

Examples of Goals

By August 2012, (name) will develop and implement algebraic strategies to solve complex, level-appropriate mathematical problems with 90% accuracy on cumulative assessments within the classroom.

By August 2012, (name) will increase knowledge and understanding of the importance of technology by adopting a global perspective via creation and execution of a professional-quality presentation conveying the multiple technology-related methods used to enhance the understanding of astronomy-related discoveries. A score of at least 90% on a student/teacher-created rubric must be attained. The rubric will ensure the application of higher-level thinking skills .

By June 2012, (name) will create a multimedia project using a variety of primary and secondary sources on a topic of her choosing with a minimum score of 90% on a student/teacher generated rubric. The rubric will ensure the application of higher-level thinking skills.

By June 2012, (name) will apply her understanding of various literature genres by incorporating examples on an approved project with a minimum score of 90% on the student/teacher-generated rubric. The rubric will ensure the application of higher-level thinking skills.

By November 2012, (name) will apply her understanding of poetry by generating a scrapbook with self-written examples of at least four styles of verse. There must be a minimum of 90% accuracy for each selection based on a teacher-created rubric. The rubric will ensure the application of higher-level thinking skills

Non-Examples of Goals

By November 2010, (name) will improve her critical thinking skills in the classroom setting as measured by her performance on content-based assignments and long-term project. (This goal is not measurable because no target score is indicated and has no completion date.)

(Name) will improve his vocabulary skills by 2011. (This goal is not measurable because no target score is indicated and is too vague. What aspect of vocabulary (use of words in context, decoding, etc.) The target date is too vague, also.)

By December 2015, (name) will show leadership growth in her classes. (Again, too vague and nonmeasurable as no target score or measurement instrument is indicated.)

By April 28, 2010, Ashiya will increase her mathematical computation abilities by 10% as measured by standardized achievement test scores completed in school. (Is

mathematical computation the child's strength? Generally, this area of mathematics is not related to higher-order thinking.)

(Name) will use technology to create a multimedia project. (No target score, target date, timeline or rigorous criteria.)

Note: While there are no indications of the levels of the students the examples are written for, at an actual EP meeting the goals should be created to make the student "stretch." Given that, the higher order/critical thinking skills are built in.