Step 1: Determine Needs

1. Based on my content standards, what are the enduring skills\*, concepts and processes students should master by the end of the school year/course?
2. Do the identified skills, concepts and processes represent essential learning that: ENDURES beyond a single test date, is of value in other disciplines, is relevant beyond the classroom, is worthy of embedded, course-long focus, and may necessary for the next level of instruction (next grade or future course)?
3. What does it look like for students to be performing at proficiency level on these skills, concepts and processes? How do I know?
4. Are there any enduring skills\*, concepts or processes my students lack overall? What are the biggest areas of need?
5. ^What are my students’ abilities? How have I collected and analyzed evidence/data to determine patterns, trends, strengths and weaknesses for all students? (e.g., formative processes, analysis of student work, anecdotal notes, last year's data, previous teachers)
6. ^Are the areas of need identified appropriate for a year-long/course-long student growth goal?
7. ^Do the sources of evidence provide the data needed to demonstrate proficiency for the identified area(s) of need?
8. ^Can the sources of evidence be used to provide baseline data, comparable mid-term data, and end of year/course data?
9. Do the sources of evidence require students to meet or exceed the true intent of the standards being assessed? (This addresses both rigor of the evidence and comparability.)
10. Is there a good match between the rigor of the standard to be assessed and the method used to collect evidence? (For instance, if the best way to determine if students are meeting the rigor of a standard is a performance, then the task should be a performance that demonstrates where students are in meeting mastery of that standard. See Classroom Assessment for Student Learning resources on Target-Method Match.)
11. What did I learn from collection of data?
12. How will I combine data to determine a baseline for my SGG?

Step 2: CREATE A SPECIFIC LEARNING GOAL

SPECIFIC

1. Is the identified area of need significant enough for year-long/course-long instructional focus?
2. Does the goal address learning that is representative of the enduring skills\*, concepts and/or processes that:
	1. ENDURES beyond a single test date,
	2. is of value in other disciplines,
	3. is relevant beyond the classroom,
	4. is worthy of embedded, course-long focus,
	5. may be necessary for the next level of instruction?

MEASURABLE

1. Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth?
2. Do the sources of evidence provide the data needed to accurately measure where students are in mastering the grade level standards for the identified areas(s) of need?
3. Which criteria were used for determining what amount of growth is rigorous for students? Why was this criteria selected?
4. Does the goal include a growth target and proficiency target?

APPROPRIATE

1. Is the goal standards-based and directly related to the subject and students taught?
2. Is there a good match between the goal and the level of rigor expected in the identified standards?

REALISTIC

1. Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable?

TIMEBOUND

1. Is the goal designed to stretch across the interval of instruction (e.g., trimester, semester, one school year)?
2. Is there sufficient time within the interval of instruction to determine goal attainment?