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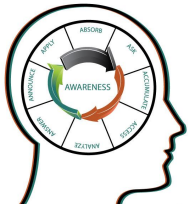

Develop Your Data Mindset

Module 11 - Student Level Goal Monitoring
Part 4 - Announce and Apply

By Nathan Anderson, Amy Ova, Wendy Oliver, and Derrick Greer

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Learning Goals

- Communicate findings of student-level goal monitoring analysis levels to a student
- Maintain or adjust a student-level end-of-year goal based on data analysis results
- Write student level action plan based on a student’s goal and supporting evidence

SLDS Data Use Standards

- S.6.C. Multiple Audiences: Communicates effectively about data, interprets FINDINGS, and explains progress toward goals to a variety of constituent groups (e.g., students, families, and colleagues)

- S.6.B. Explanation: Explains different data representations and distinguishing features (e.g., histograms, bar charts, contingency tables)

- S.1.A Goals and Questions: Identifies BASELINE measure(s) and poses questions that can be answered with data

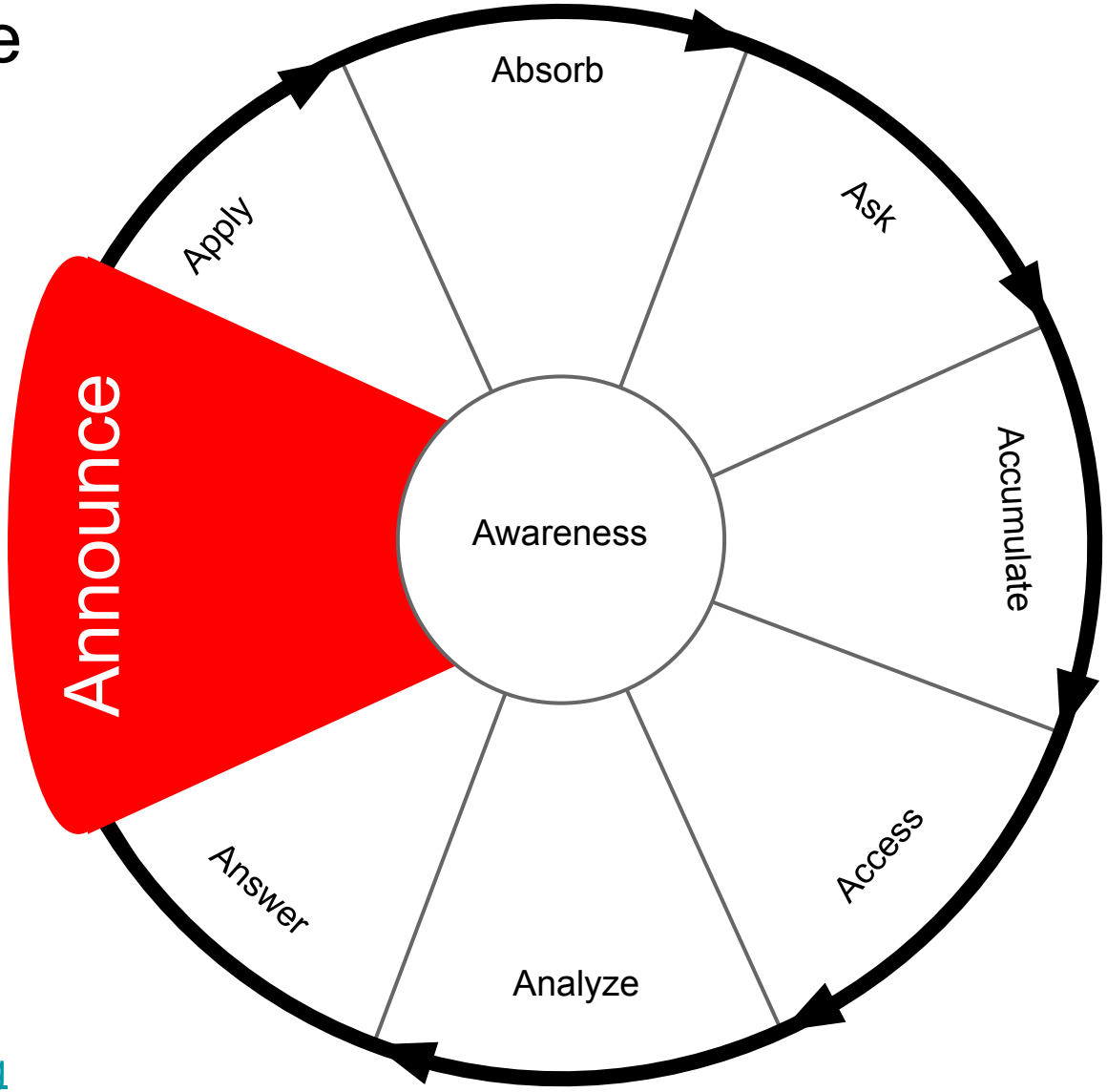
- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

