***Think and Plan* Guidance for Developing Student Growth Goals**

**Charlotte Nye, 6th grade science**

* **Identify the context of the class, including student population.**

5 classes, each a diverse population. 5th period contains a gifted cluster of 8 students; 3rd & 4th periods each have 9 special education students; all classes are at least 30% free and reduced lunch population. I collaborate with a special education teacher, the gifted consultant, and a Title 1 teacher.

* **Identify the essential/enduring skills, concepts, and processes for your content area.**

*What essential, or enduring, skills, concepts, and processes for your content area will your goal target?*

Scientific practices: engaging in argument from evidence; obtaining, evaluating, and communicating information

* **Decide on sources of evidence for your baseline data.**

*What sources of evidence will you use to establish your baseline data and measure student growth?*

Students will participate in a variety of performance assessments, respond to prompts, and answer a set of multiple-choice questions all that will help me determine where students are in mastering these skills. Using the rubric designed by our district science PLC and this data, I’ll determine a baseline score for each student.

* **Identify the interval of instructional.**

*How long is the interval of instruction (i.e. trimester, semester, one school year, etc.)?* the school year

* **Specify the expected growth and proficiency.**

How much gain do you expect students to make with the growth target? (*Keep in mind the growth goal should challenge students to exceed typical expectations.)*

I expect each student to improve by two or more levels on the rubric.

What is your proficiency target? *(What percentage of students will meet or exceed that target?)*

At least 80% of my students should perform at level 3 on the 4-point rubric we designed.

* ***Write your student growth goal statement that meets the SMART criteria.***

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 districts’ science rubric in the areas of engaging in argument from evidence, and obtaining, evaluating and communicating information. 80% of students will perform at level 3 on the 4-point science rubric.

* **Explain the rationale for the goal?**

*Why have you chosen this student growth goal?*

After spending some time assessing my students’ abilities in the scientific practices and crosscutting concepts, I found that they had a variety of needs, but these two practices seemed weak overall for all students. I also think that as students improve these skills, they will impact not only other scientific practices, but their ability to learn not only science content, but content in any class. Based on where students are now, I believe that with my support and teaching, all students will be able to move up the rubric by at least two levels and that overall, I can get 80% of my class at a proficient level on the rubric (level 3) by year end.

* **Determine professional learning (PL) needed.**

Do I need PL in order to support my students in attaining this goal?

I need to learn more about how to embed formative assessment practices into my everyday instruction in order to persistently monitor where students are in meeting this goal.

If *Yes*, does my PGP reflect the support I will need to meet this goal?

My PGP is focused on improving my assessment literacy. I’ll study the Classroom Assessment for Student learning resource and work with my PLC team to analyze my practice and student work.

* **Decide on the instructional strategies for goal attainment.**

What, specifically, will you do instructionally, to assure your students make gains projected in your student growth goal?

Each instructional unit will include students practicing these skills in context of the science content, therefore providing opportunities for students to use in multiple situations:

* Students will discuss regularly what constitutes evidence
* Students will discuss and write to share arguments based on evidence
* Students will evaluate evidence and arguments from text and their peers
* Students will communicate information in a variety of modes that fit the audience and purpose

How will you monitor student’s progress toward goal attainment?

I will formatively assess students in a variety of ways: observing their discussions, analyzing student products, including related items on unit assessments, and asking students to respond to checks for understanding.