

Theories About Goal Setting

- Locke and Latham (1990) proposed that the key components are goal choice and commitment.
- As people work on tasks they compare their performances with their goals. (Bandura, 1986)
- Actual performances offer the best source of information; successes generally raise and failures may lower self-efficacy. (Bandura, 1997)
- Their self-efficacy and motivation are strengthened when they believe that they are making progress toward their goals. (Bandura, 1986)
- During self-reflection learners determine whether their present approach is effective. (Zimmerman, 2000)
- Compared with the general goal, the specific goal promoted higher self-efficacy and mathematical achievement. (Schnuck)
- Research with children with reading difficulties showed that giving children feedback on how well they were learning to use a comprehension strategy improved their reading comprehension self-efficacy and achievement. (Schunk and Rice)
- Teachers can shift students to focusing on outcome goals that are self-referenced such as how well students are doing currently compared with how they did previously, rather than socially referenced such as how well they are doing compared with how classmates are doing. (Zimmerman & Kitsantas)
- Because children have short time frames of reference, immediate goals are motivating, whereas long-term goals are not.
- Students who graduate from high school with a mindset that includes the importance of setting goals and assessing progress will be well prepared to meet future educational and life challenges. (Gayle Schnuck, 2009)
- Students often evaluate their progress in learning, and the belief that one is learning can enhance motivation.

Student Reflection

Now that we have come to the end of the first quarter, it is a good time to look back at your progress.

Take a few minutes to look at your first writing piece and the paper you just received today. Compare the work and your feedback comments. Identify areas of improvement and areas you need to work on throughout the rest of the year. Then use the questions below to guide your thoughts and record them on the lines provided.

- What areas did you focus on this quarter?
- Did you show improvement in these areas?
- What can you do to continue to improve your writing?
- What is your writing strength?
- How can you use your writing strength to help you in other areas?

Completion Contract

Student Name: _____

Course: _____

Missed Work – the following work has not been handed in:

Original Due Date: _____

Reason – Please indicate why the work is late.

Next Steps – What will you now do to get this work completed?

New Date for Submission: _____

Once this new date is negotiated, the student agrees to submit this work on that date or receive a mark of I for Incomplete. The student and parent acknowledge that Incompletes may lead to the teacher determining that there is insufficient evidence for a grade and that this is the equivalent of a failing grade.

Student Signature: _____

Parent Signature: _____

Teacher Signature: _____

Using Feedback to Set Goals

TRAIT(S): _____ **NAME:** _____

NAME OF PAPER: _____ **DATE:** _____

MY OPINION

My strengths are _____

What I think I need to work on is _____

MY TEACHER'S OPINION

Strengths: _____

Work on: _____

MY PLAN

What I will do now: _____

Next time I'll ask for feedback from: _____

Source: Adapted from *Assessment FOR Learning: An Action Guide for School Leaders* (p. 193), by S. Chappuis, R. J. Stiggins, J. Arter, and J. Chappuis, 2004, Portland, OR: Assessment Training Institute. Adapted by permission.

Student

Semester Reflection Sheet

Your Name: _____

1. What are some things about Algebra class that you like?

2. What are some strategies you have used for success in Algebra?

3. If you have failed a six weeks, what are some reasons you think that happened? What strategies would you consider putting in place for next semester to ensure your success?

