

# PERA Sample Student Learning Objectives

## Halfway to Hundred

Of the students enrolled in Ms. Smith's Fifth Grade Science Classes, 70% will achieve 50% of the growth needed to score 100% and meet their individual goals as indicated in the attached spreadsheet, on the summative unit assessment on Forces and Motion.

Of the students enrolled in Ms. Smith's choir course, 75% will achieve 50% of the growth needed to score 100% and meet their individual goals as indicated in the attached spreadsheet on the baseline pre-assessment and post (Type III) assessment.

Of the students enrolled in \_\_\_\_\_'s 1st /2nd grade class, \_\_\_\_% will achieve 50% of the growth needed to score 100% and meet the individual goals (as indicated on the attached spreadsheet) on the Dolch Pre-primer, Primer, 1st grade and/or 2nd grade word lists.

Of the students enrolled in \_\_\_\_\_'s 1st /2nd grade class, \_\_\_\_% will achieve 50% of the growth needed to score 100% and meet the individual goals (as indicated on the attached spreadsheet) on the RCD Literacy Unit Test for Unit \_\_\_\_.

Of the students enrolled in 2nd hour PE, 75% will achieve 50% of the growth needed to score 100% and meet their individual goals as indicated in the attached spreadsheet, on the Badminton Unit Exam.

50% of Ms. Smith's English Language Arts Students will show growth in Language Usage Map Scores from fall 2014 to spring 2015.

## Everybody Grows

The average assessment score of students enrolled in Ms. Smith's Fifth Grade Science Classes, will improve by 30% between the baseline pre-assessment and post-assessment on the summative unit assessment on Force and Motion.

The average assessment score for students enrolled in Mr. Smith's biology courses will improve by 25% between baseline pre-assessment and post assessment on the district (Type II) common final exam.

The average reading level of students enrolled in \_\_\_\_\_'s reading class will improve by 1 year between the baseline pre-assessment and post-assessment on the Rigby or Fountas & Pinnell Running Record test.

The average assessment score of students enrolled in 2nd hour PE will improve 25% between baseline pre-assessment and post-assessment on the OHS Semester Physical Education Final Exam.

The average assessment score of students enrolled in Ms. Smith's English Language Arts Classes will improve by 25% between baseline pre-assessment and post assessment on Ms. Smith's Type III Exam.

## iTarget

Of the students enrolled in Fifth Grade Science, 75% of these students will reach their individual student goal as indicated in the attached spreadsheet, on the summative unit assessment on Force and Motion.

Of the students enrolled in English III Honors, 80% of these students will reach their their individual student goals, as indicated on the attached spreadsheet, on the Type I ACT English assessment.

Of the students enrolled in \_\_\_\_\_'s K/1st /2nd grade class, \_\_\_\_% will reach their individual goals (as indicated on the attached spreadsheet) on the AIMS subtest \_\_\_\_\_ (LSF, RCBM, etc).

Of the students enrolled in \_\_\_\_\_'s K/1st /2nd grade class, \_\_\_\_% will reach their individual goals (as indicated on the attached spreadsheet) on the Rigby, Walther, or Fountas & Pinnell Running Record tests.

Of the students enrolled in \_\_\_\_\_'s 1st /2nd grade class, \_\_\_\_% will reach their individual goals (as indicated on the attached spreadsheet) on the Bear-Templeton Test of Developmental Spelling.

Of the students enrolled in 2nd hour PE and have been in PE the previous 2 semesters, 75% of these students will reach their individual student goals, as indicated in the attached spreadsheet, on the Fitnessgram Pacer Fitness test (Type 1). The students that qualify will have their previous Pacer Test as their baseline score.

Of the students enrolled in Ms. Smith's English Language Arts Classes, 50% will reach their individual student goals, as indicated in the attached spreadsheet on the Language Usage Map Scores in spring of 2015.