

Student Learning Objectives Setting Student Growth Targets



1. Look at Pre-assessment data
 - Look at baseline data.
 - Determine areas of deficits.
 - Consider how much growth you believe students can make over the course of the year/semester.

2. Performance measures
 - The goal must be specific, clear, and measurable. (Example: A general goal would be “Get in shape,” but a specific goal would be “Join a health club and work out 3 days a week.”)
 - State what percentage of your students will achieve the goal
 - State desired improvement (will improve 20 points, will improve 3 rubric levels, etc.)
 - You may opt to use a multi-tiered target to differentiate your goal (Ex. 80% of students: will improve 35 points if they scored below a 50, will improve 20 points if they scored between a 50 and 75, or will score a 95 or above.

3. Dos and Do nots
 - Do make a specific goal
 - Do create a realistic goal
 - Do consider all students
 - Do emphasize what you want the student to achieve
 - Do use points instead of percentages
 - Do not use averages
 - Do not use your growth target as your Learning Objective
 - Do divide by the total number of students to calculate your percentage; do not multiply the number of students by the percentage

EXAMPLES:

Single Tier Targets

90% of students will increase their fluency by 30 wcpm.

80% will increase their scores at least 30 points.

80% of 6th grade Theater Arts students will increase their point total from the performance rubric by a minimum of 10 points.

85% of students will achieve at least an 85 on the post assessment.

80% of Drawing II students will improve by at least 2 rubric levels.

Multi-Tiered Target

75% of students:

***will improve 30 points if they scored below a 50,
will improve 20 points if they scored between a 50 and 80, or
will score a 95 or above.***