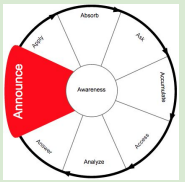
Announce Stage

Ryan:

Now it's time to enter the Announce stage where you communicate the answers, including potential limitations and implications, to other stakeholders who should be aware of the answers.

Did you remember to get your Goal Setting and Monitoring flyers out of your Data Binder and also your Goal Monitoring Data Planner and Goal Setting, Monitoring, and Evaluating Organizer?



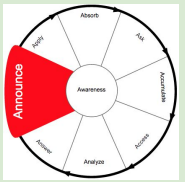


Activity - 11.04.01

With whom should you discuss the specific results of your analysis relevant Stephanie Sanders' performance levels?

- Stephanie's closest friends
- Stephanie and her parents/guardians
- Community members living in Stephanie's town
- Parents of other students in Stephanie's class

Standard: S.6.C Multiple Audiences

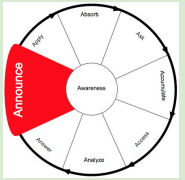


Activity - 11.04.02

Which information relevant to the findings of your analysis would be important to share and discuss with Stephanie?

- The amount of time it took for you to analyze Stephanie's data compared to the amount of time you expected to spend on her data and the amount of time you set as your goal to spend analyzing her data
- The actual education level of Stephanie's parents compared to their expected level of education and the level of education set as the education level for them to achieve by the end of the year
- The extent to which Stephanie's actual winter performance is above or below her expected winter values and end-of-year goal value, her highest and lowest levels of subcategory performance, and her fall to winter change in performance in the focus area of the beginning-of-year action plan
- The extent to which the average distance students in Stephanie's class walk or run each day is above or below the expected and end-of-year goal distances, their highest and lowest daily distances, and the fall to winter change in average distance

Standard: S.6.B Explanation

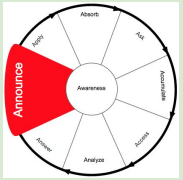


Activity - 11.04.03

Which items would be appropriate to use as visual aids to guide the discussion regarding Stephanie's performance

- Stephanie's Student Level Multi-Year, Multi-Term report; Stephanie's Goal Setting, Monitoring, and Evaluating Organizer
- School district's Home and Employment pages on the school website; excerpts of recent news stories highlighting school functions
- Stephanie's science textbook; Stephanie's box of school supplies
- Next week's school event calendar; weekly ad for the local grocery store

Standard: S.6.B Explanation



Activity - 11.04.04

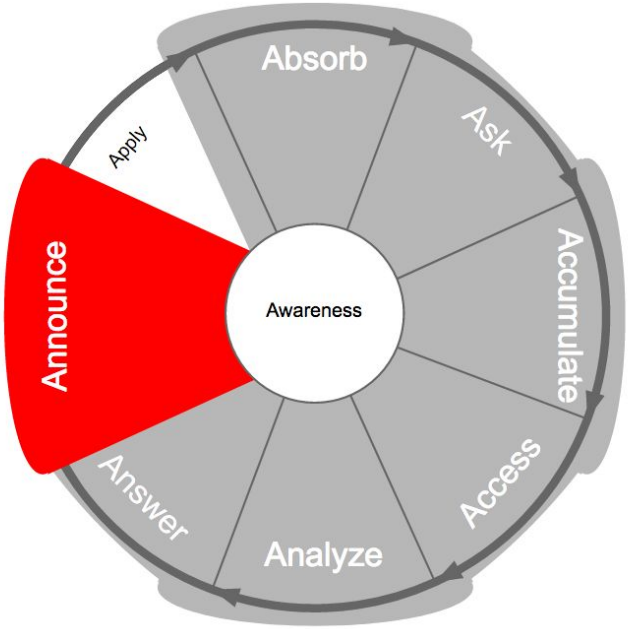
What would be appropriate items to discuss with Stephanie that would be relevant to the data analysis findings?

