|  |
| --- |
| District Learning Progression for Student Growth Goal Setting and Outcomes |
| Question and Big Ideas | Components of the Big Ideas | Basic District Implementation | Proficient District Implementation | Distinguished District Implementation |
| **Use: Nested goals****Approach** | **Use: Modified or Full Template** | **Use: Full Template** |
| What are the main components of the Student Growth Goal and Outcomes?  | Student Growth:* Focus for Learning
* Aligned Assessments
* Targets for Growth
* Achievement of Growth
 | * Goals may be missing one or more of the following qualities: specific, measurable and time-bound
* Goals are not based on prior available student learning
* Goals partially aligned to content standards
* Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s)
* Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals.
 | * is specific, measureable and time-bound
* is based on multiple sources of available data that reveal prior student learning
* is aligned to content standards
* is appropriate for the context, instructional interval and content standard(s) (grain size)
* demonstrates a significant impact on student learning of content (transferable skills)
* identifies formative and summative measures aligned to learning targets to monitor progress towards goals
 | * Proficient Attributes *and*:
* Establishes multiple two-way communication paths to collaborate with , families, students and/or other staff to establish goals specific to individual learning needs
* Students reflect on their own learning and articulate their understanding of their goals and progress toward goals
 |
| Where will we focus for the 2013-2014 school year? What are our educators ready for? |  |  |  |