



FOCUSING ON  
K-12 INSTRUCTION

# STUDENT ACHIEVEMENT GOALS (SAG)

## FLAVA 2014

*Dr. Lisa A. Harris*

*Specialist for Foreign Languages*



Foreign  
Language



VIRGINIA DEPARTMENT OF  
EDUCATION



FOCUSING ON  
K-12 INSTRUCTION

# Topics

1. Virginia Standards for the Professional Practice of Teachers (VSPPT)
2. Student Goal Setting
3. The Virginia Foreign Language Professional Development Plan (VA-FLPD)



Foreign  
Language



VIRGINIA DEPARTMENT OF  
EDUCATION

# VSPPT/FL background info

## *Virginia Standards for the Professional Practice of Teachers*

Approved by the Virginia Board of Education  
on April 28, 2011, to become effective July 1, 2012.

[http://www.doe.virginia.gov/teaching/regulations/uniform\\_performance\\_stds\\_2011.pdf](http://www.doe.virginia.gov/teaching/regulations/uniform_performance_stds_2011.pdf)

# The Virginia Uniform Standards for the Professional Practice of Teachers

- Standard 1: Professional Knowledge
- Standard 2: Instructional Planning
- Standard 3: Instructional Delivery
- Standard 4: Assessment of and for Student Learning
- Standard 5: Learning Environment
- Standard 6: Professionalism
- Standard 7: Student Academic Progress





FOCUSING ON  
K-12 INSTRUCTION

How will teacher  
performance be  
documented?



Foreign  
Language



# Multiple Data Sources

Observations

Portfolios/Documentation Logs

Student Surveys

Self-Evaluation

Measures of Academic Progress

- Student Growth Percentiles
- Student Achievement Goal Setting
- Other Valid Measures



# Recommended Data Sources

## Observations

- Probationary teachers observed many times throughout the year
- Continuing contract teachers observed several times a year
- Additional observations at building administrator's discretion
- Observations last the duration of a full lesson

## Documentation Log

- Includes both specific required artifacts and teacher-selected artifacts
- Artifacts provide evidence of meeting selected performance standards
- Provides teacher with opportunity to demonstrate quality work
- Evaluator reviews annually (by end of first semester for probationary teachers; before last week of school for all teachers)

## Student Surveys

- Teachers survey their students prior to end of first semester (e.g., K-8: survey entire class; if students change classes, survey two classes; 9-12: survey two classes per semester)
- Teachers enter summary of the results in their Documentation Log

## Goal Setting for Student Progress

- Appropriate measures of academic progress are determined
- During first month of school, teachers set goals for improving student progress based on the results of performance measures
- Midyear review of student progress goal; modify strategies
- End-of-year review of goal attainment





# Data Collection Procedures

Data Collection Procedure	Form(s)	Evaluator	Teacher
Informal Observations	Informal Classroom Observation Form	✓	
Formal Observations	Formal Classroom Observation Form	✓	
Student Surveys	Student Survey Forms (1-2, 3-5, 6-8, 9-12) Student Survey Summary		✓
Portfolios/Documentation Logs	Table of Contents		✓
Self-Evaluation	Teacher Self-Evaluation Form		✓
Measures of Academic Progress	Goal Setting for Academic Progress Form	Reviews/approves	Selects/develops







FOCUSING ON  
K-12 INSTRUCTION

# Standard Seven: Student Academic Progress

## SMART Goals



Foreign  
Language



VIRGINIA DEPARTMENT OF  
EDUCATION

# Standard Seven: Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.



# Standard 7:

## Student Academic Progress

- *Code of Virginia*

School boards shall develop a procedure for use by division superintendents and principals in evaluating instructional personnel that is appropriate to the tasks performed and addresses, among other things, *student academic progress* [emphasis added] and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.

Article 2, §22.1-295



# Why Consider Student Achievement Goal Setting?

The *Uniform Performance Standards and Evaluation Criteria* incorporate student academic progress as a significant component of the evaluation.

For about 30 percent of teachers, student growth percentiles will be available.

*For about 70 percent of teachers, other measures of academic progress will need to be identified.*



# Thinking about Goal-Setting...

- What are the benefits?
- What are the challenges?