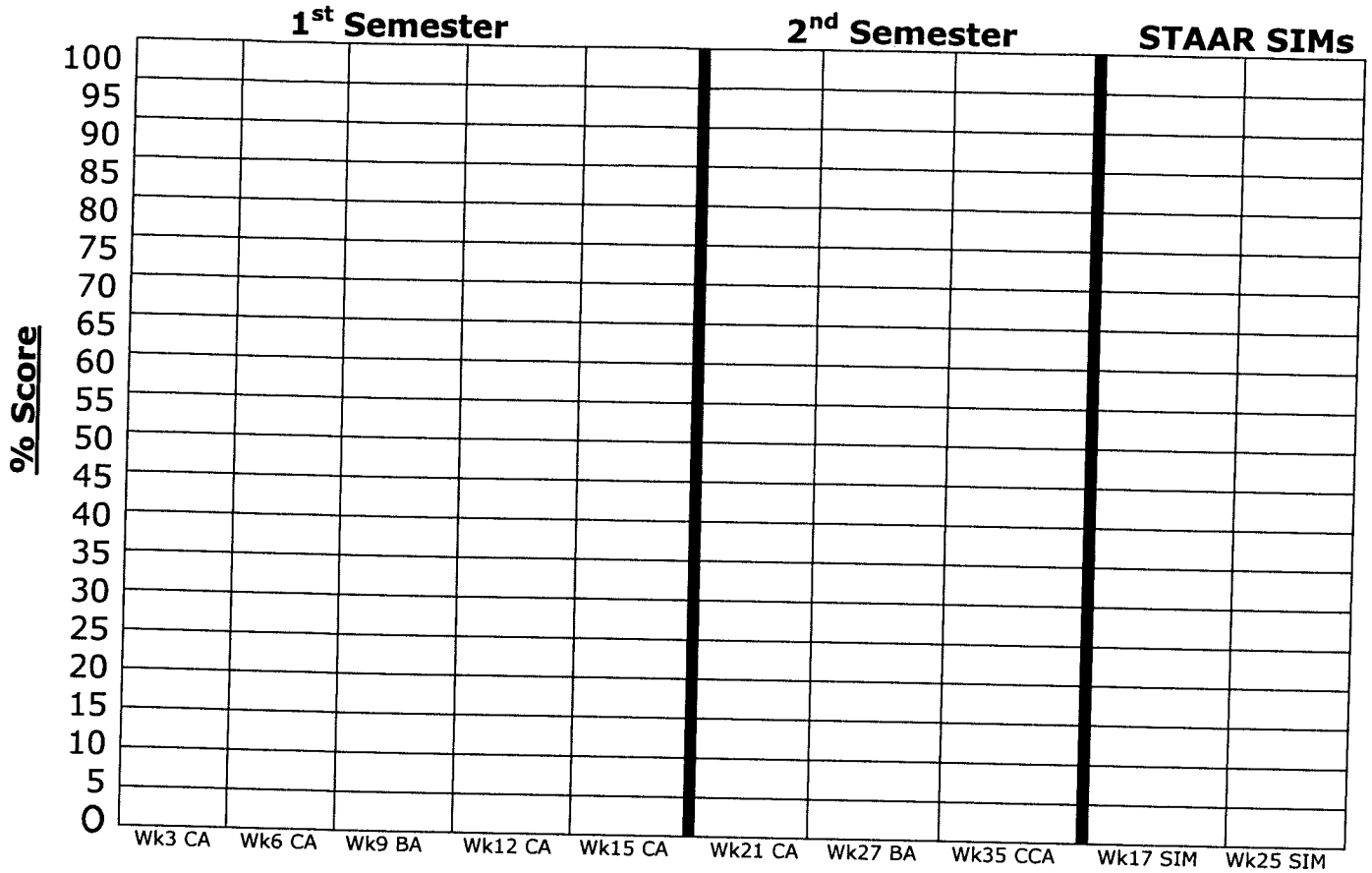
4. Did you feel that I am available to help you when you need it? If so, how? If not, why? Do you take advantage of help?

5. What goals do you have for second semester? Be specific. Here are a few to consider:
 - a. I will take notes in class.
 - b. I will ask questions in class.
 - c. I will do my homework.
 - d. I will attend tutoring before I fail a quiz or test.
 - e. I will attend tutoring immediately if I fail a quiz or test.

6. Do you prefer to take notes and do work in your own notebook? Or did you like creating a packet? Do you want to store your notebook in class? Or would you prefer to take your notes home?

