Activity: Use the Guiding Questions document to guide feedback on student growth goal-setting

*Abbreviated document (Step 1 and Step 2)*

**Guiding Questions for Student Growth**

(For teacher reflection; For conversations with principals)

**STEP 1: DETERMINE NEEDS**

**Identify the essential skills, concepts, and processes for my content area.**

* Do the identified skills, concepts and processes represent essential knowledge that will
  + endure beyond a single test date,
  + be of value in other disciplines, and/or
  + be necessary for the next level of instruction?

**Decide on sources of evidence. After identifying an area or areas of need, choose the evidence sources (e.g., rubrics, classroom assessments, performances, products, portfolios, projects, district learning checks) for collecting baseline data for the student growth goal.** Note: At least three sources of evidence are recommended for contributing to baseline data.

* Can the measures be used to provide both baseline data and end of year/course data? Can comparable mid-term data be collected?
* Are the measures rigorous? Do the measures ask student to demonstrate mastery of the identified grade-level concepts, skills, and/or processes at the level of rigor intended in the standard(s)?
* Are the measures comparable? Do the measures used to show growth expect students to demonstrate mastery of the standard at the intended level of rigor? Do the selected measures reach the level of rigor expected across the district?
* Are descriptive rubrics available? Does the rubric accurately describe performance levels aligned with meeting mastery (the rigor) of the identified standards?

**STEP 2: CREATE A SPECIFIC LEARNING GOAL**

**Decide on a student growth goal (SGG) that meets the SMART criteria.**

SPECIFIC

* Is the identified area of need significant enough for year-long/course-long instructional focus?
* Does the content selected represent essential skills, concepts and/or processes that will endure beyond a single test date, be of value in other disciplines, and/or necessary for the next level of instruction?

MEASURABLE

* Are the sources of evidence/measures appropriate for demonstrating growth for the identified area of need?
* Does the goal show how all students will demonstrate growth?

APPROPRIATE

* Is the goal standards-based and directly related to the subject and students taught?

REALISTIC

* Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable?
* Is there a good match between the goal and the level of rigor expected in the standards addressed?

TIMEBOUND

* Is the goal designed to stretch across the school-year or course?