

**SAMPLE 8<sup>TH</sup> GRADE MATH GOAL**

Grade Level:  Elementary  Middle School  High School  
 Goal Type:  Individual Goal  Team Goal

SLG GOAL	
<b>Goal-Setting Conference</b>	<p><b>Content Standards/Skills</b></p> <p>8.EE.5 - Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.* For example, compare a distance-time graph to a distance-time equation to determine which of two moving object has greater speed.</p> <p>8.F.2 - Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</p> <p>8.G.7. - Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p>8.G.4. - Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p>
	<p><b>Assessments</b></p> <p>This goal will be scored using the district-wide 8th grade End of Year assessment, and scored using the district Math Proficiency Grading Rubric. I gathered baseline data using the district-wide 8<sup>th</sup> grade Beginning of Year assessment.</p>
	<p><b>Context/Students</b></p> <p>There are a total of 54 students in my two sections of 8<sup>th</sup> grade math. Of these 31 are boys and 23 are girls. 3 students have IEPs, 1 is identified as TAG, and 3 students have 504 plans.</p> <p>This class meets for 55 minutes per day.</p>
	<p><b>Baseline Data</b></p> <p>I administered the district-wide 8<sup>th</sup> grade Beginning of Year (BOY) assessment. The assessment was scored using the district Math Proficiency Grading Rubric (see attached). The results of my baseline assessment of student skills in my grade 8 math classes are as follows:</p> <p>2 scored "Not Yet Met"                  28 scored "Progressing"                  21 scored "Approaching Proficient"                  1 scored "Proficient"                  0 accomplished "Mastery"</p> <p>See the attached Excel spreadsheet with the common 8 math assessment data</p>



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<p><b>Student Growth Goal (Targets)</b></p>	<p>100% (all) students will demonstrate learning growth on a similar assessment delivered in the last trimester. See the below target growth goals for my students based on the categories provided:</p> <p>Tier 1 (Not Yet Met/Progressing): Increase two proficiency levels          Tier 2 (Approaching Proficiency): Increase one proficiency level          Tier 3 (Proficient/Master): Accomplish or maintain Mastery (increased level of complexity)</p>
<p><b>Rationale</b></p>	<p>After assessing my students in 8<sup>th</sup> grade content standards, the data revealed a large percentage of my students (68%) do not meet the 8<sup>th</sup> grade benchmarks in the content and skills tested on the Beginning-of-year assessment. Thus, my goal this year centers around improving each student’s content knowledge, procedural skills, and application skills because that is what students need in order to be prepared for future success in mathematics.</p> <p>My growth goal is reasonable because my targets require all students to grow at least one proficiency level. The two students who are furthest behind will be required to grow two proficiency levels, reaching approaching mastery by the end of the year.</p>
<p><b>Strategies</b></p>	<ul style="list-style-type: none"> <li>• I will use the Eureka/Engage NY curriculum as my primary teaching resource. This curriculum was specifically written to not only teach the Common Core State Standards, but to teach them in a way that integrates the Mathematical Practices, which are ways of thinking about, discussing, and communicating mathematically.</li> <li>• I plan to actively engage students in the process of communicating their own reasoning, as well as critiquing the reasoning of others.</li> <li>• I will engage students in fluency and procedural practice using Kuta software to generate on grade-level practice.</li> <li>• I plan to explicitly teach students how to communicate their mathematical reasoning using a template that scaffolds the way in which they describe how they are solving a problem. This mathematical communication will be measured once per module using a curriculum embedded prompt that I create to provide students with a relevant problem solving experience.</li> </ul>
<p><b>Professional Learning and Support</b></p>	<ul style="list-style-type: none"> <li>• Attend the district’s upcoming PD regarding Eureka Math</li> <li>• Collaborate with my colleagues who are teaching the same new math curriculum this year.</li> <li>• In order to support my students’ needs in the classroom, I need additional support in understanding high leverage classroom practices.</li> </ul>

