

Comparative Analysis of Student Growth Goals

Out with the old; in with the new

This template provides an opportunity to examine, on a practical level, the ways in which Student Growth Goals are changing. You might tackle these in small group discussions. Consider substituting one of your previous year's SGGs if you feel you would like to explore a goal that is a closer match to your grade level or content area.

Old Student Growth Goal 3.1:

All EL students in my class will make one year's growth on their reading level as based on the Independent Reading Level Assessment (IRLA)/ Evaluación del nivel independiente de lectura (ENIL) through consistent conferring schedules. To facilitate meeting this goal, collaboration with grade level teachers, EL teachers, and paraprofessionals will be implemented on a consistent basis. This collaboration will include review of all kindergarteners' progress in whole group, small group, and individual conferring sessions. Team discussions will also include setting intermittent goals for struggling students and sharing of strategies that will advance all students' reading progress.

Based on the old rubric, what would you score this goal and why?

Take a minute to read the Proficient and Distinguished language in the new rubric. Based on what you've read, what in the "old" goal might you add, change, and/or delete?



Old Student Growth Goal 6.1:

All students in my homeroom class (21 students) will make seven months or more growth in reading by April of 2022.

Based on the old rubric, what would you score this goal and why?

Take a minute to read the Proficient and Distinguished language in the new rubric. Based on what you've read, what in the "old" goal might you add, change, and/or delete?

Old Student Growth Goal 8.1:

By April 2022, all or nearly all continuously enrolled first grade students will make at least 6 months of growth and/or be at grade level in Reading as measured by the Independent Reading Level Assessment (IRLA). Plan of action: Students will read power words, leveled books, phonemes, and phonics, and collaboration with students, parents, and staff to help students achieve their goal.

Based on the old rubric, what would you score this goal and why?

Take a minute to read the Proficient and Distinguished language in the new rubric. Based on what you've read, what in the "old" goal might you add, change, and/or delete?