Student Growth Goal - Data and Calculations:

Local Growth Only

TEACHER: Doe, Jane **School:** Barren County High

STUDENT GROWTH GOAL: *During the 2015-16 school year, 100% of my 2nd block Biology students will make measurable progress in argumentative writing. Each student will improve by at least one performance level in 3 or more areas of the common LDC writing rubric. Furthermore, 80% of my students will score a "3" or better overall.*

GOALS: **RUBRIC:**

Proficiency Goal: **80%** *of my students will meet proficiency by* scoring an **a "3"overall** or better on the Post-Test.

My proficiency rating is determined as follows:

High Proficiency =	More than **88%**
Expected Proficiency =	Between **72%** and **88%**
Low Proficiency =	Less than **72%**

Growth Goal: **100%** *of my students will imporive at least one performance level in 3 or more areas*

My growth rating is determined as follows:

High Growth =	**85%** or higher
Expected Growth =	Between **60%** and **84%**
Low Growth =	**59%** or less

ASSESSMENT DETAILS AND SAMPLE REPORTS:

Class/Subject: *2nd Period English II*

Identify sources of evidence needed:	When evidence is available?
1. **Argumentative Writing piece**	1. **November**
2. **Argumentative Writing piece**	2. **March**
3.	3.
4.	4.

Attach sample reports/evidence that will allow goals to be scored.

POST-TEST ANALYSIS:

Proficiency Percentage: _____ **Proficiency Rating:** Choose from dropdown

Local Growth Percentage: _____ **Local Student Growth** Choose from dropdown

LOCAL GROWTH RATING

PROFICIENCY	L	E	H
H	E	E	H
E	E	E	E
L	L	E	E

GROWTH

Local Student Growth Rating: Choose from dropdown

OVERALL STUDENT GROWTH RATING:

Based on the proficiency rating and local and state student growth ratings above, utilizing the table at the right your Overall Student Growth Rating is:

Choose from dropdown

RUBRIC
Baseline Data:

Writing
Baseline data on a 10th grade writing assessment utilizing the LDC argumentative writing rubric.

Score:	1	2	3	4
	25%	45%	30%	0%

Overall, 30% of students scored a "3" or better.

Student Growth Goal:
During the 2015-16 school year, 100% of my 2nd block English II students will make measurable progress in argumentative writing. Each student will improve by at least one performance level in 3 or more areas of the common LDC writing rubric. Furthermore, 80% of my students will score a "3" or better overall.

ARGUMENTATION TEACHING TASK RUBRIC (TEMPLATE TASK COLLECTION VERSION 2.0)

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven. D. Addresses additional demands superficially.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.		Establishes a claim.		Establishes a credible claim.		Establishes and maintains a substantive and credible claim or proposal.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.