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| --- | --- | --- |
| **YES** | **NO** | **CRITERIA** |
| **SPECIFIC** |
|  |  | Is the identified area of need significant enough for year-long/course-long instructional focus? |
|  |  | Does the goal address learning that is representative of the enduring skills\*, concepts and/or processes that:* endure beyond a single test date
* is of value in other disciplines
* is relevant beyond the classroom
* is worthy of embedded, course-long focus
* may be necessary for the next level of instruction
 |
| **MEASURABLE** |
|  |  | Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth? |
|  |  | Do the sources of evidence provide the data needed to accurately measure where students are in mastering the grade-level standards for the identified areas(s) of need? |
|  |  | Which criteria were used for determining what amount of growth is rigorous for students? Why was this criteria selected? |
|  |  | Does the goal include a **growth target** **and proficiency target**? |
| **APPROPRIATE** |
|  |  | Is the goal standards-based and directly related to the subject and students taught? |
|  |  | Is there a good match between the goal and the level of rigor expected in the identified standards? |
| **REALISTIC** |
|  |  | Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable? |
| **TIMEBOUND** |
|  |  | Is the goal designed to stretch across the interval of instruction (for example, a trimester, semester, or one school year)? |
|  |  | Is there sufficient time within the interval of instruction to determine goal attainment? |