Goal Setting

STEPS IN THE FORMATIVE ASSESSMENT PROCESS SUPPORTED BY THIS TOOL:

- Understand target
- Produce work
- Compare work with target
- Evaluate strengths and weaknesses
- Prescribe action for improvement
- Take action for improvement

HOW TO USE:

- Use this tool to help students set learning goals. The purpose is to help students see that they can control their learning. Students should develop skills in monitoring and adjusting their own goals. Working toward goals they have set themselves is more purposeful and meaningful (and usually, therefore, more motivating) than passively accepting teacher-imposed goals for their learning.
- Ask students to think of up to three goals in an area of study that they would like to work on. They should not “pull these out of a hat,” but should think about their work. Goal setting is a next step after self-assessment.

WHAT TO LOOK FOR:

- Check that the students’ goals are realistic and achievable. Check that they fit with the curriculum and instruction.
- Allow different students to identify different goals for special attention.

NEXT STEPS:

- Help students find strategies to work on the goals they have selected.
- Have students monitor their progress toward their goals.
- As goals are accomplished, help students celebrate their achievements and select other goals.

TIPS/VARIATIONS:

- Use the tool in conjunction with specific lessons or units for the whole class, or use for selected students as part of differentiated instruction.
Goal Setting

Set three goals to work for.

1. Draw and label diagrams better.

2. Memorize the axioms and learn the theorems.

3. Try to think more logically.

How will you work on them?

Complete all homework.

Find a study partner.

Take my math book home at night.

Topic or skill area: proofs in geometry
Goal Setting

Topic or skill area

Set three goals to work for.

1. 

How will you work on them?

2. 

3. 

Student Tools