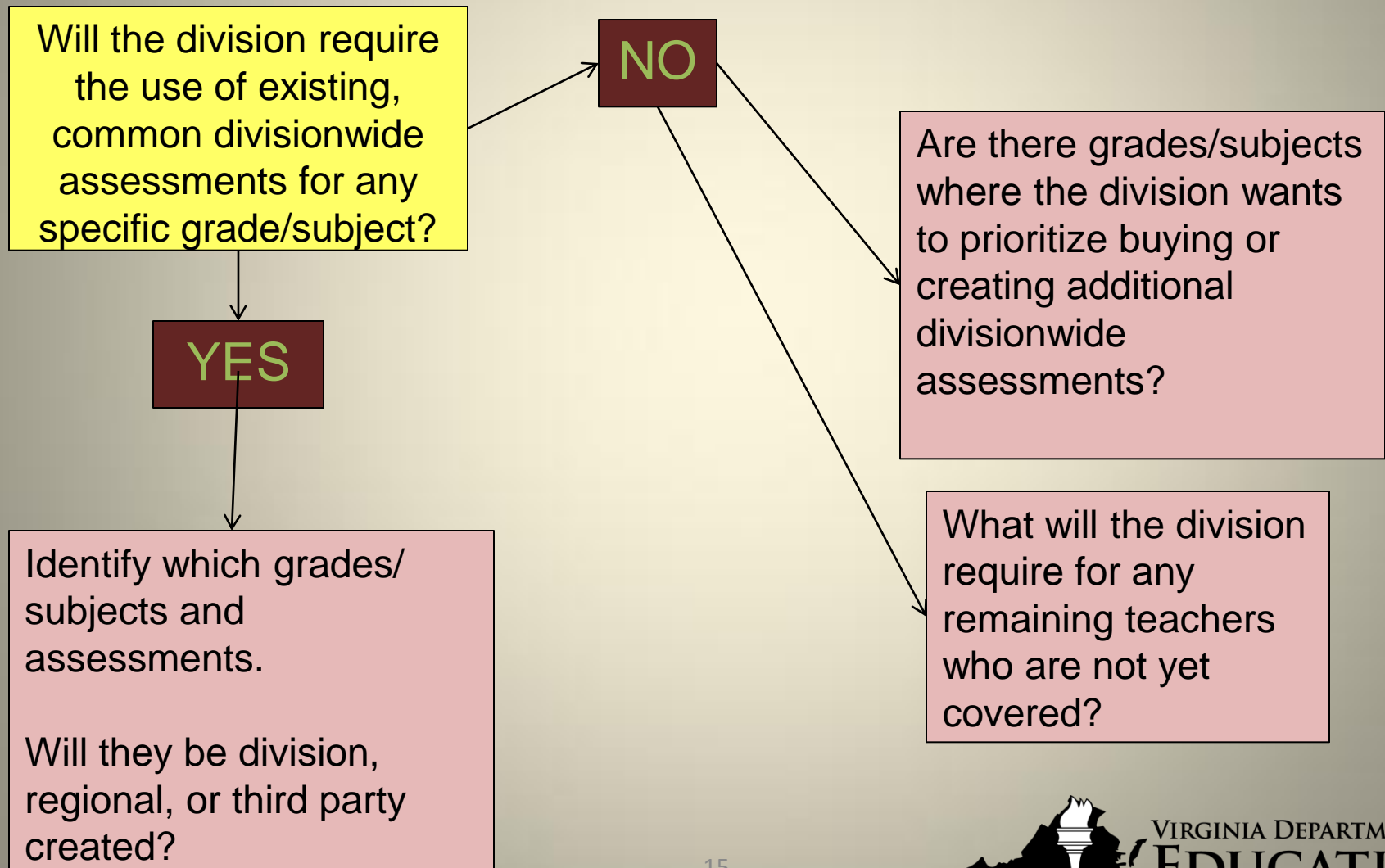


# Common Challenges

1. Data access and analysis
  - Robustness of data system
  - Teacher and administrator skills
2. Sufficient and appropriate assessments
3. Writing SMART goals
4. Clarifying the acceptable amount of progress
5. Developing research-based instructional strategies
  - See Marzano et al., Schmoker, Collins, Blankstein, Fullan, etc., etc....