- Maintaining or adjusting Stephanie's spring vacation plans with her family, as well as the extent to which her plans changed from the beginning of the year
- Encouraging Stephanie's family members to consider changing the philosophical lenses through which they interpret education
- Maintaining or adjusting Stephanie's end-of-year goal value, Stephanie's fall to winter change in performance relevant to the focus area in her action plan, and strategies that could be implemented to improve her weakest area of performance
- Establishing a fitness regimen that could improve Stephanie's flexibility and endurance

Standard: S.7.A Strategies

Tutorial

Now that you have answers to your questions, it's time to share them with the *appropriate audiences*.



Tutorial

In this case, you discuss the answers during a one-on-one meeting with Stephanie. You and Stephanie discuss the extent to which her actual winter performance is above or below her expected winter values and end-of-year goal value. You also review her highest and lowest levels of subcategory performance and her fall to winter change in performance in the focus area of the beginning-of-year action plan. You use updated versions of the same visual aids you used to guide the goal setting conversation earlier in the year, as follows:

- Stephanie’s Goal Setting, Monitoring, and Evaluating Organizer
- Stephanie’s Student Level Multi-Year, Multi-Term report

Tutorial

Your discussion includes a focus on Maintaining or adjusting Stephanie's end-of-year goal value, Stephanie's fall to winter change in performance relevant to the focus area in her action plan, and strategies that could be implemented to improve her weakest area of performance (i.e., Literature).

A+ Inquiry Framework

The Announce stage has been completed. You communicated important data analysis results to Stephanie during a one-on-one meeting with her. You discussed her middle-of-year performance, the extent to which her mid-year performance is above or below her middle-of-year expected and end-of-year goal values, her highest and lowest areas of achievement, and her fall to winter change in the focus area of her action plan. You also discussed the appropriateness of maintaining her original end-of-year goal and potential strategies that could help her achieve the goal.

NORTH DAKOTA DATA UP

A+ INQUIRY
GRAPHIC ORGANIZER - Student Goal Monitoring

APPLY

ABSORB
Middle of school year. Monitor Stephanie's progress toward reading goal focused on increasing her scale score. Need middle-of-year value compared to middle-of-year expected and end-year goal values. Need high and low areas as evidence for action plan. Need to compare beginning-of-year and middle-of-year values in the area of her action plan.

ASK
What are Stephanie's middle-of-year values? To what extent are middle-of-year values above or below expected and goal values? What are Stephanie's highest and lowest areas of performance? To what extent is Stephanie's middle-of-year performance above or below her beginning-of-year performance in the area of her action plan?

ANNOUNCE
One-on-one meeting with Stephanie. Discuss mid-yr performance, comparison of mid-yr with expected and goal values, and change in fall to winter values in focus area of action plan; Use Goal, Setting, Monitoring, Evaluating Organizer and Student Level Multi-Year Multi-Term report as visual aids; Discuss maintaining goal and strategies to improve Lit performance.

AWARENESS

ACCUMULATE
Goal: Current yr interim read asmnt, winter, Stephanie's scale score and %ile, winter score representing avg fall to winter growth, minimum spring score of achievement level above fall level
Supporting evidence: Current yr interim read asmnt, winter, Stephanie's scale score by subcategory, fall and winter %ile and score in action plan focus area.

ANSWER
Goal: mid-yr score 216 (1 above expected mid-yr and 4 below end-yr goal); mid-yr %ile 54 (2 above expected mid-yr and 7 below end-yr goal); Supporting evidence: High - Vocab Acq/Use 218; Low - Lit 213; Lit score 213 is 4 above fall and %ile of 47 is 2 above fall; Implications: maintain goal; strategies to improve Lit; Limitations: mid-yr values based only on one score.

ANALYZE
Goal: Identify winter %ile and scale score; Calc diff between winter actual and expected values; Calc diff between winter actual and spring goal values
Supporting evidence: Identify highest and lowest scale scores in subcategories; Compare fall and winter %ile and scale score in subcategory representing focus area of action plan.

