**LEARNING GOAL**

**Directions for Establishing a Learning Goal:** Use the planning information to refine and contextualize the description of the learning goal**.**

| **Learning Goal:** a description of the specific knowledge and skills that support the enduring understandings or big ideas that students will possess at the end of the course or grade based on course- or grade-level content standards and curriculum. | |
| --- | --- |
| **Learning Goal for this SAO:** | |
| Describe the **learning goal** for this SAO. This learning goal should clearly describe student expectations by the end of the instructional period. |  |

**LEARNING GOAL PLANNING QUESTIONS**

**Directions for Establishing a Learning Goal:** After completing the entire table, use the planning information to write the description of the learning goal.

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| --- | --- |
| **Learning Goal:** A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum. | |
| **Planning Information for Writing the Learning Goal:** | |
| Which big idea is supported by the learning goal? |  |
| Which content standards are associated with this big idea?  *List all standards that apply, including the text of the standards (not just the code).* |  |
| Why is this learning goal important and meaningful for your students to learn? |  |
| In what ways does the learning goal require students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured? |  |
| Describe the instruction and strategies you will use to teach this learning goal.  *Be specific to the different aspects of the learning goal.* |  |
| Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year). |  |
| Explain how this time span is appropriate and sufficient for teaching the learning goal. |  |

**ASSESSMENTS AND SCORING**

**Directions for Documenting Assessments and Scoring:** Use the planning information to refine and tailor the description and use of assessments you described.

| **Assessments and Scoring:** Assessments should be of high quality and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned. | |
| --- | --- |
| **Assessments** **for this SAO** | |
| Describe the summative and formative **assessments** that measure students’ understanding of the learning goal[[1]](#footnote-1). Include a possible prompt or prompts that align to the learning goal and the identified depth of knowledge required by the standard(s). | . |
| Explain how student performance is defined and scored using the assessments. Describe the levels of performance and the specific criteria that will be measured through the rubric or scoring guide . |  |

**ASSESSMENTS AND SCORING PLANNING QUESTIONS**

**Directions for Documenting Assessments and Scoring:** After completing the entire table of planning questions, use the planning information to write the description and use of assessments and scoring criteria or rubrics.

|  |  |
| --- | --- |
| **Assessments and Scoring:** Assessments should be standards-based, of high quality, and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned. | |
| **Planning Information for Explaining the Use of Assessments and Scoring:** | |
| How often will you collect summative and formative data to monitor student progress toward this learning goal? |  |
| How will you use this information to monitor student progress and to differentiate instruction for all students toward this learning goal? |  |

**TARGETS**

**Directions for Establishing Targets:** Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.

| **Targets:** identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate. | | | | |
| --- | --- | --- | --- | --- |
| **Actual Performance from Baseline Data** | | | | |
| Identify the specific courses, assessments, and/or experiences (e.g., grades, test scores, surveys) used to establish baseline levels and expected outcomes for students’ understanding of the learning goal. |  | | | |
| Identify the name of each target level established and define the specific end of year criteria expected for student achievement in each target level. |  | | | |
|  | | | | |
| **Groups and Targets – students should be sorted into the levels identified below based on the Target Level set for the student. For example, a student may have a baseline level of ‘Approaching Expectations’ and a target level of ‘Exceeding Expectations’ has been set for that student. This student’s information should be recorded in the “Exceeding Expectations” level.**  **After the Final Level has been identified, teachers should identify whether each student met or exceeded their target = Yes OR did not meet their target = No.** | | | | |
| **Student Names** | **Baseline Level** | **Target Level** | **Final Level** | **Outcome**  **(Yes-met or exceeded target**  **No-did not meet target)** |
| Exceeding Expectations Level | | | | |
| Example: Mary | Approaching Expectations | Exceeding Expectations | Exceeding Expectations | Yes |
|  |  |  |  |  |
|  |  |  |  |  |
| Meeting Expectations Level | | | | |
|  |  |  |  |  |
|  |  |  |  |  |
| Approaching Expectations Level | | | | |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Below Expectations Level | | | | |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**TARGETS PLANNING QUESTIONS**

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| **Targets:** identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate. | |
| --- | --- |
| **Planning Information for Writing the Target Used to Define Teacher Performance:** | |
| Name and describe the criteria used from the baseline sources to create the differentiated baseline levels. |  |
| Describe how the targets levels were determined in connection with baseline data or information, student history, or other trend data or information. |  |
| Explain how the expected targets identified demonstrate ambitious, yet realistic goals, for measuring students’ understanding of the learning goal. |  |

**Directions for Teacher Ratings**: The table below is to be used by the administrator reviewing the SAO to document the teacher rating based on the targets that were established.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher Ratings:** Based on the results of the learning goal, assessments/tasks, and targets of this SAO, a teacher rating is noted below. | | | | |
| **Unsatisfactory**  < 50.99% of the learning targets achieved | | **Needs Improvement/Developing**  51.00%-69.99% of the learning targets achieved | **Effective**  70.00%-89.99% of the learning targets achieved | **Highly Effective**  90.00%-100.00% of the learning targets achieved. |
| Administrator comments: | | | |  |
| Date | Administrator Signature | | |  |
| Date | Teacher Signature  (the signature does not necessarily indicate agreement with the rating) | | |  |

1. Assessments and rubrics need to be established as high quality. [↑](#footnote-ref-1)