# Determine Division Rules for How Specific Goals Will Be Set When No State Assessment Exists



# Determine Division Rules for How Specific Goals Will Be Set When No State Assessment Exists

For foreign languages, Standard 7 is a division level decision on how to measure, however, there are a number of valid, nationally recognized methods that divisions may consider. Such as:

- Integrated Performance Assessments
- Linguafolio
  - Ziegler, N and Moeller, A. J.(2012). Increasing Self-Regulated Learning Through the LinguaFolio.*Foreign Language Annals*, 45 (3).330-348.
- Oral Proficiency Interviews (OPI, MOPI, SOPI, OPIc)
- Division developed common assessments





# Keep In Mind

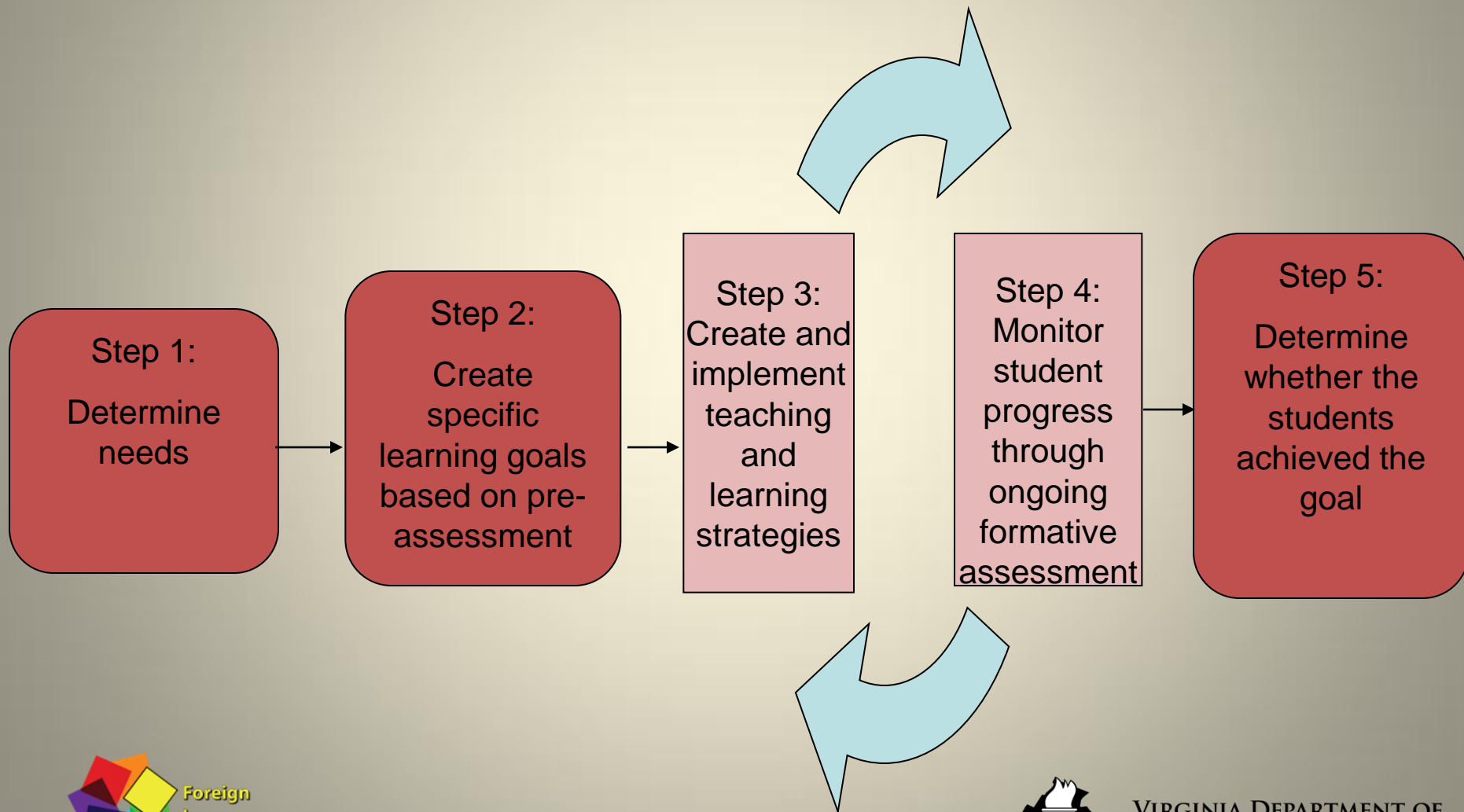
- Divisions may wish to collaborate to create common assessments to increase coverage.
- Divisions are encouraged to increase the number of high-quality assessments that are utilized across grades/subjects within their division.
- Division or regionally-developed assessments are encouraged.
- Teacher-made assessments can be used as divisions develop common assessments; divisions should monitor for validity and reliability.



