

| The Student Growth Goal | Questions to ask teachers: |
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| <input type="checkbox"/> is congruent with Kentucky Core Academic Standards appropriate for the grade level and content area for which it was developed | Which grade level standards or cluster of standards are you using for your goal? |
| <input type="checkbox"/> represents or encompasses either a subset of the knowledge and skills, or an enduring concept or theme that students are expected to master by taking a particular course (or courses) in school | To which critical area are these standards (or cluster of standards) anchored? |
| <input type="checkbox"/> will allow high- and low-achieving students to adequately demonstrate their knowledge | How will you (and your students) know when growth has occurred? |
| | How can you (and your students) be sure when standards have been met? |
| | What changes in instruction will need to be made to ensure students have the opportunity to meet the rigor of the standards? (for PGP purposes) |
| Comparability means that data generated from similar classrooms (i.e., those addressing the same standards) would be interpreted in a comparable way (i.e., use of common success criteria/rubric/performance expectations/performance levels) with respect to the intent of the standard. | What conversations are you having with other teachers about specific student data and assessment of standards? |

Sample Timeline:

August: Initial assessments of what students know; Where are they now?

September: Begin to narrow the assessments around critical area(s) of greatest need/impact. (Ex: Determining which standards have been met, nearly met, or not at all met for analysis purposes; possibly exhibited in a coded spreadsheet.)

October: Gather data around a critical area and determine where students are, where they need to be (standards), and the standards path that will bridge the two. Develop a goal that includes a growth component as well as proficiency component.