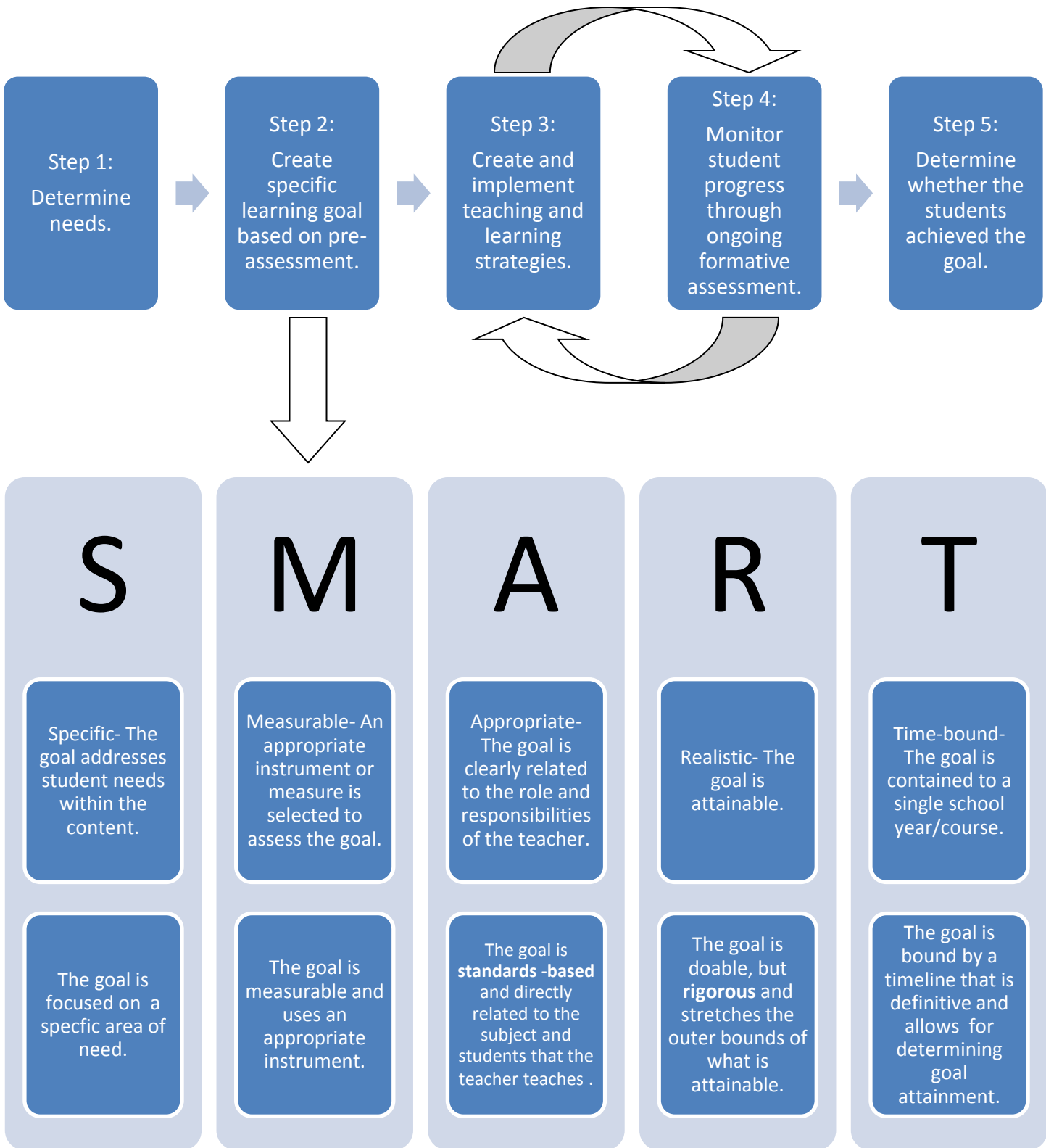


STEP-BY-STEP SMART GOAL PROCESS



*Adapted for Kentucky from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education, Inc.

Sample SMART Goals for Student Growth

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.

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

*You also want to make sure the goal meets the needs of all students in your classroom.

<p>Writing in any content area</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 two or more areas of the writing rubric (audience/purpose, idea development, organization & structure). Furthermore, 80% of the students will score a “3” or better overall.</p>	<p>Social Studies</p> <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>Basic Technical Drawing/Design/CAD</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>	<p>Math</p> <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>Physical Education</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>Literacy Design Collaborative teachers (LDC) (any content area)</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>

<p style="text-align: center;">Reading in any content area</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>	<p style="text-align: center;">Science</p> <p>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.</p>
<p style="text-align: center;">Art</p> <p>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.</p>	<p style="text-align: center;">Reading in any content area</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>
<p style="text-align: center;">FMD – mid functioning</p> <p>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.</p>	<p style="text-align: center;">Math Design Collaborative teachers (MDC)</p> <p>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.</p>
<p style="text-align: center;">FMD – low functioning</p> <p>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.</p>	<p style="text-align: center;">Primary</p> <p>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.</p>