# What are the Purposes of Student Achievement Goal Setting?

- ✓ Focus on student results
- ✓ Explicitly connect teaching and learning
- ✓ Improve instructional practices and teacher performance
- ✓ Tool for school improvement

# Steps 1 and 2: Determining Needs and Creating Goals



# What is a Student Achievement Goal?

Goal ... a statement of an intended outcome of your work:

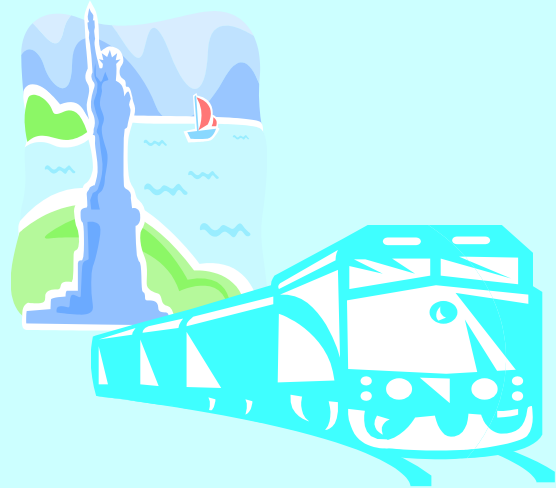
*Student Learning*

## Distinct from Strategies

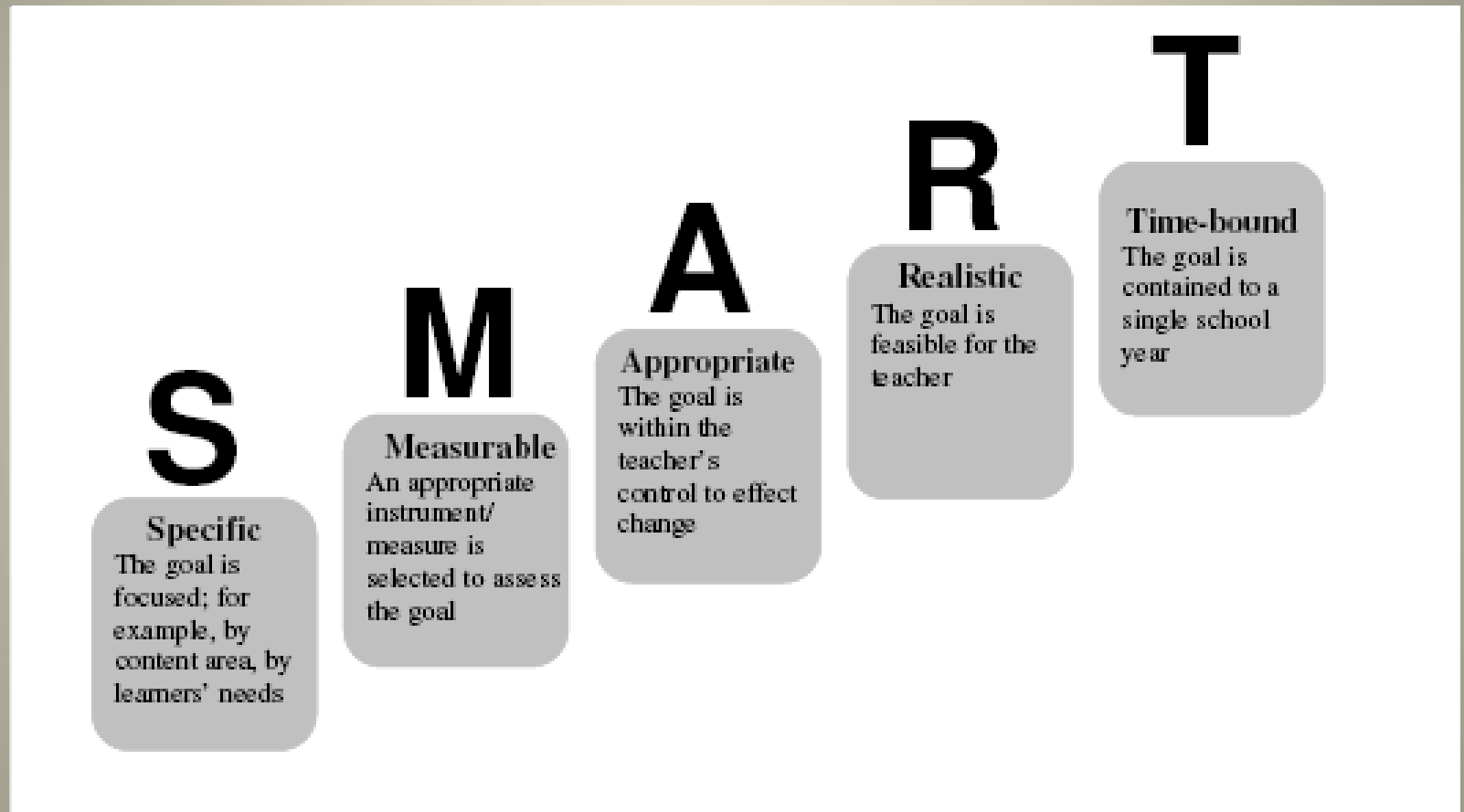
✓ *Strategies = Means*

✓ *Goal = End*

❖ *“Are you going to New York or by train?”*



# Writing a SMART Goal



# Assessing Rigor of Goals

Goal Setting Rubric for Feedback		
CANNOT MOVE FORWARD	CANNOT MOVE FORWARD	MOVE FORWARD
The student learning and academic achievement goals are unrelated to identified student needs.	The student achievement goal is related to identified student needs, but does not reflect acceptable growth through the course of the year. Sufficient rigor is lacking.	The student learning and academic achievement goal is rigorous and attainable, and reflects acceptable growth during the course or school year.

# Progress (Growth) vs. Achievement Goals

## PROGRESS

Students will score X% greater on the post-test than on the pre-test.

OR

Students will increase their performance by X performance level on the rubric.

## ACHIEVEMENT

X% of students will achieve a score of X or higher.

# Sample SMART Goal

In the current school year, all students will make measurable progress in the area of presentational speaking. Using a 25-point division-developed rubric to measure content, comprehensibility, fluency, organization of thoughts, and accuracy (in which 20 points is considered proficient) all students will improve at least 5 points throughout the course of the year. Students scoring a level 20 or higher will further advance their skills by incorporating an additional mode, such as presentational writing or interpersonal speaking.





