

## B-1: Set big goals


### Ensure that your assessment is meaningful to students' lives

Assessments that are meaningful to students' lives open academic doors, are well-respected and represent a high bar of rigor, validity and reliability (see P-1 page for more on these criteria).

- Growth assessments (and their analogous growth goals) are meaningful because ambitious and feasible achievement on them will represent years of growth of your students' academic skills.
- Mastery assessments may not be inherently meaningful. If your mastery assessment does not open academic doors, you can add some other measurable achievement to your big goal, such as rigorous assessment items from a college assessment, or placement in a state science fair, to make it more meaningful. The table below outlines types of assessments that teachers often use to measure the achievement of a mastery or gap-reduction big goal, from most to least likely to open academic doors for students.

<p>Most Meaningful Mastery Assessments</p>	<p>A regionally recognized, rigorous exam from your state. (e.g. New York State Regents exam, North Carolina End-of-Course, California Standards Test)</p> <ul style="list-style-type: none"> <li>○ Such assessments are well-respected and represent a high bar of rigor, validity and reliability.</li> <li>○ Achievement on such an assessment will require students to master knowledge and skills that will prepare them for the next level of coursework</li> <li>○ Achievement on such an assessment will be recognized in your state, thereby opening academic doors for students, e.g., increasing the chance of admission into good high schools.</li> </ul>
	<p>A widely recognized assessment with national benchmark scores (e.g. AP exam, SAT II exam)</p> <ul style="list-style-type: none"> <li>○ Such assessments are well-respected and represent a high bar of rigor, validity and reliability.</li> <li>○ Achievement on such an assessment will require students to master knowledge and skills that will prepare them for the next level of coursework</li> <li>○ However, an ambitious and feasible target on such an exam may not be high enough to open academic doors for students (e.g., increase their chances of admission into colleges) , and therefore may not be meaningful.</li> </ul>
	<p>A regionally recognized, rigorous state exam from another state (e.g. New York State Regents exam, etc.)</p> <ul style="list-style-type: none"> <li>○ Such assessments are well-respected and represent a high bar of rigor, validity and reliability.</li> <li>○ Achievement on such an exam will require students to master knowledge and skills that will prepare them for the next level of coursework</li> <li>○ However, achievement on such an assessment may not be recognized by your state, and therefore may not open academic doors</li> </ul>

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 <p>Least Meaningful Mastery Assessments</p>	<p>for students.</p> <p>A teacher-created assessment (e.g. an assessment from an excellent school in your district, an assessment you create)</p> <ul style="list-style-type: none"><li>○ Such an assessment may not be well-respected or represent a high bar of rigor, validity and reliability.</li><li>○ Achievement on such an assessment may not open academic doors for students</li></ul>
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