ACCESS
Statewide Longitudinal Data System

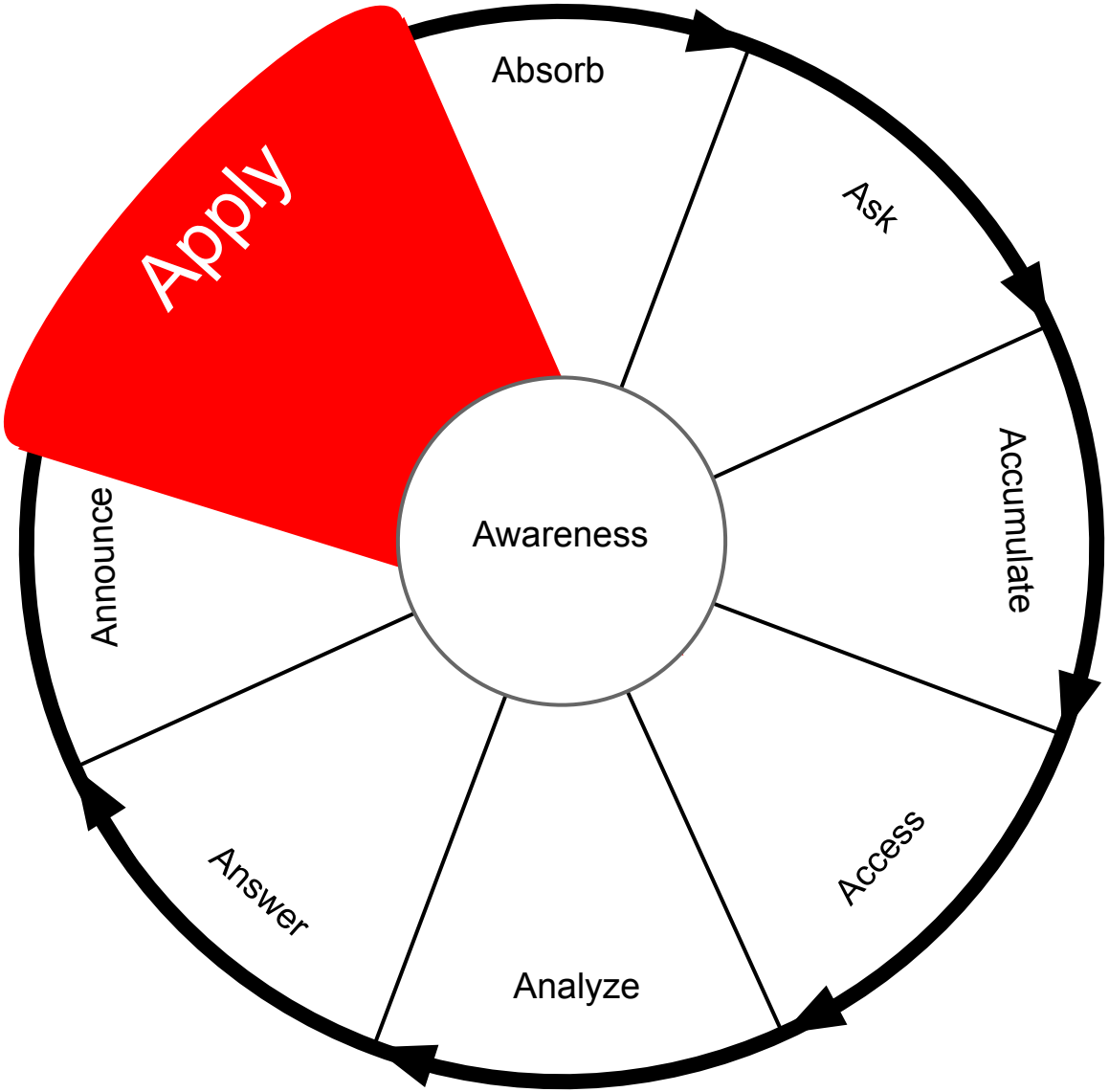
Individual Student Multi-Year, Multi-Term report

Goal Setting, Monitoring, and Evaluating Organizer

Apply Stage

Ryan:

Now it's time to enter the Apply stage where you make decisions and take action based on answers to the questions you posed in the Ask stage.