# Sample SMART Goal - Rubric

SPEAKING RUBRIC	5	4	3	2	1
<b>Content</b> <i>(Complete – Incomplete)</i>					
<b>Comprehensibility</b> <i>(Total – Little)</i>					
<b>Organization</b> <i>(Well-organized – Poorly organized)</i>					
<b>Accuracy</b> <i>(Accurate – Seldom accurate)</i>					
<b>Fluency</b> <i>(Fluent – Not fluent)</i>					

# Is it a SMART Goal?

- ✓ Specific: Focused on presentational speaking
- ✓ Measurable: Rubric used to assess performance
- ✓ Appropriate: The teacher teaches the content and skills contained in a foreign language course
- ✓ Realistic: The goal of increasing student performance by at least five points is realistic
- ✓ Time-bound: Goal attainment can be addressed by the end of the year with a performance task scored by a division-developed rubric



# The Setting

## High School French II:

- Class of 25 students;
- Five students are in 9<sup>th</sup> grade and took French I in middle school, 18 are in 10<sup>th</sup> grade, and 2 are in 11<sup>th</sup> grade working on French as their third language; and
- One student has a 504 plan for vision impairment.



# The Course

In French II students continue to work towards proficiency in speaking. All three communicative modes are used to build fluency, including presentational, interpersonal, and interpretive.



# Data Source

- The school division has a common proficiency oriented final exam used in all level 1 – 3 world language classes.
- The exam is correlated to the Virginia SOL by organizing strand and includes all four communicative skills as well as cultural knowledge.
- The exam has three scores, one for the multiple choice section, one for the speaking section, and one for the writing section.
- The speaking and writing sections are graded using separate 25 point rubrics.



