



# Creating Achievement Goals

# Achievement goal

- ▶ Should describe observable behavior or measurable results. The acronym SMART is a way to develop and assess the worthiness of the goal.
- ▶ **S** Specific
- ▶ **M** Measureable
- ▶ **A** Aligned
- ▶ **R** Realistic
- ▶ **T** Time bound

# SAMPLE SLO<sub>s</sub>

ACHIEVEMENT GOAL STATEMENTS

# Example 1

## Uniform Growth Target

- ▶ One target for all students in the SLO
- ▶ Works best when:
  - ▶ Students had similar results on baseline (pre-assessment) data collected
  - ▶ Course content requires a specific level of mastery
  - ▶ Students need to work together to achieve a task (orchestra, dance, etc.)

# Example 1

## Uniform Growth Target

- ▶ From September 1, 2016 to September 10, 2016, 100% of grade 6 chorus students will demonstrate an increase of 1 or more levels from the pre to the post assessment as measured by a four-level rubric for sight-singing composition and sight-singing performance.
- ▶ The common performance based four-level rubric assessment titled "Sight Singing Assessment" was developed by...

# Example 1 Cont.

## Uniform Growth Target

- ▶ From September 1, 2016 to September 10, 2016, 100% of grade 6 math students will increase their pre-assessment score by 10 percent on the algebra math probe developed by AIMS web.

# Example 2

## Tiered Targets

- ▶ Two to three targets for groups of students identified by the SLO.
- ▶ This allows for projecting achievement for students who are at, above, or below grade level
- ▶ PROS
  - ▶ High level of analysis
  - ▶ Tiers can be used to differentiate Instruction
- ▶ CONS
  - ▶ Students just below or above cut points can have very different target

# Example 2

## Tiered Target

- ▶ From the September 2, 2016 to October 1, 2016 100% of WCU's Environmental Science students will improve their pre to post assessment scores as measured by the Environmental Science Benchmark Assessment. Students will increase from their pre-assessment score ranges to the post-assessment score ranges as follows:
  - ▶ Tier 1: Students scoring below 50% on the pre-assessment will score > 70%
  - ▶ Tier 2: Students scoring in the range of 50 - 74% will score > 90%
  - ▶ Tier 3: Students scoring 75% or higher will score > 95%
- ▶ 10% above their tier level or above 95% on the post assessment would indicate exceeding on the SLO. For example, if a student scores 35% on the pre assessment and scores 85% on the post assessment, student results would be noted as meeting and exceeding the growth target



## Example 2

### Tiered Targets (additional example)

- ▶ The 18 students who scored a 2 on the baseline writing prompt will score a 3 or higher on the final of monthly writing prompts.
- ▶ The 6 students who scored a 3 on the baseline writing prompt will score a 4 or higher on the final monthly writing prompt.
- ▶ The 4 students who scored a 4 on the baseline writing prompt will score a 5 or higher on the final monthly writing prompt.

# Example 3

## Individual Target (Half-Split or Half to 100)

### ► PROS

- Straightforward method for ensuring rigorous targets for low performing students.
- Great if you prefer a simple set of calculations

### ► CONS

- Ignore individual student data
- No room for high performing students to grow

# Example 3

## (Half-Split or Half to 100)

- ▶ SLO for Grade 9-12 World History
  - ▶ The minimum expectation for individual student growth is based on the formula which requires students to grow by at least . of what would be required to improve to 100.
- ▶  $\text{Pre-assessment score} + (100 - \text{pre-assessment score}) / 2 = \text{Post-assessment Target Score}$
- ▶ Steps
  - ▶  $\text{Pre-assessment score} + (100 - \text{pre-assessment score}) / 2 = \text{Post-assessment Target Score}$
- ▶ *Example using 40 on a pre-assessment:  $40 + (100-40)/2$* 
  - ▶  $40 + (60)/2$
  - ▶  $40 + 30$
  - ▶ *70 is the target for post-assessment for this student. Repeat the process for every student*