A+ INQUIRY
GRAPHIC ORGANIZER - Student Goal Setting

NORTH DAKOTA DATA UP

APPLY
Write SMART goal for Stephanie focused on increasing her scale score. Write and implement action plan to improve performance in the area of Literature. See Goal Setting, Planning, and Evaluating Organizer for more details.
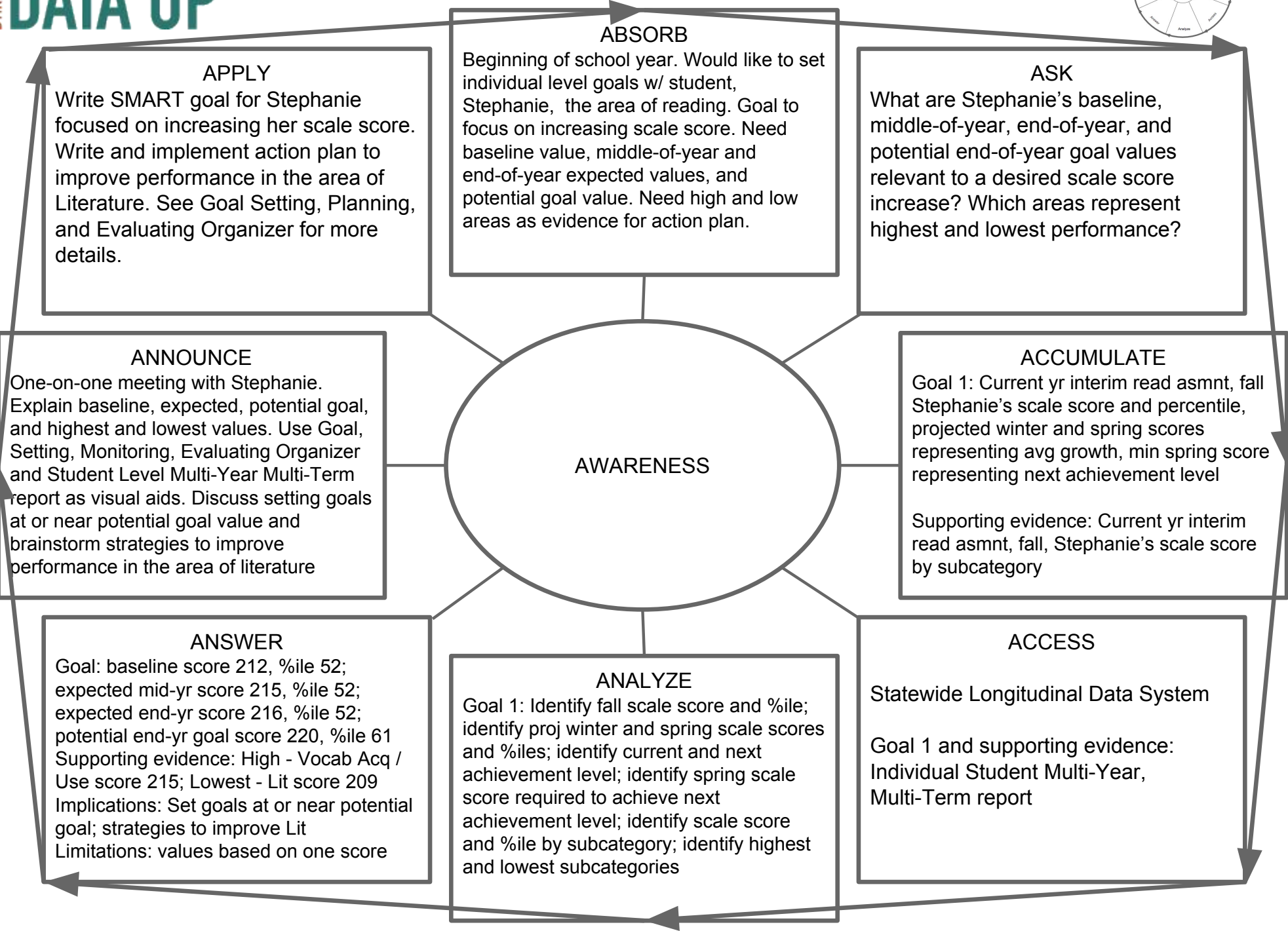
ABSORB
Beginning of school year. Would like to set individual level goals w/ student, Stephanie, the area of reading. Goal to focus on increasing scale score. Need baseline value, middle-of-year and end-of-year expected values, and potential goal value. Need high and low areas as evidence for action plan.

ASK
What are Stephanie's baseline, middle-of-year, end-of-year, and potential end-of-year goal values relevant to a desired scale score increase? Which areas represent highest and lowest performance?

ANNOUNCE
One-on-one meeting with Stephanie. Explain baseline, expected, potential goal, and highest and lowest values. Use Goal, Setting, Monitoring, Evaluating Organizer and Student Level Multi-Year Multi-Term report as visual aids. Discuss setting goals at or near potential goal value and brainstorm strategies to improve performance in the area of literature

AWARENESS

ACCUMULATE
Goal 1: Current yr interim read asmnt, fall Stephanie's scale score and percentile, projected winter and spring scores representing avg growth, min spring score representing next achievement level

Supporting evidence: Current yr interim read asmnt, fall, Stephanie's scale score by subcategory

ANSWER
Goal: baseline score 212, %ile 52; expected mid-yr score 215, %ile 52; expected end-yr score 216, %ile 52; potential end-yr goal score 220, %ile 61
Supporting evidence: High - Vocab Acq / Use score 215; Lowest - Lit score 209
Implications: Set goals at or near potential goal; strategies to improve Lit
Limitations: values based on one score

ANALYZE
Goal 1: Identify fall scale score and %ile; identify proj winter and spring scale scores and %iles; identify current and next achievement level; identify spring scale score required to achieve next achievement level; identify scale score and %ile by subcategory; identify highest and lowest subcategories

ACCESS
Statewide Longitudinal Data System

Goal 1 and supporting evidence: Individual Student Multi-Year, Multi-Term report