# End of Year Rubric

<b>PRESENTATIONAL SPEAKING RUBRIC</b>	<b>5</b> Intermediate Mid  Can make presentations on a wide variety of topics using connected sentences.	<b>4</b> Intermediate Low  Can present information on most familiar topics using a series of simple sentences.  <b>TARGET LEVEL</b>	<b>3</b> Novice High  Can present basic information on familiar topics using practiced language in phrases and simple sentences.	<b>2</b> Novice Mid  Can present information about self and some other very familiar topics using a variety of words, phrases, and memorized expressions.	<b>1</b> Novice Low  Can present information self and some other very familiar topics using single words or memorized phrases.
<b>Communication Level</b> <i>Level of Discourse</i>	Can create with language using some strings of sentences and connected phrases	Can create with language using simple sentences; asks and responds to simple questions.	Shows signs of original language emerging while predominantly using simple sentences and memorized phrases; responds to simple questions and asks a few memorized questions.	Can name objects and respond to some basic questions about likes and dislikes with simple memorized words or phrases. Uses some gestures.	Begins to name some objects.
<b>Comprehensibility</b> <i>Pronunciation and clarity of meaning</i>	Message can generally be understood requiring minimal interpretation.	Message can be understood requiring interpretation some of the time	Message can be understood requiring interpretation	Message can be understood with interpretation. Pronunciation can be understood all the time.	Pronunciation can be understood some of the time.
<b>Fluency</b> <i>Flow of language</i>	Speaks with some hesitations. False starts are common.	Speaks with hesitations from re-phrasing and searching for words from time to time.	Speaks with frequent hesitations from re-phrasing and searching for words.	Uses memorized or repeated words and phrases in short chunks while relying on gestures.	Uses one- or two-word utterances.
<b>Vocabulary</b> <i>Range and depth</i>	Uses vocabulary sufficient to communicate in most social and academic contexts with limited use of first language	Uses vocabulary sufficient to communicate in some social and academic contexts with limited use of first language.	Uses vocabulary sufficient to express basic needs and retell or respond in familiar contexts with minimal use of first language.	Uses vocabulary sufficient to express basic needs and retell or respond in familiar contexts with some use of first language.	Uses only basic vocabulary with heavy use of first language.
<b>Control</b> <i>Ability to accurately use targeted language structures</i>	Uses a variety of language structures with moderate inaccuracy in more complex forms.	Uses a variety of language structures with frequent inaccuracy in more complex forms.	Uses language structures with accuracy for high frequency expressions.	Uses accurate language with familiar vocabulary. Relies heavily on patterns.	Accuracy may be limited to memorized utterances.

Score →	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
# of Students →	10	9	2	2	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0



# Data Summary

On the pretest rubric for the presentational speaking task:

- Nineteen (19) students scored a five or six,
- Five (5) students scored between seven and nine, and
- One (1) student scored a 21.



# Sample SMART Goal

In the current school year, all students will make measurable progress in the area of presentational speaking. Using a 25-point division-developed rubric to measure communication level, comprehensibility, fluency, vocabulary, and language control (in which 20 points is considered proficient) all students will improve at least 15 points throughout the course of the year. Students scoring a level 20 or higher on the pre-test will make measurable progress in an additional mode, such as presentational writing or interpersonal speaking.





# The Setting

## Middle School Spanish I:

- Class of 30 students, all 30 students are in 8<sup>th</sup> grade.
- Ten students have no prior Spanish language background, eighteen students took an exploratory foreign language course in an earlier year, and two students are heritage speakers whose family does not use the language at home.



# The Course

This is a high school credit course that is offered in middle school. In Spanish I students begin their study with communicative topics that are closely related to their personal lives, such as family, school, friends, likes and dislikes, etc.



# Data Source

- All students were given copies of the LinguaFolio® documents to use as a self-assessment and goal setting device.
- The teacher then conducted oral interviews with each student to assess language proficiency.

