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| **Science**  This school year, all of my 6th grade science students will demonstrate measurable growth in their ability to apply the scientific practices. Each student will improve by two or more levels on the district’s science rubric in the areas of engaging in argument from evidence and obtaining, evaluating & communicating information. 80% of students will perform at level 3 on the 4-point science rubric. | **Health and PE**  For the 9 weeks 8th grade course, all students will improve their knowledge of fitness. Students will develop a portfolio that demonstrates application of fitness test results to develop a fitness plan, a fitness goal, and a menu for healthy eating. All of my students will demonstrate growth by 2 or more levels, or to distinguished, on the rubric designed by the Health & PE in collaboration with regional peers for each product. 75% of students will perform at proficient or distinguished on the rubric. |
| **French II**  This school year all of my French II students will demonstrate performance at least one level above their baseline for interpretive listening, interpersonal speaking, interpretive reading and interpersonal writing. Individual performance assessments, designed by teacher teams for speaking, listening, reading & writing competencies in the target language will provide multiple data points across the year. At least 70% of my students will meet or exceed the Intermediate-Low competency level for at least 2 modes of communication, as measured by the KY World Language Standards. | **Social Studies**  During this school year, 100% of my students will increase his/her ability to identify credible sources. Each student will increase his/her ability to analyze the accuracy of information and distinguish fact/opinion/reasoned judgment by at least one performance level in all areas of the district social studies standards rubric. Furthermore, 75% of students will score at “proficient” or above. |
| **LDC - Multiple Content Areas**  For the 2011-2012 school year, 100% of my students will make measurable progress in argumentative writing. Each student will improve by at least one performance level in three or more areas of the LDC writing rubric. Furthermore 80% of students will score a 3 or better overall. | **Elementary**  During the 2012-2013 school year, all students will improve comprehension in reading grade-level texts. I will determine baseline performance on a reading comprehension rubric using the DIBELS Oral Reading and Retell Fluency assessment and various formative reading assessments. Each student will improve by one or more levels on the teacher-generated rubric. 85% of students will be reading on grade level or above by year end as measured by the reading comprehension rubric**.** |
| **Art**  This year, all 8th grade art students will improve their skills using the 7 basic art elements by at least one level per element on the district art standards-based rubric. Evidence of student growth will be collected from student products in a variety of mediums during the school year. 70% of the students will demonstrate proficiency on 5 of the 7 elements as measured by the district rubric. | **Math**  During the school year, all students will improve their ability to make sense of problems and persevere in solving them. This will be demonstrated by a 25% increase on a common assessment developed by the district Math PLC to assess this mathematical practice. 75% of students will score at 85% or more on the common assessment. |

**Sample Student Growth Goals - 2013**

*Specific* – the goal is focused on a specific area of student need within the content.

*Measurable* – the goal will be assessed using an appropriate instrument.

*Appropriate* – the goal is standards-based and directly related to the responsibilities of the teacher.

*Realistic* – the goal is doable, while rigorous, stretching the outer bounds of what is attainable.

*Time-bound* – the goal contained to a simple school year/course.

Student growth goals include both a growth target and a proficiency target.

\*Note that analysis of pre-assessment data is needed to truly determine if the goal is SMART.

\*Growth goals also should meet the needs of all students in your classroom.