

Goal Setting 101: Using NWEA data to maximize student learning

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2nd and 3rd Grade Student Goal Planning with MAP Data: Reading

Reading	Fall Score	Winter Score	Spring Score	What is Measured
Overall Reading Score:				
Word Analysis and Vocabulary				I use many different ways to figure out words I don't know, such as word families, context clues, prefixes, suffixes, synonyms, antonyms, and homophones.
Literal Comprehension				I can answer questions by finding my answer in the reading passage. I can find the main idea in non-fiction reading. I can find problems and solutions in stories. I can follow instructions that have more than one step.
Interpretive Comprehension				I make predictions before, during, and after reading. I can make inferences that help me to understand what I'm reading and can recognize cause-effect relationships. I summarize information from different written materials. I understand fact and opinion.
Literary Response and Analysis				I can identify the characters, settings, plots, and lessons learned in my reading. I know how books are different (fiction, non-fiction, poetry, etc.). I can tell what a character is like by what the author says and what the illustrator draws. I can tell who the narrator is when I'm reading.
Lexile Score:				



_____ 's Goal Planning with MAPs: Reading

Reading	Fall Score	Winter Score	Spring Score	What is Measured
Overall Reading Score:				
Word Analysis and Vocabulary				I can use many strategies to figure out words I don't know, such as word families, prefixes, suffixes, and root words. I also use the words I know in a reading passage as clues to understand the words I don't know. (context clues)
Literal Comprehension				I can answer questions about a passage I've read by rereading the sections that have the information I need. After reading fiction or nonfiction, I can identify the main idea, sequence events, and describe details. I can follow multi-step directions.
Interpretive Comprehension				I make predictions before, during, and after reading. I can make inferences that help me to understand what I am reading and can recognize cause-effect relationships. I summarize and synthesize information from a variety of written materials. I understand fact, opinion, bias, and assumption.
Literary Response and Analysis				I can answer questions about characters, themes, plots, and settings, using examples from the story to support my ideas. I can explain and identify descriptive language, alliteration, imagery, mood, simile, and metaphor used by authors to tell the story.
Lexile Level				A cartoon illustration of a person with black hair, wearing a green shirt, sitting on the floor and reading an open book. There are several red books stacked behind them.



Student Goal Setting Using MAPs

- ◆ After testing or using Individual Student Reports have students write reflections for some of the following questions:
 - Were there any words or ideas that were unfamiliar to you when you were taking the test?
 - Look at your highest goal area. Why do you think this is one of your strengths?
 - How can this strength help you as you work on other goals?
 - When you look at your scores do you notice any patterns or trends?
 - Why do you think you scored higher or lower this time?
 - Do your scores match what you know about your abilities in specific subject areas?
 - What is your lowest goal area?
 - Would this be a good goal for you this year, why or why not?
 - Set personal goals based on this data.
- ◆ Consider some of the following prompts:
 - My MAP score in reading reflects... (suggest prompts regarding effort, attitude, and knowledge of the subject area.)
 - This score surprises me because...
 - This score is on target because...
 - This score doesn't seem quite right because...
 - This score encourages me because...
 - Based on my MAP scores in reading, I want to focus my efforts on... (what area?)
 - I think this would be a good focus area for me because...
 - My goal for the next (a certain period of time) is to grow by (a certain number of points or in the ability master specific learning skills)
 - I can work toward accomplishing this goal by...
- ◆ Determine which sections of DesCartes to share with your students to help focus their studies.
- ◆ Determine how often students will re-examine their progress and what classroom assessments can provide additional feedback?

Reading Goal

WORD ANALYSIS AND VOCABULARY

CURRENT RIT AVERAGE: 198

◆ SPECIFIC LEARNING NEEDED:

Identifying long vowels

Dividing words into syllables

Understanding base/root words

Identifying prefixes

Identifying suffixes

Finding synonyms

Finding antonyms

Understanding and identifying homophones

◆ PLAN OF ACTION

Work on identifying long vowels during spelling groups

Find root words, suffixes, and prefixes in our vocabulary words from our Purple Reading Books.

Make charts listing synonyms and antonyms

Look for connections among our vocabulary words

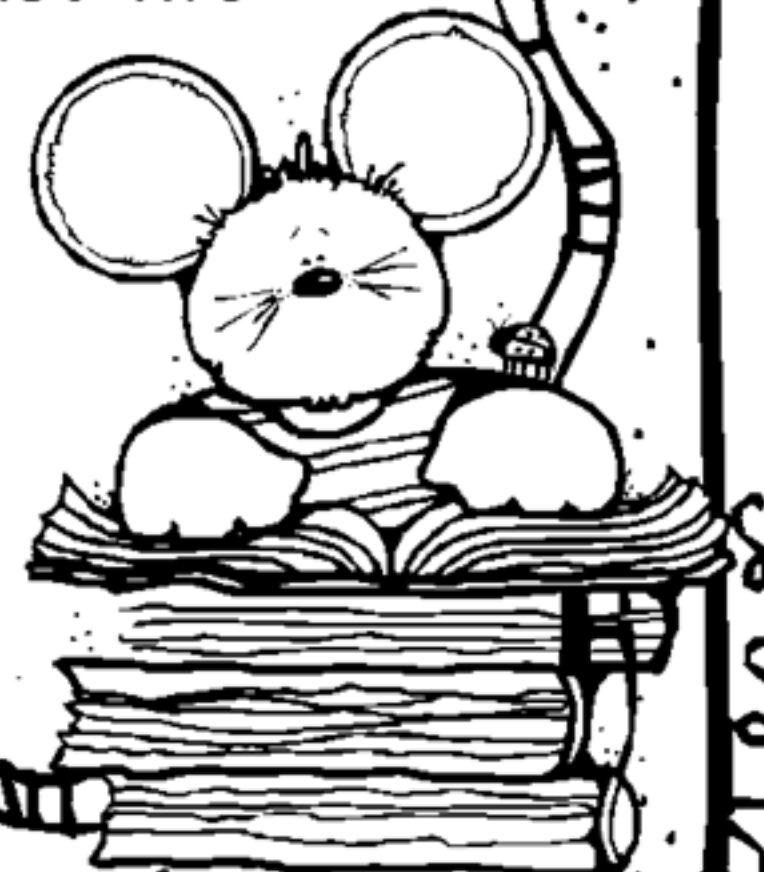
Use our resources to find synonyms and antonyms of our vocabulary words.