# Rubric

INTERPERSONAL COMMUNICATION (# of students marking each section) * For purposes of this chart, only the main indicator is included. The complete portfolio has sub-bullets with specific performance indicators.	This is my goal.	I can do this with help.	I can do this easily.	I have provided evidence to demonstrate this.
<b>Novice Low</b> <i>- I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</i>				
Q1- I can greet my peers.	10	0	9	11
Q2 - I can introduce myself to someone.	10	0	10	10
Q3 - I can answer a few simple questions.	10	0	11	9
<b>Novice Mid</b> <i>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</i>				
Q4 - I can greet and leave people in a polite way.	22	0	3	5
Q5 - I can introduce myself and others.	24	0	1	5
Q6 - I can answer a variety of simple questions.	25	0	1	4
Q7 - I can make some simple statements in a conversation.	25	0	3	2
Q8 - I can ask some simple questions.	27	0	1	2
Q9 - I can communicate basic information about myself and people I know.	27	0	1	2
Q10 - I can communicate some basic information about my everyday life.	27	0	1	2
<b>Novice High</b> <i>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</i>				
Q11 - I can exchange some personal information.	28	0	0	2
Q12 - I can exchange information using texts, graphs, or pictures.	28	0	0	2
Q13 - I can ask for and give simple directions.	28	0	0	2
Q14 - I can make plans with others.	28	0	0	2
Q14 - I can interact with others in everyday situations.	30	0	0	0



# Rubric

<b>INTERPERSONAL COMMUNICATION</b> <b>(# of students marking each section)</b> * For purposes of this chart, only the main indicator is included. The complete portfolio has sub-bullets with specific performance indicators.	This is my goal.	I can do this with help.	I can do this easily.	I have provided evidence to demonstrate this.
<b>Novice Mid</b> <i>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</i>				
Q4 - I can greet and leave people in a polite way.	22	0	3	5
Q5 - I can introduce myself and others.	24	0	1	5
Q6 - I can answer a variety of simple questions.	25	0	1	4
Q7 - I can make some simple statements in a conversation.	25	0	3	2
Q8 - I can ask some simple questions.	27	0	1	2
Q9 - I can communicate basic information about myself and people I know.	27	0	1	2
Q10 - I can communicate some basic information about my everyday life.	27	0	1	2

# Summary

In the Novice level of the *Interpersonal Communication* category:

- Ten (10) students had no items completed,
- Fifteen (15) students had between three and five items completed,
- Two (2) students had between five and ten items completed, and
- Two (2) students had all but one item completed.



# Sample Goal

In the current school year, all students will make measurable progress towards Novice High Proficiency in interpersonal communication. Using the *NCSSFL/ACTFL Can Do Statements* to measure progress, all students will document successful attainment of 15 verified “Can Do” statements at the Novice High level over the course of the year. Students already proficient at the Novice High level will make measurable progress at the Intermediate Low level.



# Sample SMART Goal

In the current school year, all students will make measurable progress in the area of \_\_\_\_\_. Using a \_\_\_\_\_ to measure \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ (in which \_\_\_\_ points is considered proficient) all students will improve at least \_\_\_\_ points throughout the course of the year. Students scoring \_\_\_\_\_ or higher will further advance their skills by incorporating \_\_\_\_\_.

