

End of Year vs. Unit SMART Goal Examples

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ELA Grade 7	<p>End of Year Goal: On ESA #3, 70% of students will score standards met/exceeded.</p> <p>Essential Standard: (SL.7.2) Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>Learning Target: <i>I can analyze the supporting details of a text and determine their relationship to the main idea.</i></p> <p>Unit Goal: By the end of the unit, 70% of students will be able to analyze supporting details of a text (diverse media format) and determine their relationship to the main idea; 20% will be able to identify the main idea and supporting details of a text (diverse media).</p>
Math Grade 7	<p>End of Year Goal: On the 2024-2025 Math SBAC, 10% of students scoring in the nearly met category will score in the met or exceeded category.</p> <p>Essential Standard: (7.EE.3) Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form, convert between forms as appropriate, and assess the reasonableness of answers using mental computation and estimation strategies.</p> <p>Learning Target: <i>I can write and solve multi-step word problems and assess the reasonableness of my answers.</i></p> <p>Unit Goal: By the end of the unit, 75% of students will be able to solve multi-step equations with rational number coefficients using the distributive property; 25% of students will be able to solve two-step equations with rational number coefficients.</p>
Science Grade 8	<p>End of Year Goal: On the CAST, 60% of students will score standards met/exceeded.</p> <p>Essential Standard: (MS-LS4-1) Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.</p> <p>Learning Target: <i>I can analyze and interpret patterns of evolution in the fossil record as evidence for when organisms existed, evolved, and went extinct in the history of life.</i></p> <p>Unit Goal: By the end of the unit, 70% of students will be able to analyze and interpret patterns for the fossil record for (1) relative age of rock layers, (2) periods of time when changes in the absence or presence of fossil organisms can be observed, and (3) patterns of change in the level of complexity of anatomical structures in the fossil record over time; 30% will be able to analyze two of the fossil patterns.</p>

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Social Science Grade 8	End of Year Goal: By the end of the school year, 85% of students will be passing.
	<p>Essential Standard: (RH.8.1) Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>Learning Target: <i>I can cite textual evidence to support an analysis of primary and secondary sources.</i></p> <p>Unit Goal: By the end of the unit, 70% of students will be able to cite textual evidence to support an analysis of primary and secondary sources; 30% of students will be able to identify evidence from primary or secondary sources.</p>

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History (A)	End of Year Goal: By the end of the school year, 95% of students will be passing.
	<p>Essential Standard: (RH.11.2) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details & ideas.</p> <p>Learning Target: <i>I can determine the central idea of a primary or secondary source.</i></p> <p>Unit Goal: By the end of the unit, 75% of students will be able to determine the central idea of a primary and secondary source; 25% of students will be able to identify an author's ideas in a primary or secondary source.</p>
English (B)	End of Year Goal: On ESA #3, 70% of students will score standards met/exceeded.
	<p>Essential Standard: (RI.9-10.1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Learning Target: <i>I can cite strong and thorough textual evidence to support inferences that I draw from the text.</i></p> <p>Unit Goal: By the end of the unit, 80% of students will be able to cite strong and thorough textual evidence to support inferences drawn from the text; 20% will be able to cite evidence that loosely supports an inference drawn from the text.</p>
Mathematics (C)	End of Year Goal: On the 2024-2025 Math SBAC, 10% of students scoring in the nearly met category will score in the met or exceeded category.
	<p>Essential Standard: (HS.A.CED.2) Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p>Learning Target: <i>I can create equations in two or more variables to represent relationships.</i></p> <p>Unit Goal: By the end of the unit, 70% of students will be able to create equations in two or more variables to represent relationships; 30% of students will be able to create equations in one variable to represent relationships.</p>
Science (D)	End of Year Goal: The students grades will be 90% passing, with a 10% D/F rate.
	<p>Essential Standard: (HS-PS1-1) Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.</p> <p>Learning Target: <i>I can use the periodic table to predict properties of elements based on the patterns of valence electrons. (HS-PS1-1)</i></p>

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	<p>Unit Goal: By the end of the Unit, 70% of students will be able to use the periodic table to predict element's properties; 30% of students will be able to use the periodic table to determine element's valence electrons.</p>
Foreign Language (E)	<p>End of Year Goal: By the end of the school year, 95% of students will be passing.</p>
	<p>Standard: (WL.CM2.I) Participate in real-world, spoken, written, or signed conversations related to self and the immediate environment. Create sentences and strings of sentences to ask and answer a variety of questions in transactional and some informal settings.</p> <p>Learning Target: <i>I can answer a variety of questions about myself in full sentences within an informal setting.</i></p> <p>Unit Goal: By the end of the unit, 75% of students will answer a variety of questions about themselves in full sentences within an informal setting; 25% of students will answer predictable questions about themselves in phrases within an informal setting.</p>
VAPA Intermediate Theater (F)	<p>End of Year Goal: By the end of the school year, 95% of students will be passing.</p>
	<p>Standard: (Acc.TH:Cr) Investigate historical and cultural conventions and their impact on the visual composition of a drama/theater work.</p> <p>Learning Target: <i>I can investigate how a specific culture influences the visual composition of a play.</i></p> <p>Unit Goal: By the end of the unit, 85% of students will investigate how a specific culture influences the visual composition of a play; 15% will collect information about cultural influences on visual composition.</p>
Elective AP Psychology (G)	<p>End of Year Goal: On the AP Psychology Exam, 85% of students will score a 3 or above.</p>
	<p>Standard: (Skill Category 1) Define, explain, and apply concepts, theories, behaviors, and perspectives.</p> <p>Learning Target: <i>I can apply theories and perspectives in authentic context.</i></p> <p>Unit Goal: By the end of the Unit, 85% of students will apply theories and perspectives in authentic context; 15% identify theories and perspectives in authentic context.</p>