

Talking Points for ALP Goal Writing

ALP goal writing is a collaborative process. Information from the completed [Parent-School Partnership](#) and the [Student Interview](#) should be addressed in this conversation and influence the writing of the Academic and Affective Learning Goals. Academic goals are to be strength-based in relation to the gifted area(s).

Academic Learning Goal

In Adams 12, Academic ALP Goals are aligned to content standards and the Units of Study in relation to the student's gifted identification strength area(s).

- In what area is my child identified as gifted?
- What are my child's strengths in that area?
- Specifically, what skills/behaviors/traits are successful?

- My child is interested in _____ (refer to the Student Interview), what are some ideas that you have to incorporate these interests into his/her academic learning?
- What are some opportunities that you may provide?

- Considering my child's strengths and interests, what are some academic learning goal ideas you have?
- How will this look differently for my child as a gifted learner? (Not everything has to be different all day everyday)



Differentiated strategies for gifted learners should include:

- Content (what they learn) -
- Process (how they learn) -
- Product (show what they learn) -
- Environment (conducive atmosphere) -

- What are some ways to measure growth toward this learning? (Not just assessment scores)
 - What can be used as evidence for meeting this goal? Are there alternative pieces of evidence (products) that may be acceptable?
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Affective Learning Goal

The GT Program uses the [NAGC Affective Standards](#) and the [CASEL Competencies](#) as a foundation for Affective Goals. For the ALP, an NAGC affective standard is selected as a focus area and will be individualized based on student need.

- For social-emotional learning, I feel that my child would benefit from focusing on _____ (refer to the Parent-School Partnership).
 - Did anything stand out on the Student Interview in terms of a social-emotional or behavioral need/challenge/concern? How about his/her strengths?
 - What social-emotional focus areas do you see as a need in your class?
 - What are some opportunities and strategies that you may try?
 - What can be used to measure growth in this area? (ex. self reflection, observations, etc.)
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Family Support

- What are some things that we can do as a family to support the Academic and Affective ALP Learning Goals?
- At the end of the Grading Period and/or Parent-Teacher conferences, what measures of growth are present? Challenges?

Tema de Discusión para la Escritura de Metas de ALP

La escritura de metas de ALP es un proceso colaborativo. Se debe incluir información recibida en el formulario completado [Asociación entre Padres y Escuela](#) y la [Entrevista con el Estudiante](#) en esta conversación y debe influir en la escritura de las Metas de Aprendizaje Afectivo y Académico. Las metas académicas deberán basarse en fortalezas en la(s) área(s) dotada(s).

Meta de Aprendizaje Académico

En Adams 12, las metas Académicas ALP están alineadas a los estándares de contenido y las Unidades de Estudio en relación a la(s) área(s) de fortaleza dotada identificada(s) del estudiante.

- ¿Cuál es el área identificada de dotación de mi niño/a?
- ¿Cuáles son las fortalezas de mi niño/a en esta área?
- Específicamente, ¿cuáles destrezas/comportamientos/rasgos son exitosos?
- Mi niño/a está interesado en _____ (refiérase a la Entrevista con el Estudiante), ¿cuáles son algunas ideas que tiene para incorporar estos intereses en su aprendizaje académico?
- ¿Cuáles son algunas oportunidades que usted puede proporcionar?
- Considerando las fortalezas e intereses de mi niño/a, ¿cuáles son algunas ideas de metas de aprendizaje académico que tiene?
- ¿Cómo se mirará esto de maneras diferentes para mi niño/a como aprendiz dotado? (No todo tiene que ser diferente todos los días)



Estrategias diferencias para estudiantes dotados deben incluir:

- Contenido (lo que aprenden) -
 - Proceso (cómo aprenden) -
 - Producto (demuestra lo que aprenden) -
 - Ambiente (ambiente conducente) -
- ¿Cuáles son algunas maneras de medir el progreso hacia este aprendizaje? (No solamente puntajes en evaluaciones)
 - ¿Qué se puede usar como evidencia de lograr esta meta? ¿Existen piezas alternativas de evidencia (productos) que pueden ser aceptables?

Meta de Aprendizaje Afectivo

El Programa GT usa los [Estándares Afectivos NAGC](#) y las [Competencias CASEL](#) como fundamento para las Metas Afectivas. Para el ALP, se selecciona un estándar afectivo NAGC como área de enfoque y se individualizará basado en la necesidad del estudiante.

- En el aprendizaje social y emocional, creo que mi niño/a se beneficiaría de enfocarse en _____ (refiérase a la Asociación entre Padres y la Escuela).
- ¿Resaltó algo en la Entrevista con el Estudiante en lo que tiene que ver con una necesidad/desafío/inquietud social emocional o de comportamiento? ¿Qué hay de sus fortalezas?
- ¿Qué áreas sociales emocionales ve usted como necesidad en su clase?
- ¿Cuáles son algunas oportunidades y estrategias que tal vez intente?
- ¿Qué se puede usar para medir el progreso en esta área? (ej. autorreflexión, observaciones, etc.)

Apoyo Familiar

- ¿Qué son algunas cosas que podemos hacer como familia para apoyar las Metas de Aprendizaje Afectivo y Académico?
- ¿Qué medidas de progreso están presentes al final del periodo de calificación y en las conferencias de padres y maestros? ¿Retos?

Onward ALP Goal Template for 2020-21

Given the Adams 12 chosen curriculum, resources, and differentiated best practices, **NAME** will demonstrate growth in **STANDARD** by meeting and exceeding various performance indicators measured by formative and summative assessments or other measurement tools as deemed appropriate.

ALP Goal Examples

- By May, student name **will** use equivalent fractions to solve real world problems involving addition and subtraction of fractions referring to the same whole using EM4 unit extensions, projects, and flexible grouping to construct viable arguments and critique the reasoning of others at the advanced level measured by a student portfolio (assessments and projects) using the EM4 rubrics.
- By May, ____ will solve concept-based, real-world application problems using the Big Ideas curriculum and flexible grouping to compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units at the advanced level measured by a student portfolio and rubric.
- By May, ____ will plan and carry out scientific investigations using inquiry based learning and student choice to construct scientific explanations and arguments using evidence at the advanced level measured by a student portfolio of lab investigations assessed by rubrics.
- By May, ____ will develop and use models using advanced level science content to demonstrate natural phenomena and scientific understanding at the advanced level measured by a collection of products throughout the year using rubrics.
- By May, ____ will write informative-explanatory text to:
 - Clearly group related information in paragraphs and sections
 - Use multimedia
 - Use concrete details and quotations
 - Link ideas within categories of information using words and phrasesusing grade level and supplementary curriculum. The student's portfolio will Exceed Expectations based on the 5th grade writing rubric.
- By May, ____ will use complex informational text to write opinion pieces supporting point of view with reasons and information to include:
 - cause and effect, opinions, and other opposing viewpoints in persuasive writing;
 - create an organizational structure in which ideas are logically grouped to support the writer's purpose;
 - provide logically ordered reasons that are supported by facts and details;
 - link opinion and reasons using words, phrases, and clauses;
 - a concluding statement or section related to the opinion presented.He/she will demonstrate growth through a portfolio of advanced level pieces of writing evaluated using district rubrics.