

Goal Setting: Where Are You Now?

Find your starting point

1. Choose a student.
Think about your class of students. Who is a good candidate for the goal-setting process?

Student:

2. Choose a subject.
Optional: Consider using the ASG reports to identify a student and subject.

Subject:

3. Identify the RIT score.
Using the *Student Profile* report, find your student's RIT score in the subject you chose.

RIT score:

4. Consider context.
Use the **Comparisons** module in the *Student Profile* report to view the current norms percentile for your student. If available, look at the student's state assessment and college and career readiness projections.

Notes about context:

What else do you know about this student that you should consider?

Considerations:

Goal Setting: Where Do You Want to Be?

Set a growth goal

1. Expand the **Growth Goals module** in the *Student Profile* report.
2. Determine the right kind of goal to set for this student.
3. Select the most recent term and the term for which you will set the goal. See what happens when you adjust the goal.
4. Select **Set Goal** to save your goal.

Note: As you customize your goal for catch-up or move-up growth, continue to reference the adjusted growth percentile to help you determine if the custom goal is reasonable.

Catch up

In order for students to move from below-average to average percentiles, consider setting a growth target higher than typical growth to close the gap toward proficiency.



Keep up

In order for students to maintain an average or above-average percentile, consider using the typical growth target.



Move up

In order for students to move from average to above-average percentiles, consider setting a growth target that is slightly higher than typical growth.



Note: Moving to the next proficiency level may take longer than an academic year.

Goal Setting: How Will You Get There?

Set an academic goal

1. Choose an instructional area of focus.

Close the **Growth Goals** module to return to the default screen for your selected student.

Notice whether your student has a suggested area of focus for your chosen subject. If there is more than one, you may want to think about which area might be the biggest catalyst for growth.

Alternatively, is there a particular instructional area that you will be teaching soon? What is your student's RIT score in that instructional area?

Instructional area of focus:

Student's RIT score in that instructional area:

2. Identify a topic within your instructional area as a focus for your student.

Expand the **Instructional Areas** module in the *Student Profile* report to access the *Learning Continuum* for this student.

Consider upcoming lesson plans or particular topics that challenge or motivate this student.

Topic of focus for the student
(e.g., equivalent fractions):

3. Filter the *Learning Continuum* to find statements representing what your student is ready to develop, based on his or her RIT score, in your selected topic.

Select two to three learning statements for the student to focus on.

Learning statements:

4. Write an academic goal, keeping the characteristics of a SMART (specific, measurable, attainable, relevant, and timely) goal in mind.

Example: Alicia will convert between mixed numbers and improper fractions and fractions with denominators of 10 and 100 with 90% accuracy as shown on classwork, homework, and unit tests during the next three weeks.

Academic goal:

Note: Because MAP Growth is given only two to three times per year, a series of these goals may be necessary to show growth in the subject area between testing terms.

Goal Setting: How Will You Get There?, continued

Create an action plan

Create an action plan to support the academic goal by considering logistical questions.

What resources are necessary to support your student (e.g., people, time, materials)?

Resources:

What assessment tools or practices will you use for progress monitoring?

Assessment tools:

When will you check for progress?

When you'll check:

What evidence will indicate success?

Evidence of success:

How could you involve the student and parents?

Ideas for involvement:

Note: You can also record this information in the **Action Plan** field in the **Growth Goals** module of the *Student Profile* report.

Adjust the academic goal and action plan at determined check-in points.