◆ TIMELINE

Do the above vocabulary activities with at least five words per week

Examine our progress in class at least once a month

Evaluate our growth during winter MAP testing



My Personal Goals

Reading Area _____

Action Plan: _____

...

Math Area _____

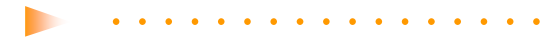
Action Plan: _____

...

Language Area _____

Action Plan: _____

Snoop Troop Goals



"Success is the satisfaction of knowing you did your absolute best so you can reach your dreams in life!"

-Mrs. Ogden

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Class Reading Goal

Area: Literal Comprehension

Average RIT Score: 202.3

Learning Needed

- Skim/scan to locate details
- Determine sequence of events
- Use advertisement and food labels
- Understand a bibliography

Plan of Action

- Create content maps/outlines of Social Studies/Science texts and student-selected non-fiction.
- During skill work or center time, work on sequencing activities related to HM.
- Bring in newspapers/food products to identify ads & label products. Homework to follow-up.
- During Science/Social Studies, find bibliographies in non-fiction texts and discuss how they're organized (author, title, publisher, etc.)
- Write a bibliography for our Animal Reports.

Timeline

- * Evaluate during the next MAP testing period.

Class Language Goal

Area: Grammar Usage

Average RIT Score: 207.4

Learning Needed

- Use basic sentence patterns
- Use noun forms
- Use verb tenses
- Identify pronouns

Plan of Action

*During D.O.L., instead of copying sentences, just edit them and focus on one area each week:

- Label "N", "V", "Adj.", "PP", "Adv.", "Pro", "LV" (linking verb, etc.)
- On nouns, discuss if it's a place, person, feeling or idea
- Past, present, future sentences

*On back of D.O.L., write a verb a day and give past, present, future. Write if it's regular or irregular.

*Mountain Language: 2a. = singular or plural 2b. = use same word, but show possession (add what is owned to word) using 's or s'.

Timeline

- * Evaluate during the next MAP testing period.

Class Math Goal

Area: Number Sense

& Operations

Average RIT Score: 203.6

Learning Needed

- Use pictorial representations of division
- Add decimals to hundredths place (vertical/horizontal)
- Divide 2 digit by 2 digit numbers with a remainder
- Be able to add/subtract fractions
- Change a fraction to its lowest term
- Order fractions
- Learn vocabulary: pentagon, squared, divisible, inequality, equivalent

Plan of Action

*Instead of practice test sheet, each Wednesday divide plain sheet into fourths:

- Draw picture of division problem given
- Divide a 2-digit by 2-digit number with remainder (then into a 3-digit number)
- Add/subtract fractions (then with mixed fractions)
- Order fractions smallest to largest

*For word of the week, use the above math terms and define.

*For Mtn. Math add "Can you change fraction to lowest term?" and "Plot the fraction on a number line".

Timeline

- *Next MAP testing period



Student Goal Organizer

_____ Name

_____ School Year

Math

My **MATH** goal for the year is: _____

◆ Three things I can do to work on my goal this year are:

1. _____
2. _____
3. _____

Reading

My **READING** goal for the year is: _____

◆ Three things I can do to work on my goal this year are:

1. _____
2. _____
3. _____

Language Usage

My **LANGUAGE USAGE** goal for the year is: _____

◆ Three things I can do to work on my goal this year are:

1. _____
2. _____
3. _____



Personal Academic Goal Sheet



Name: _____

Goal: _____

September	February	June

Learning Needed:

- _____
- _____
- _____

In order to reach my goal, I will:

- _____
- _____
- _____
- _____

Student Signature

Parent Signature

Teacher Signature

Personal Goals for my Extreme Academic Makeover



Name: _____ Date: _____

Subject: (circle one) Reading, Language Usage, or Math

Goal Area: (title and current score) _____

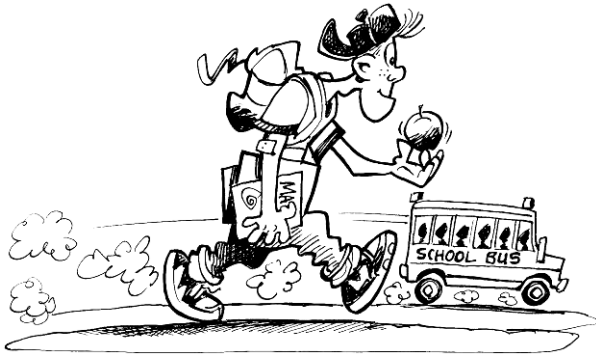
What I specifically need to learn: _____

On the back of this page are the vocabulary words I'll need to learn.

My Plan of Action: _____

I will need the following help and resources: _____

Here is my timeline: _____



Personal Goals for my Extreme Academic Makeover

Name: _____ Date: _____

Subject: (circle one) Reading, Language Usage, or Math

Goal Area: (title and current score) _____

What I specifically need to learn: _____

(See the back of this page for the vocabulary words I'll need to learn.)

My Plan of Action: _____

I will need the following help and resources: _____

Here is my timeline: _____
