Goal Setting 101: Using NWEA data to maximize student learning

2nd and 3rd Grade Student Goal Planning with MAP Data: Reading

Reading	Fall Score	Winter Score	Spring Score	What is Measured
Overall Reading Score:				
Word Analysis and Vocabulary				I use many different ways to figure out words I don't know, such as word families, context clues, prefixes, suffixes, synonyms, antonyms, and homophones.
Literal Comprehension				I can answer questions by finding my answer in the reading passage. I can find the main idea in non-fiction reading. I can find problems and solutions in stories. I can follow instructions that have more than one step.
Interpretive Comprehension				I make predictions before, during, and after reading. I can make inferences that help me to understand what I'm reading and can recognize cause-effect relationships. I summarize information from different written materials. I understand fact and opinion.
Literary Response and Analysis				I can identify the characters, settings, plots, and lessons learned in my reading. I know how books are different (fiction, non-fiction, poetry, etc.). I can tell what a character is like by what the author says and what the illustrator draws. I can tell who the narrator is when I'm reading.
Lexile Score:				

_____'s Goal Planning
with MAPs: Reading

Reading	Fall Score	Winter Score	Spring Score	What is Measured
Overall Reading Score:				
Word Analysis and Vocabulary				I can use many strategies to figure out words I don't know, such as word families, prefixes, suffixes, and root words. I also use the words I know in a reading passage as clues to understand the words I don't know. (context clues)
Literal Comprehension				I can answer questions about a passage I've read by rereading the sections that have the information I need. After reading fiction or nonfiction, I can identify the main idea, sequence events, and describe details. I can follow multi-step directions.
Interpretive Comprehension				I make predictions before, during, and after reading. I can make inferences that help me to understand what I am reading and can recognize cause-effect relationships. I summarize and synthesize information from a variety of written materials. I understand fact, opinion, bias, and assumption.
Literary Response and Analysis				I can answer questions about characters, themes, plots, and settings, using examples from the story to support my ideas. I can explain and identify descriptive language, alliteration, imagery, mood, simile, and metaphor used by authors to tell the story.
Lexile Level				

Student Goal Setting Using MAPs

- ◆ After testing or using Individual Student Reports have students write reflections for some of the following questions:
  - o Were there any words or ideas that were unfamiliar to you when you were taking the test?
  - o Look at your highest goal area. Why do you think this is one of your strengths?
  - o How can this strength help you as you work on other goals?
  - o When you look at your scores do you notice any patterns or trends?
  - o Why do you think you scored higher or lower this time?
  - o Do your scores match what you know about your abilities in specific subject areas?
  - o What is your lowest goal area?
  - o Would this be a good goal for you this year, why or why not?
  - o Set personal goals based on this data.
- ◆ Consider some of the following prompts:
  - o My MAP score in reading reflects... (suggest prompts regarding effort, attitude, and knowledge of the subject area.)
  - o This score surprises me because...
  - o This score is on target because...
  - o This score doesn't seem quite right because...
  - o This score encourages me because...
  - o Based on my MAP scores in reading, I want to focus my efforts on... (what area?)
  - o I think this would be a good focus area for me because...
  - o My goal for the next (a certain period of time) is to grow by (a certain number of points or in the ability master specific learning skills)
  - o I can work toward accomplishing this goal by...
- ◆ Determine which sections of DesCartes to share with your students to help focus their studies.
- ◆ Determine how often students will re-examine their progress and what classroom assessments can provide additional feedback?

My Personal Goals

Reading Area _____

_____

_____

Action Plan: _____

_____

_____

...

Math Area _____

_____

_____

Action Plan: _____

_____

_____

...

Language Area _____

_____

_____

Action Plan: _____

_____

_____

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Snoop Troop Goals

"Success is the satisfaction of knowing you did your absolute best so you can reach your dreams in life!"

Class Reading Goal

Area: Literal Comprehension
Average RIT Score: 202.3
Learning Needed

- Skim/scan to locate details
- Determine sequence of events
- Use advertisement and food labels
- Understand a bibliography

Plan of Action

- Create content maps/outlines of Social Studies/Science texts and student-selected non-fiction.
- During skill work or center time, work on sequencing activities related to HM.
- Bring in newspapers/food products to identify ads & label products. Homework to follow-up.
- During Science/Social Studies, find bibliographies in non-fiction texts and discuss how they're organized (author, title, publisher, etc.)
- Write a bibliography for our Animal Reports.