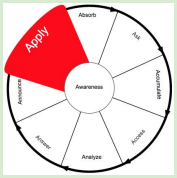


Activity - 11.04.05

Stephanie's goal you are monitoring states, "The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment." Based on the findings of your analysis revealing that Stephanie is making progress toward the achievement of her goal, it would be appropriate to

- Maintain Stephanie's end-of-year goal value of 220
- Revise Stephanie's end-of-year goal to be below baseline level of 212
- Manually change Stephanie's middle-of-year value so it is the same as her goal value of 220
- Delete Stephanie's goal so she no longer has a desired end-of-year achievement level

Standard: S.1.A Goals and Questions

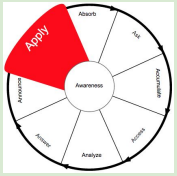


Activity - 11.04.06

What would be an appropriate middle-of-year action plan for you and Stephanie to implement based on the analysis result that Stephanie performed lowest in the subcategory of Literature?

- I will continue my beginning-of-year action plan to focus my skill strategy teaching in the subcategory of Literature when working with Stephanie; this would include individual book studies and small group instruction.
- Stephanie will receive skill strategy teaching in the subcategory of Informational Text during small group instruction and individual book studies
- I will switch my focus with Stephanie to the Vocabulary Use and Acquisition subcategory
- I will focus my skill strategy teaching in the subcategory of Literature to my entire class

Standard: S.7.A Strategies



Activity - 11.04.07

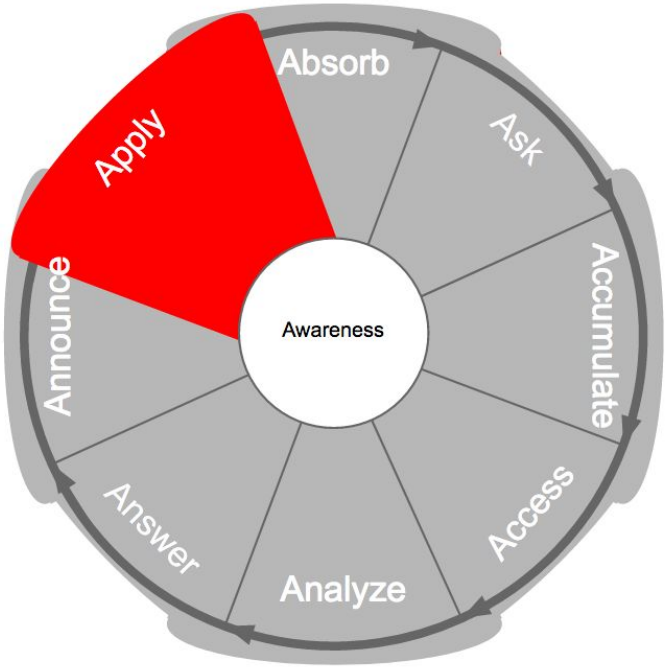
Why is it appropriate to have the middle-of-year action plan be to continue the plan from the beginning-of-year?

- Stephanie is not showing growth in the subcategories of Informational Text and Vocabulary Use on the winter interim benchmark reading assessment
- Stephanie's winter Literature scale score is 2 points below her fall Literature score and her percentile is 1 point below and Literature is still the subcategory of her lowest scale score on the winter interim benchmark reading assessment
- Stephanie's winter Literature scale score is 4 points above her fall Literature score and her percentile is 2 points above and Literature is still the subcategory of her lowest scale score on the winter interim benchmark reading assessment
- It isn't appropriate to have the middle-of-year action plan be to continue the plan from the beginning-of-year

Standard: S.7.A Strategies

Tutorial

Now that you have discussed the data analysis results, limitations, and implications, it's time to take action in the Apply stage. In this stage, you and Stephanie maintain or adjust her end-of-year SMART goal. The two of you also develop and implement an action plan to improve her performance in the area of Literature.



Tutorial

You and Stephanie decide to maintain the value set as her end-of-year goal. Therefore, her SMART goal remains the same as it was written at the beginning of the year, as follows: “The ***scale score*** of Stephanie Sanders will ***increase from 209 in the fall to 220 in the spring*** on the district’s interim reading assessment.”

Tutorial

Stephanie's action plan from the beginning-of-year states, "I will focus my skill strategy teaching in the area of literature when working with Stephanie; this would include individual book studies and small group instruction. The specific skills for Stephanie to develop are:

- Determines the central idea and theme and determines details that support the central idea and theme in literary text
- Identifies problem/conflict, the resolution of conflict, and the type of conflict in literary text
- Understands sequence and summarizes a sequence of events in literary text
- Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description in literary text
- Summarizes a sequence of events in literary text"

Tutorial

Because data analysis findings serve as evidence that Stephanie is making progress toward the achievement of her end-of-year goals and that Literature still represents her lowest subcategory of performance, it is appropriate to have her middle-of-year action plan be to continue the plan from the beginning-of-year.

