

# SAMPLE KDE STUDENT GROWTH GOALS

CONTENT AREA	SAMPLE GOAL
<b>Reading</b>	By the end of the 2013-14 school year, all of my 4th grade students (100%) will show growth in summarizing key ideas and details in what they read. Each student will improve by 2 or more levels on the rubric developed by my PLC team for summarization. In addition, 90% of students will score Proficient or above on the rubric by the end of the year.
	By the end of the 2014-15 school year, 100% of my 3rd grade students will make measurable progress in reading and comprehending informational text at the high end of the grade 2-3 text complexity band. Each student will improve by 2 or more levels on the Reading Comprehension rubric. Furthermore, 75% of students will perform at the Proficient or Above levels on the rubric.
	For the 2013-14 school year, all of my 5th period Computer Applications class will improve in their ability to follow precisely a complex multistep procedure in a real world setting. Each student will improve his/her performance by at least one performance level on each area of the district rubric. At least 70% of students will perform at the proficient level in each area.
<b>Math</b>	During this school year, my 7th grade students will use the 8 Math Practices to further their understanding of proportional relationships. This will be demonstrated by growth by at least one level on the rubric (from the repeated common assessments) developed by the district Math PLC. Furthermore, 70% of my students will show mastery by reaching level 4 or higher on the rubric.
	CTE—Carpentry:  For the 2013-14 school year, all of my 4th block Introduction to Carpentry class will improve in their ability to determine structural calculations with precision. Each student will improve his/her performance by at least one performance level on each area of the district rubric. At least 70% of students will perform at the proficient level in each area.
<b>Writing</b>	LDC — Multiple Content Areas:  For the 2012-13 school year, my students will make measurable progress in writing arguments to support claims. On the District 8th Grade Writing Assessment, each student will improve by at least one performance level in three or more scoring elements of the LDC argumentation rubric. 80% of my students will score an average of a 3 or higher on a summative rating of the LDC argumentation rubric.
	Health Sciences:  For the 2013-14 school year, 100% of my 3rd block students will make measurable progress in informational writing. Each student will improve by one performance level in two or more areas of the writing rubric (audience/purpose, organization & conventions). Furthermore, 80% of the students will score a “3” or better overall.
<b>Social Studies</b>	For the current school year, all of my students will make measurable progress in historical argumentation and appropriate use of relevant historical evidence. All students will move up at least 1 level, and 75% of students will achieve at the 3 or higher level on the reading/research and development areas of the LDC Argumentation Rubric.

<b>Science</b>	During this school year, all of my 8th grade science students will grow in their ability to use models to explain, predict, and investigate the natural and designed world, including identifying the limitations of the models. Based upon the Grades 6-8 Using Models Analytic Rubric, all students will improve in each of the scoring elements by at least one performance level as demonstrated on the district-approved performance task. Furthermore, 80% of students will score proficient on the district-approved performance task as indicated by the rubric.
<b>Health and PE</b>	During the 8th grade 9 weeks course, all students will grow in their ability to analyze the influence of family, peers, culture, media, technology, and other factors on the health behavior. Using a standards-based 4 point rubric created by the District Health/PE Vertical Team, students' current level of understanding will be determined with a constructed response performance task on how these factors affect behavior. Applying the same rubric to the post assessment, students will be given a performance task in which they will be asked to identify and explain how these factors influence health behaviors. Each student will improve by moving one level on the rubric. Furthermore, 80% of students will score Meets Expectations (Proficient) on the rubric.
<b>Health Sciences</b>	During the 2013-14 school year, all of my AM Medicaid Nursing Assistant class will improve in their knowledge and application of patient care skills by performing the skills to meet industry standards (level 3). In addition, 95% of students will pass the Kentucky Medicaid Nursing Assistant exam.
	For the 2013-14 school year, all of my 3rd block Emergency Procedures class will demonstrate measurable growth in their ability to identify and use appropriate infection control practices. All students will improve their ability by one level on the district rubric. In addition, at least 70% will score at level 3 or better.
<b>Music</b>	During this school year, my 5th grade students in Music class will grow in their ability to read and notate music. Each student will increase by one performance level in two or more areas of the Elementary Music Assessment Rubric. 80% of students will score proficient on two or more areas of the rubric.
<b>French II</b>	During this school year, all of the students in my French II classes will improve their linguistic competency performance. Students will move at least one performance level in interpretive listening, interpersonal speaking, interpretive reading and interpersonal writing based on Kentucky World Language Standards rubric. At least 70% of my students will meet or exceed the Intermediate-Low competency level for at least two modes of communication, as measured by the KY WL Standards rubric.
<b>Art</b>	<p>During this school year, my third grade students will develop their use of art to convey meaning and their ability to discuss their art. The district-approved 10-point rubric will be used to evaluate performance on a pre/post assessment task* to determine growth. All students will move one performance level in their ability to use art to convey meaning and in their ability to discuss their art with others. 80% of students will achieve at least an average of a 7 on the post-assessment task.</p> <p><i>*At the beginning of the year, students were asked to create a piece of art and discuss their choices of technique and medium selection. An initial scoring by the teacher and student (self-assessment) was obtained using the district's 10-point rubric. In final portfolio presentations students will show their pieces and discuss their choices of technique and medium and selection with the class, one visiting artist, and the teacher. The portfolio and presentation will be scored by the visiting artist and the teacher, and students will also complete a self-assessment using the 10-point rubric.</i></p>