Timeline
* Evaluate during the next MAP testing period.

Class Language Goal

Area: Grammar Usage
Average RIT Score: 207.4
Learning Needed

- Use basic sentence patterns
- Use noun forms
- Use verb tenses
- Identify pronouns

Plan of Action

*During D.O.L., instead of copying sentences, just edit them and focus on one area each week:

- Label "N" , "V", "Adj.", "PP", "Adv.", "Pro", "LV" (linking verb, etc.)
- On nouns, discuss if it's a place, person, feeling or idea
- Past, present, future sentences

*On back of D.O.L., write a verb a day and give past, present, future. Write if it's regular or irregular.

*Mountain Language: 2a. = singular or plural 2b. = use same word, but show possession (add what is owned to word) using 's or s'.

Timeline
*Evaluate during the next MAP testing period.

Class Math Goal

Area: Number Sense
& Operations
Average RIT Score: 203.6
Learning Needed

- Use pictorial representations of division
- Add decimals to hundredths place (vertical/horizontal)
- Divide 2 digit by 2 digit numbers with a remainder
- Be able to add/subtract fractions
- Change a fraction to its lowest term
- Order fractions
- Learn vocabulary: pentagon, squared, divisible, inequality, equivalent

Plan of Action
*Instead of practice test sheet, each Wednesday divide plain sheet into fourths:

- Draw picture of division problem given
- Divide a 2-digit by 2-digit number with remainder (then into a 3-digit number)
- Add/subtract fractions (then with mixed fractions)
- Order fractions smallest to largest

*For word of the week, use the above math terms and define.

*For Mtn. Math add "Can you change fraction to lowest term?" and "Plot the fraction on a number line".

Timeline
*Next MAP testing period

Student Goal Organizer

_____ Name

_____ School Year

Math

My **MATH** goal for the year is: _____

- ♦ Three things I can do to work on my goal this year are:
    1. _____
    2. _____
    3. _____

Reading

My **READING** goal for the year is: _____

- ♦ Three things I can do to work on my goal this year are:
    1. _____
    2. _____
    3. _____

Language Usage

My **LANGUAGE USAGE** goal for the year is: _____

- ♦ Three things I can do to work on my goal this year are:
    1. _____
    2. _____
    3. _____

Personal Academic Goal Sheet

Name:_____

Goal:_____

September	February	June

Learning Needed:

- _____

- _____

- _____

In order to reach my goal, I will:

- _____

- _____

- _____

- _____

_____
Student Signature

_____
Parent Signature

_____
Teacher Signature

Personal Goals for my Extreme Academic Makeover

Name:_____ Date:_____

Subject: (circle one) Reading, Language Usage, or Math

Goal Area: (title and current score) _____

What I specifically need to learn:_____
_____
_____

On the back of this page are the vocabulary words I'll need to learn.
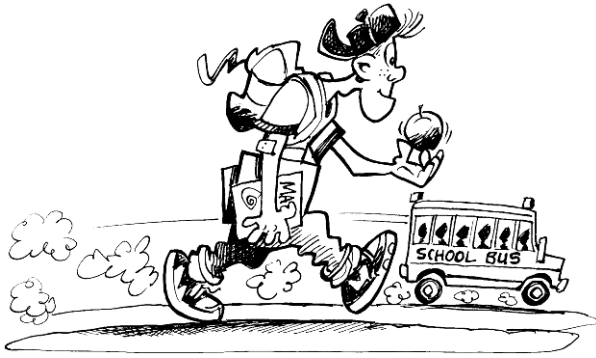
My Plan of Action: _____
_____
_____
_____

I will need the following help and resources: _____
_____
_____

Here is my timeline: _____
_____
_____

Personal Goals for my Extreme Academic Makeover

Name: _____ Date: _____

Subject: (circle one) Reading, Language Usage, or Math

Goal Area: (title and current score) _____

What I specifically need to learn: _____
_____
_____

(See the back of this page for the vocabulary words I'll need to learn.)

My Plan of Action: _____
_____
_____
_____

I will need the following help and resources: _____
_____
_____

Here is my timeline:
_____
_____
_____