Tutorial

Student Name: Stephanie Sanders	**Annual Goal:** **The scale score of Stephanie Sanders will increase from 212 in the fall to 220 in the spring on the district's interim reading assessment**					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52	216	54		
Expected after beg			215 ✓check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61

216 is progress toward end-of-year goal of 220

Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		

Literature score of 213 is still the lowest area of performance

Tutorial

Based on your student-level goal monitoring data analysis findings, Stephanie's winter Literature scale score is 4 points above her fall Literature score. Her winter Literature percentile is 2 points above her fall Literature percentile. She is making progress! However, Literature is *still* the subcategory of Stephanie's lowest scale score on the winter interim benchmark reading assessment. She is also showing growth in the other subcategories of Informational Text and Vocabulary Use and Acquisition.

Because data analysis findings serve as evidence that Stephanie is making progress toward the achievement of her end-of-year goals and that Literature still represents her lowest subcategory of performance, it is appropriate to have her middle-of-year action plan be to continue the plan from the beginning-of-year.

Tutorial

Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Literature	209	45	213	47		
Informational Text	212	52	216	56		
Vocab Acqu / Use	215	61	218	59		

Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events

Action plan (middle of year): Because data analysis findings serve as evidence that Stephanie is making progress toward the achievement of her end-of-year goals and that LIterature still represents her lowest subcategory of performance, it is appropriate to have her middle-of-year action plan be to continue the plan from the beginning-of-year.

Activity Conclusion

Scale score and percentile values have been added to the revised goal row in the end-of-year" section. Although the values are the same as the the original goal values, they have been added to the organizer as an indicator that a revision to the goal was considered. Stephanie's middle-of-year action plan has also been added to the organizer.

Link to pdf of *individual student* Goal Setting, Monitoring, and Evaluating Organizer complete through monitoring: https://goo.gl/7daPdH

Goal Setting, Monitoring, and Evaluating Organizer

Individual Student

Student Name: Stephanie Sanders	**Annual Goal:** **The scale score of Stephanie Sanders will increase from 209 in the fall to 220 in the spring on the district's interim reading assessment**					
Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year (baseline)**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
Actual	212	52				
Expected after beg			215 ✓check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
Revised Goal					220 __check if met	61

Action Planning w/ Supporting Evidence

Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
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Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events

Action plan (middle of year): Because data analysis findings serve as evidence that Stephanie is making progress toward the achievement of her end-of-year goals and that LIterature still represents her lowest subcategory of performance, it is appropriate to have her middle-of-year action plan be to continue the plan from the beginning-of-year.

A+ Inquiry Framework

The Apply stage has been completed. You made a decision to take action based on the findings of your data analysis. You put the implications into action by composing a SMART goal for Stephanie focused on increasing her scale score from the beginning of the year to the end of the year. You also wrote, and will implement, an action plan to improve her performance in the area of Literature.

NORTH DAKOTA DATA UP

A+ INQUIRY
GRAPHIC ORGANIZER - Student Goal Monitoring

ABSORB
Middle of school year. Monitor Stephanie's progress toward reading goal focused on increasing her scale score. Need middle-of-year value compared to middle-of-year expected and end-year goal values. Need high and low areas as evidence for action plan. Need to compare beginning-of-year and middle-of-year values in the area of her action plan.

ASK
What are Stephanie's middle-of-year values? To what extent are middle-of-year values above or below expected and goal values? What are Stephanie's highest and lowest areas of performance? To what extent is Stephanie's middle-of-year performance above or below her beginning-of-year performance in the area of her action plan?

APPLY
Maintain original SMART goal for Stephanie focused on increasing her average scale score from 212 in the fall to 220 in the spring. Write and implement action plan to improve performance in the area of Literature. See Goal Setting, Planning, and Evaluating Organizer for more details.

ANNOUNCE
One-on-one meeting with Stephanie. Discuss mid-yr performance, comparison of mid-yr with expected and goal values, and change in fall to winter values in focus area of action plan; Use Goal, Setting, Monitoring, Evaluating Organizer and Student Level Multi-Year Multi-Term report as visual aids; Discuss maintaining goal and strategies to improve Lit performance.

