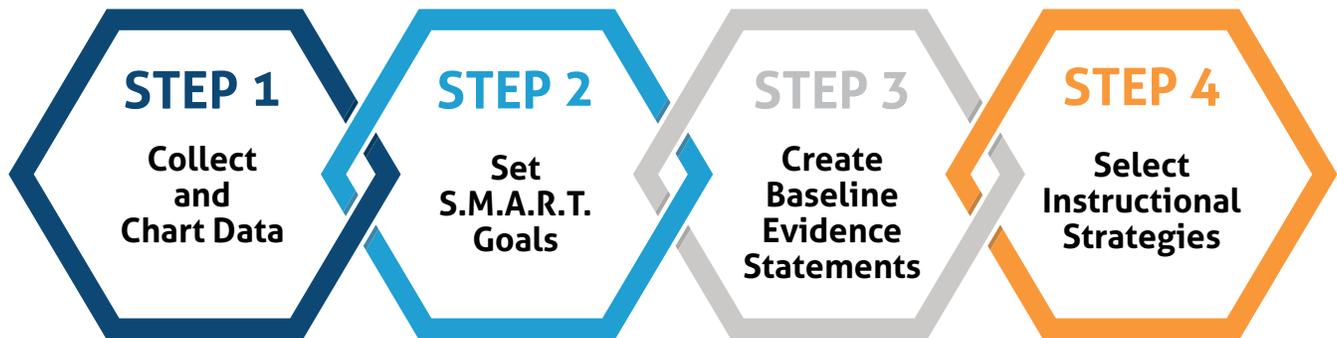




# Achievement Teams

## Meeting Success Criteria Guide



### STEP 1: Collect/Chart Assessment Results

- Results include number of students at multiple performance levels (i.e., excelling, achieving, progressing, beginning).
- Results are organized in the Achievement Teams spreadsheet before the start of meeting.
- Results include student work samples from the assessment.
- 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 2: Establish S.M.A.R.T. Goals

- Goals are established based on students' current levels of proficiency using a growth formula or teacher professional judgement.
- S.M.A.R.T. goals are shared with students.
- Students set individual goals between pre- and post-assessment.
- 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.
- An agreed upon time is set for the administration of the post-assessment.

### STEP 3: Create Baseline Evidence Statements

- Teams make inferences regarding student progress by analyzing pre-assessment results.
- Evidence statements and needs identified are within the direct influence of teachers.
- 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, and which were less effective?
- Teams identify root causes based on where students are in the learning progressions and on the pre-assessment results.

### STEP 4: Selecting Instructional Strategies

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

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

Goals and outcomes for today's meeting: \_\_\_\_\_

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

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

Questions to explore today: \_\_\_\_\_

Team members: \_\_\_\_\_

Actions we need to take: \_\_\_\_\_

Strategies to try: \_\_\_\_\_

Ideas for the next team meeting: \_\_\_\_\_

Notes: \_\_\_\_\_

Next AT Meeting Date: \_\_\_\_\_

