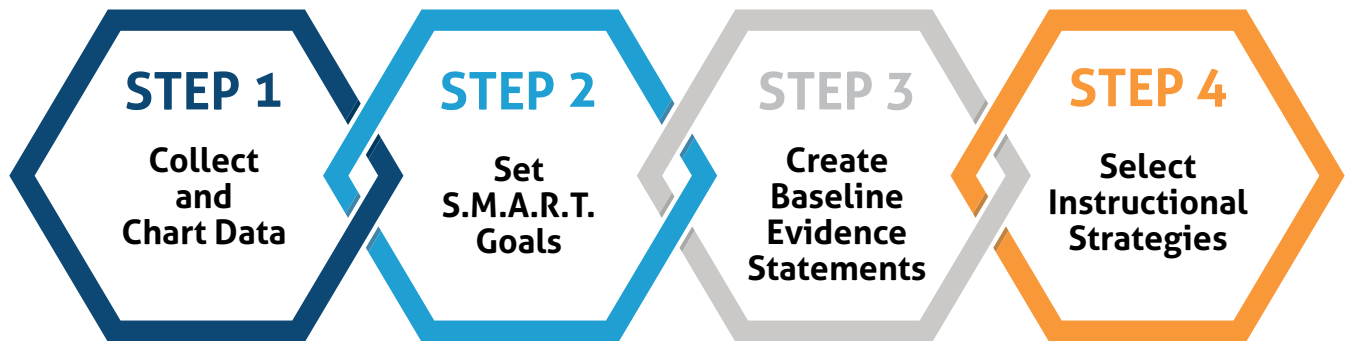




Achievement Teams

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: Select 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: _____