AWARENESS

ACCUMULATE
Goal: Current yr interim read asmnt, winter, Stephanie's scale score and %ile, winter score representing avg fall to winter growth, minimum spring score of achievement level above fall level
Supporting evidence: Current yr interim read asmnt, winter, Stephanie's scale score by subcategory, fall and winter %ile and score in action plan focus area.

ANSWER
Goal: mid-yr score 216 (1 above expected mid-yr and 4 below end-yr goal); mid-yr %ile 54 (2 above expected mid-yr and 7 below end-yr goal); Supporting evidence: High - Vocab Acq/Use 218; Low - Lit 213; Lit score 213 is 4 above fall and %ile of 47 is 2 above fall; Implications: maintain goal; strategies to improve Lit; Limitations: mid-yr values based only on one score.

ANALYZE
Goal: Identify winter %ile and scale score; Calc diff between winter actual and expected values; Calc diff between winter actual and spring goal values
Supporting evidence: Identify highest and lowest scale scores in subcategories; Compare fall and winter %ile and scale score in subcategory representing focus area of action plan.

ACCESS
Statewide Longitudinal Data System

Individual Student Multi-Year, Multi-Term report

Goal Setting, Monitoring, and Evaluating Organizer

Conclusion

Ryan:

Excellent work in the Announce and Apply stages! You maintained Stephanie's SMART goal by adding the original goal values to the revised goal row in the end-of-year area of her Goal Setting, Monitoring, and Evaluating Organizer. You also added her middle-of-year action plan. Be sure to keep this organizer on hand. We'll be using it again when we evaluate her goal after the district's end-of-year interim assessment.

Link to pdf of *individual student* Goal Setting, Monitoring, and Evaluating Organizer complete through monitoring: https://goo.gl/7daPdH

Goal Setting, Monitoring, and Evaluating Organizer

Individual Student

Student Name: Stephanie Sanders	**Annual Goal:** **The scale score of Stephanie Sanders will increase from 209 in the fall to 220 in the spring on the district's interim reading assessment**					
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Expected after beg			215 ✓check if met	52	216 __check if met	52
Expected after mid					__check if met	
Original Goal					220 __check if met	61
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Action Planning w/ Supporting Evidence

Where to access: SLDS Individual Student Multi-Year, Multi-Term	**Beginning of year**		**Middle of year**		**End of year**	
	Scale Score	**Percentile**	**Scale Score**	**Percentile**	**Scale Score**	**Percentile**
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Action plan (beginning of year): I will focus my skill strategy teaching in the area of literature. The specific skills to develop in literary text are: Determines the central idea and theme and determines details that support the central idea and theme; Identifies problem/ conflict, the resolution of conflict, and the type of conflict; Understands sequence and summarizes a sequence of events; Identifies setting, compares or contrasts setting across literary texts, and draws conclusions about a setting based on description; Summarizes a sequence of events

Action plan (middle of year): Because data analysis findings serve as evidence that Stephanie is making progress toward the achievement of her end-of-year goals and that LIterature still represents her lowest subcategory of performance, it is appropriate to have her middle-of-year action plan be to continue the plan from the beginning-of-year.

Conclusion

Ryan:

You did it! We all did it! You and Stephanie made a decision to maintain her original end-of-year goal her and composed an action plan with strategies to help her achieve the goal. You addressed each stage of the A+ Inquiry framework, demonstrating awareness throughout the entire inquiry cycle to ensure the right context was absorbed, the right questions were asked, the right data were accumulated, accessed, and analyzed, the right answers were derived, the right announcements were communicated, and the right applications were made. Please make sure you keep all of this information in your data binder as we will need to revisit Stephanie's goal and action plan as you meet with her throughout the year.

Link to completed A+ Inquiry graphic organizer: https://goo.gl/m4ysYd

NORTH DAKOTA DATA UP

A+ INQUIRY
GRAPHIC ORGANIZER - Student Goal Monitoring

ABSORB
Middle of school year. Monitor Stephanie's progress toward reading goal focused on increasing her scale score. Need middle-of-year value compared to middle-of-year expected and end-year goal values. Need high and low areas as evidence for action plan. Need to compare beginning-of-year and middle-of-year values in the area of her action plan.

ASK
What are Stephanie's middle-of-year values? To what extent are middle-of-year values above or below expected and goal values? What are Stephanie's highest and lowest areas of performance? To what extent is Stephanie's middle-of-year performance above or below her beginning-of-year performance in the area of her action plan?

