> | <u>90 & score of 85+ on capstone project</u> |
| <u>86-95</u> | <u>95 & score of 85+ on capstone project</u> |