<b>Family Consumer Science</b>	During this school year, my students in Culinary and Food Services class will grow in their understanding of food safety and sanitation. Every student will increase one performance level in all scoring elements of the district Food Safety and Sanitation Performance Task Rubric. Growth data will be obtained using a Pre- & Post-Performance Assessment Task at the beginning and end of the course. Furthermore, 65% of students will demonstrate proficiency by obtaining SERVSAFE Certification.
	During the 18-week course, students in my 2nd block Foods and Nutrition class will improve their ability to identify and use basic measuring and cooking techniques. Students will improve their ability by one or more levels on the district rubric. In addition, at least 70% of the students will score at level 3 or better.
<b>Multimedia</b>	During this school year, my Advanced Multimedia students will demonstrate measurable growth in effectively communicating with digital media tools by moving at least one performance level (3 levels: Learner, Skilled, Master) on the appropriate rubric used for the district-approved Adobe Dreamweaver/Flash/Photoshop* Performance Task Assessment. 70% of the students will demonstrate proficiency by obtaining an Adobe Certification in Dreamweaver, Flash or Photoshop. <i>*This teacher has 80 students enrolled in this course. She teaches Flash, Dreamweaver, or Photoshop in the same class setting. She has included all three Adobe programs in her goal.</i>
<b>FMD— Low-Functioning</b>	During the school year, all my students will improve their fine motor skills during dressing and preparing food, using a classroom performance rubric that measures fine motor skills and dexterity. Each student will improve his or her fine motor skills by one or more levels on the rubric. Furthermore, 50% of the students will score 3 or better on the rubric.
<b>FMD— Mid-Functioning</b>	For this school year, all my students will improve their ability to independently shop for basic needs. All students will increase one performance level in each of the sub-skills (identifying items on a list and locating them in a store, asking for and following directions from a store clerk, and using money to pay for items) indicated on the rubric. In addition, 50% of the students will be proficient (i.e., perform 3 of the 5 sub-skills independently).
<b>Employability Skills — Any Content Area</b>	During the 2013-14 school year, all students in my 1st block Career Options will make measurable progress in their ability to apply for a job, (e.g., resume, letter of application, and job application). Each student will improve by at least one performance level in each area on a district rubric. In addition, at least 80% of students will score 3 or better.
<b>Automotive Technology</b>	During the 2014-15 school year, students in my 4th block will improve in their ability to perform a battery state-of-charge test and determine corrective action. Each student will improve his/her ability to perform this test/task by at least one level on the Maintenance and Light Repair rating rubric. Furthermore, 40% of the students will be able to perform the battery state-of-charge test at the “4” level listed on the rubric.
<b>Agricultural Education</b>	During the 2012-13 school year, each of my 1st block Ag. Power, Structural, and Technical Systems students will improve in his/her ability to operate and maintain AFNR mechanical equipment and technical systems. All students will improve by at least one level on the Ag. Power, Structural, and Technical Systems Program Rubric. At least 60% will score 3 or better.
	During the 2013-14 school year, all of my 1st block Animal Science students will make measurable progress in their ability to design and provide proper animal nutrition to achieve desired outcomes for performance development, reproduction, and/or economic production. All students will improve their performance by one or more levels on the Animal Science Pathway Rubric. 70% will score a 3 or better.

<b>Business Education</b>	For the 2013-14 school year, all of my 4th period Microsoft Office class will make measurable progress in their ability to create real-world presentations using appropriate software functions, e.g., PowerPoint, Publisher, etc. Each student will improve by at least one performance level in all areas on the district rubric. At least 80% will score proficient in 2 or more areas.
<b>Computer-Aided Design</b>	During this school year, 100% of my 4th period students will demonstrate measurable progress in their ability to construct geometric shapes in two-dimensional space. Each student will improve his or her own performance by at least 50% as evidenced by a performance assessment rubric. At least 85% of my students will score a 3 on the district rubric.
<b>Engineering</b>	For the 2012-13 school year, 100% of my students in 4th block Engineering Design class will make measurable progress in their ability to research, develop, test, and analyze engineering designs. Each student will improve by at least one performance level in each area on a district rubric. At least 75% of students will score proficient or better.
<b>Carpentry</b>	During this school year, 100% of students in my 3rd block class will demonstrate measurable progress in their ability to accurately build and assemble structure components according to design specifications using appropriate materials, tools and equipment. Each student will improve his/her ability by at least one performance level on the district rubric. At least 85% of my students will score level 3 or better.
<b>Industrial Maintenance</b>	For the 2013-14 school year, 100% of my 5th block class will improve in their ability to solve electrical circuit problems using Ohm's Law. Each student will improve his or her performance by at least one performance level on the district rubric. At least 70% of students will meet industry standards (level 3).
<b>Electrical Technology</b>	For the 2013-14 school year, 100% of my 4th block class will improve in their ability to perform state-of-circuit charge tests and determine necessary actions. Each student will improve his or her performance by at least one performance level on the district rubric. At least 85% of students will meet industry standards.
<b>Marketing Education</b>	For the current school year, all of my 1st period Principles of Marketing students will improve their ability to apply the principles of the marketing functions of purchasing, pricing, and distributions. Each student will improve by one or more levels in each of the three areas on the Principles of Marketing rubric. At least 75% will score proficient or better.
<b>Welding Technology</b>	During the 2013-14 school year, all my 4th block preparatory students will show growth in their ability to apply principles of the SMAW process to weld materials. Each student will improve his or her ability by at least one performance level on the district rubric. In addition, 75% of students will meet industry standards.
<b>Information Technology</b>	During the 2014-15 school year, students in my 1st period Computational Thinking course will improve their ability to develop digital web pages including the understanding of hypertext and web structures. All students will improve their performance by one or more levels as evidenced by a district rubric. Furthermore, 80% of students will perform at the proficient level overall on the post assessment.
	During the 2014-15 school year, students in my 1st period Computer Literacy course will improve their ability to identify and use basic computer hardware. All students will improve their performance by one or more levels as evidenced by a district rubric. Furthermore, 80% of students will perform at the proficient level overall on the post assessment.