***Before the Goal*:**

**An Enduring Skill/concept**:

* **ENDURES** beyond a single test date,
* is of value in other disciplines, and/or
* is necessary for the next level of instruction.

**Step 2: Write the Student Growth Goal**

Building the Foundation for a **Meaningful** Student Growth Goal-Setting Process &

**Quality** Student Growth Goals

**Step 1 of the Student Growth Goal-Setting Process : Identifying Need**



The priority need should be an **enduring** skill.

Identify the common/classroom assessments that are in place or need to be created that allow students to demonstrate where they are in demonstrating proficiency around these enduring skills.

Target MY students’ **priority need(s)** in order to focus my student growth goal. Base need(s) on the formative assessment data.

Pull together data from multiple sources of evidence into a single score to establish **baseline** for the student growth goal.

Identify the **ENDURING** skills/concepts within the grade-level standards.

Identify what proficiency looks like for these enduring skills/concepts.

Know the expectation of MY content area standards.

Teachers would typically spend the first 6-8 weeks of school getting to know students’ abilities, formatively assessing students’ level of proficiency and targeting a priority area of need for the goal.

**Step 2 : Write the Student Growth Goal**