

# Achievement Teams Meeting Success Criteria Guide



## Step 1: Collect/Chart Assessment Results

- a) Results include number of students at multiple performance levels. (i.e. excelling, achieving, progressing, beginning)
- b) Results are organized in the Achievement Teams spreadsheet before the start of meeting.
- c) Results include student work samples from the assessment.
- d) Results will provide specific feedback to students and teachers about skills and concepts that students achieved and those that still need to be learned.

## Step 3: Create Baseline Evidence Statements

- a) Teams make inferences regarding student progress by analyzing pre-assessment results.
- b) Evidence statements and needs identified are within the direct influence of teachers.
- c) Conversations are purposeful and are based on the four Achievement Teams focus questions:
  - What strengths and gaps do the assessment results show?
  - What skills (verbs) and concepts (nouns and noun phrases) were achieved from the learning target, and what still needs to be learned?
  - Who did we teach effectively, and who still needs help?
  - Which instructional strategies were effective? Which were less effective?
- d) Teams identify root causes based on where students are in the learning progressions and on the pre-assessment results.

## Step 2: Establish S.M.A.R.T. Goals

- a) Goals are established based on students' current levels of proficiency using a growth formula or teacher professional judgement.
- b) S.M.A.R.T. goals shared with students
- c) Students set individual goals between pre- and post assessment
- d) Achievable gains in student learning take into account the current performance of all students and/or are based on the use of a growth formula.
- e) An agreed upon time set for the administration of the post assessment.

## Step 4: Selecting Instructional Strategies

- a) Strategies directly target the strengths and gaps identified during Step 3: Baseline Evidence Statements.
- b) Teams describe and choose research-based strategies (for each performance group, if possible).
- c) Teachers prioritize high-impact strategies to use between the pre- and post assessments.
- d) Strategies selected will improve teachers' instructional delivery and practice.
- e) Teams agree that strategies selected are high-yield and high impact.

Grade Level/Department: \_\_\_\_\_

Meeting Date: \_\_\_\_\_

Assessment: \_\_\_\_\_



Team members:

Goals and outcomes for today's meeting:

Questions to explore today:

Actions we need to take:

Strategies to try:

Ideas for the next team meeting:

Notes;

Next AT Meeting Date: