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| **Teacher:** | **Grade & Content Area or Subject**: | **Reviewer:** |
| **Group Demographics:**  □ Does the SGM indicate which students will be included? Is the number of students in each category included?  □ Are the demographics, characteristics and any special learning circumstances of the students targeted in goal (attendance, behavior, gender, SES, IEP, ELL) described?  □ If subgroups are excluded, is there an explanation of why and an indication that they are covered in another SGM? | | |
| **Baseline Data (explain any data excluded, if applicable):**  □ Are the sources of data adequate?  □ Are baseline data provided? □ Are they aligned to goal?  □ Is there a summary of the teacher’s analysis of the baseline data including identifying student strengths and weaknesses? | | |
| **Student Growth Statement (written as a SMART Goal):**  □ Is the assessment that will be used to measure student growth for this SGM identified? □ Is the assessment aligned to a pre-assessment or other prior performance data? □ Does the assessment measure growth for students at various levels in the class? (For example, could a high achieving student and a low achieving student in the course both show growth on this assessment?) □ To your knowledge, is there a *state* or district mandated assessment that should be used in this map and is not?  □ Is the measure of growth acceptable? □ Is the amount of growth that students can be expected to achieve reported? □ Does the growth take into account base line, pre-test, or prior performance data? □ Was the method of target setting the most appropriate one for this assessment, course, and group of students? (Consider an: individual growth target, minimum rigor target, basic growth target, tiered target, and close the gap target.)□ Are targets developmentally appropriate? □ Are targets ambitious yet attainable? □ Do targets align with broader school or district goals, when appropriate?  □ Is the goal SMART: Specific and Strategic, Measureable, Attainable, Relevant, Rigorous and Realistic (3 R’s), and Time-bound? □ Does the goal relate to priority standards, content, or essential elements for this grade and subject? □ Are any of the goals proficiency goals? | | |

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| **Strategies and Action Steps** | **Rating** |  | **Comments** |
| Does the SGM describe educator actions and strategies that will facilitate goal attainment? | € Yes  € No  € Incomplete |  |  |
| Does the SGM describe how the educatorwill help students attain the goal? Does it list other professionals/resources to access? | € Yes  € No  € Incomplete |  |  |
| Does the SGM describe what specific actions and/or strategies will lead to goal attainment? | € Yes  € No  € Incomplete |  |  |
| Does the SGM describe how and when the educatorwill monitor the student progress toward the goal? | € Yes  € No  € Incomplete |  |  |
| **Overall:**  □ Does this SGM demonstrate teacher knowledge of students and content?  □ Are there any issues with the SGM that were not raised as part of the review so far? | | | |
| **Summary of recommendations for improvement:** | | | |