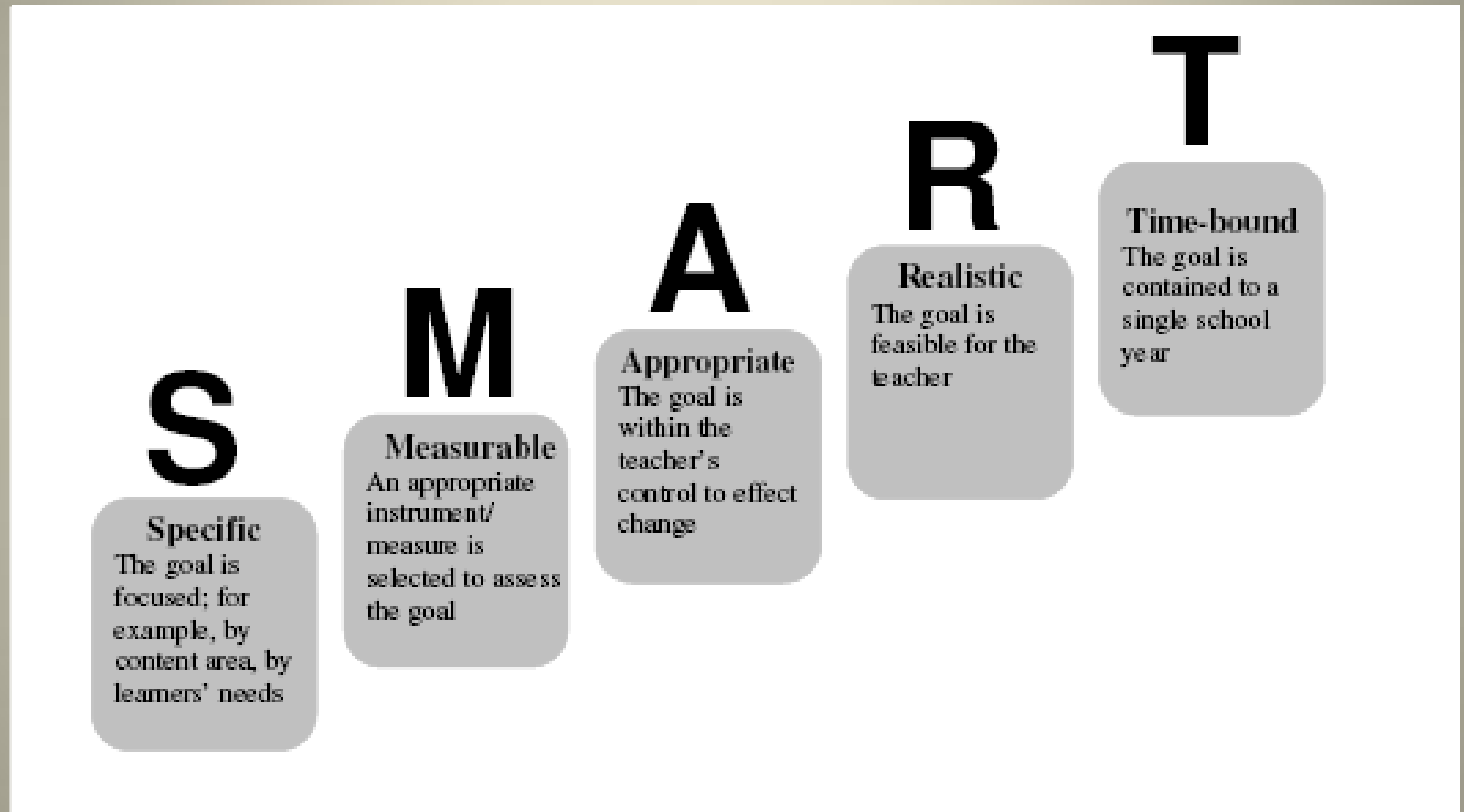




# Your Turn

1. Count off from 1 -5.
2. Find the post it sheet that matches your number.
3. Read the information on the post it about your assigned student group.
4. As a group, brainstorm a SMART goal for your students.
5. Choose one person to read your SMART goal aloud to the whole group.
6. Record any changes to your goal as a result of input from the whole group.

# Remember to make it a SMART Goal



# Self-Assess



This is a Goal

I Can Do With  
Help

I Can Do

Evidence

- ☐ I can identify the SMART goal criteria.
- ☐ I can evaluate student achievement goals using the SMART guidelines.
- ☐ I can write a goal for my students that meets the SMART criteria.





FOCUSING ON  
K-12 INSTRUCTION

Find information and resources on  
Linguafolio on the Web at:

[http://www.ncssfl.org/LinguaFolio/index.p  
hp?linguafolio\\_index](http://www.ncssfl.org/LinguaFolio/index.php?linguafolio_index)

<http://www.ncssfl.org>



Foreign  
Language



Find information and resources on the Virginia Standards for the Professional Practice of Teachers and Student Goal Setting on the Web at:

[http://www.doe.virginia.gov/teaching/performance\\_evaluation/teacher/index.shtml](http://www.doe.virginia.gov/teaching/performance_evaluation/teacher/index.shtml)





FOCUSING ON  
K-12 INSTRUCTION

Find the VA-FLPD  
Framework on the  
web at:

Virginia Foreign Languages  
Professional Development  
Framework (VA-FLPD)



August 2012

[WWW.FLAVAWEB.ORG/](http://WWW.FLAVAWEB.ORG/)



Foreign  
Language



# Do TELL!

Tell us your professional development goals  
at:

<https://www.surveymonkey.com/s/S52RTND>



# Thank You!

**For information about foreign language initiatives in  
Virginia please contact:**

Lisa A. Harris  
Specialist for Foreign Languages  
Virginia Department of Education  
P.O. Box 2120  
Richmond, VA 23218-2120

Tel: 804-225-3666  
E-mail: [lisa.harris@doe.virginia.gov](mailto:lisa.harris@doe.virginia.gov)