APPLY
Maintain original SMART goal for Stephanie focused on increasing her average scale score from 212 in the fall to 220 in the spring. Write and implement action plan to improve performance in the area of Literature. See Goal Setting, Planning, and Evaluating Organizer for more details.

ANNOUNCE
One-on-one meeting with Stephanie. Discuss mid-yr performance, comparison of mid-yr with expected and goal values, and change in fall to winter values in focus area of action plan; Use Goal, Setting, Monitoring, Evaluating Organizer and Student Level Multi-Year Multi-Term report as visual aids; Discuss maintaining goal and strategies to improve Lit performance.

AWARENESS

ACCUMULATE
Goal: Current yr interim read asmnt, winter, Stephanie's scale score and %ile, winter score representing avg fall to winter growth, minimum spring score of achievement level above fall level
Supporting evidence: Current yr interim read asmnt, winter, Stephanie's scale score by subcategory, fall and winter %ile and score in action plan focus area.

ANSWER
Goal: mid-yr score 216 (1 above expected mid-yr and 4 below end-yr goal); mid-yr %ile 54 (2 above expected mid-yr and 7 below end-yr goal); Supporting evidence: High - Vocab Acq/Use 218; Low - Lit 213; Lit score 213 is 4 above fall and %ile of 47 is 2 above fall; Implications: maintain goal; strategies to improve Lit; Limitations: mid-yr values based only on one score.

ANALYZE
Goal: Identify winter %ile and scale score; Calc diff between winter actual and expected values; Calc diff between winter actual and spring goal values
Supporting evidence: Identify highest and lowest scale scores in subcategories; Compare fall and winter %ile and scale score in subcategory representing focus area of action plan.

ACCESS
Statewide Longitudinal Data System

Individual Student Multi-Year, Multi-Term report

Goal Setting, Monitoring, and Evaluating Organizer

Conclusion

You can monitor the progress your student has made toward end-of-year goals. By applying the steps of the A+ Inquiry Framework, you can make decisions to maintain or adjust your end-of-year student level goal and develop an action plan intended to increase performance in the weakest areas. Please keep all of this information in your Data Binder as it will be revisited as we continue with our PLC and Data Team meetings.

Module 11 flyer: https://goo.gl/uRTP5p

Individual Student Goal Monitoring Data Planner: https://goo.gl/9JTuvn

A+ Inquiry Graphic Organizer - Student Level Goal Monitoring: https://goo.gl/m4ysYd

Individual Student Goal Setting, Monitoring, and Evaluating Organizer (complete through monitoring): https://goo.gl/7daPdH

Conclusion

Excited Teacher Thought:

If I monitor an individual goal for a student in my class by comparing middle-of-year performance with expected values and goal values, as well as identify content area needs, the student and I can maintain or adjust the individual goal and update the action plan with strategies to meet the student's goal.

Activity Answers

11.04.01	Stephanie and her parents/guardians
11.04.02	The extent to which Stephanie's actual winter performance is above or below her expected winter values and end-of-year goal value, her highest and lowest levels of subcategory performance, and her fall to winter change in performance in the focus area of the beginning-of-year action plan
11.04.03	Stephanie's Student Level Multi-Year, Multi-Term report; Stephanie's Goal Setting, Monitoring, and Evaluating Organizer
11.04.04	Maintaining or adjusting Stephanie's end-of-year goal value, Stephanie's fall to winter change in performance relevant to the focus area in her action plan, and strategies that could be implemented to improve her weakest area of performance
11.04.05	Maintain Stephanie's end-of-year goal value of 220
11.04.06	I will continue my beginning-of-year action plan to focus my skill strategy teaching in the subcategory of Literature when working with Stephanie; this would include individual book studies and small group instruction.
11.04.07	Stephanie's winter Literature scale score is 4 points above her fall Literature score and her percentile is 2 points above and Literature is still the subcategory of her lowest scale score on the winter interim benchmark reading assessment

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of how analysis findings relevant to student-level goal monitoring may be communicated to appropriate stakeholders				
This module part increased my knowledge of how student-level goals may be maintained for adjusted based on analysis findings				
This module part increased my knowledge of how an action plan may be written based on monitoring student-level goals and supporting evidence				

Well Done

You have completed this module part and it concludes this module. You can begin the next module when you are ready.