SETTING

ACHIEVEMENT GOALS

| Classroom and Individual Level |

Benefits

- Increased academic effort

- Increased desire to seek challenges

- Illuminated link between effort toward learning and success

Cautions

- *If goals are set too high or without student input, your students may actually feel demotivated*

- *If goals are set too low, your students may not optimize their full potential*

- *If goals are set WITHOUT strategies that can be implemented to promote achievement of the goal, your students may feel extra pressure or helpless*

- *The achievement of a goal is influenced by many factors beyond your control as a teacher*

Achievement Goals

The desired level of achievement is the basic definition of an achievement goal. Achievement goals exist to facilitate improvements in student learning and support teachers in their work with students. A performance-based achievement goal represents a desire to achieve a pre-defined level of performance, such as a goal to be proficient on the state assessment or a goal to be proficient on a math learning target. A mastery-based achievement goal represents a desire to demonstrate increased skills, knowledge, or understanding, such as a goal for student knowledge to grow from the beginning to end of an instructional period.

SMART Goals

A SMART Goal is specific, measurable, appropriate, realistic, and time-bound.

SPECIFIC is focused on a clearly defined area, such as the content area of reading or the literature or vocabulary subcategories of reading.

MEASURABLE can be measured using an appropriate assessment, such as the district's interim reading assessment.

APPROPRIATE aligns with your role as a teacher and the roles of the students in your class, such as your responsibility to contribute to improved student reading ability by teaching the students vocabulary that is relevant to the content area of your class.

REALISTIC is challenging, yet attainable, such as a goal set to increase a student's percentile to a level that is not impossible to achieve.

TIME-BOUND has a defined time-frame, such as a goal set at the beginning of the year that represents the desired achievement level at the end of the year.

Setting Goals

When and How?

Goal setting occurs at the beginning of an instructional period. When you are in the process of setting an achievement goal, such as in the area of reading, you need to know the baseline reading performance, needs based on highest and lowest levels of performance in reading subcategories, and expected levels of reading performance.

Baseline, Highest/Lowest, Middle, and End Levels of Performance

It is important for you to know...

BASELINE

…the baseline performance level of your students because it will be used as a comparison value when monitoring middle of year progress or evaluating end of year goal achievement.

HIGHEST AND LOWEST

…the highest and lowest levels of performance in the content area of your goal because the information will used as evidence to inform strategies that may be implemented in support of the goal.

MIDDLE

…the level of performance that your students are expected to achieve by the middle of an instructional period because it will be used as a comparison value when measuring the extent to which progress is being made toward achievement of the end of year goal.

END

…the level of performance that your students are expected to achieve by the end of an instructional period because it will be used as a starting value for comparison when setting a challenging, yet attainable goal.
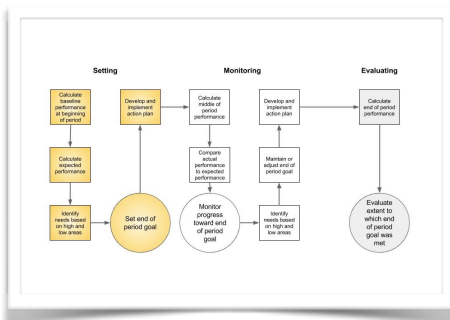
Expected Value

An expected value, sometimes also referred to as a predicted or projected value, may be defined generally and operationally in a variety of ways. With our work at Great Plains, we typically think of an expected value as the value that is likely to be achieved if performance is comparable to prior performance of the same, or similar, individual or group.

Expected Value Possible Definitions

Possible definitions for "expected value" of a group may include:
• Performance of prior year or term
• Performance base on average growth of groups with same baseline
• Predicted performance based on slope of prior years or terms
• Average performance of prior years or terms
• Performance of prior years or terms
• Performance of the state
• Performance of groups representing an Education Service Agency
• Performance of groups within similar districts/schools
• Performance based on conventional RTI values (e.g., approx 80-90% targeted for Tier 1)

Possible definitions for "expected value" of an individual may include:
• Performance level representing proficiency
• Performance level representing norm
• Performance based on average growth of individuals with same baseline
• Performance level representing RTI Tier 1 cut score
• Performance of prior year or terms
• Predicted performance based on slope of prior year or terms

When setting an achievement goal for a single student or a group of students in your classroom, it's important to ensure the goal is:

✦ *Challenging yet attainable*

✦ *Education-dependent and accompanied by strategies for reaching the goal*

✦ *Embraced by the entity for whom the goal is set*

Group Level vs. Individual Level

Group Level vs. Individual Level

If you work with a student in your class to set a unique goal for the student, you are setting an individual goal.

If you set a goal that represents all students in your classroom, you are setting a group level goal.

An individual level goal for a student may focus on a desire:

• To increase a student's scale score, proficiency level, percentile, or other metric representing individual level achievement

A group level goal for your class may focus on a desire:

• For a percentage of your students to meet or exceed their respective baseline percentile or projected growth value
• To increase the average scale score of your class
• To increase the percentage of students in your class performing at a specific proficiency level