NAME: _____ My 2015 STAAR Goal: _____

Tracking My Progress in 3rd Grade MATH



Assessments

Assessment	My GOAL	What <u>I will do</u> to REACH my goal is...	My Score	√ yes x no
Wk 3 CA				
Wk 6 CA				
Wk 9 BA				
Wk 12 CA				
Wk 15 CA				
Wk 17 SIM				
Wk 21 CA				
Wk 25 SIM				
Wk 27 BA				
Wk 35 CCA				

3rd Grade Math Benchmark Week 9

Student Expectations (TEKS)		Question Number	Question Number	Question Number	What do I need to do now?
3.2A	compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate	5	12		
3.2D	compare and order whole numbers up to 100,000	23			
3.3A	represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines;	16	21	22	
3.3B	determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line;	4			
3.3D	compose and decompose a fraction ^{a/b} with a numerator greater than zero and less than or equal to b as a sum of parts	9			
3.3E	solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8	24			
3.3F	represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines;	8	14		
3.3H	compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.	6	11		
3.4A	solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction	1	19	20	
3.4B	round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems	18			
3.4C	determine the value of a collection of coins and bills	13			
3.5A	represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	3	7	10	
3.7B	determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems	2	17	25	
3.9A	explain the connection between human capital/labor and income	15			

My goal for the next 9 weeks:

Parent Signature:

3rd Grade Math Benchmark Week 9

Student Expectations (TEKS)		Question Number	Question Number	Question Number	What do I need to do now?
3.2A	compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate	5	12		Work on numbers past 1,000
3.2D	compare and order whole numbers up to 100,000	23			
3.3A	represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines;	16	21	22	Student wrote skills to work on + goals on separate paper that went home.
3.3B	determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line;	4			
3.3D	compose and decompose a fraction with a numerator greater than zero and less than or equal to b as a sum of parts	9			
3.3E	solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8	24			
3.3F	represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines;	8	14		Practice counting spaces on number lines.
3.3H	compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.	8	11		
3.4A	solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction	1	18	20	Don't use "key" words only to pick operation
3.4B	round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems	18			
3.4C	determine the value of a collection of coins and bills	13			
3.5A	represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	3	7	10	
3.7B	determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems	2	17	25	
3.9A	explain the connection between human capital/labor and income	15			

My goal for the next 9 weeks:

Parent Signature:

3rd Grade Math Benchmark Week 9

Student Expectations (TEKS)		Question Number	Question Number	Question Number	What do I need to do now?
3.2A	compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate	5	12		Place value
3.2D	compare and order whole numbers up to 100,000	23			* ☆
3.3A	represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines;	16	21	22	* wholes
3.3B	determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line;	4			*
3.3D	compose and decompose a fraction $\frac{a}{b}$ with a numerator greater than zero and less than or equal to b as a sum of parts	9			*
3.3E	solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8	24			equal parts
3.3F	represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines;	8	14		equivalent fractions
3.3H	compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.	6	11		compare fractions
3.4A	solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction	1	19	20	*
3.4B	round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems	18			*
3.4C	determine the value of a collection of coins and bills	13			count money
3.5A	represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	3	7	10	difference
3.7B	determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems	2	17	25	*
3.9A	explain the connection between human capital/labor and income	15			*
My goal for the next 9 weeks:					
Parent Signature:					

Name: ~~XXXXXXXXXX~~

Student Expectations (TEKS)	Question Number	Question Number	Question Number	What do I need to do now?
4.2B represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals	10	12	23	Keep practicing
4.2C compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols $>$, $<$, or $=$	11			Figure out different ways
4.2D round whole numbers to a given place value through the hundred thousands place	3			do more problems, practice
4.2E represent decimals, including tenths and hundredths, using concrete and visual models and money	5			Study More
4.2F compare and order decimals using concrete and visual models to the hundredths	4			Method phases Practice
4.2G relate decimals to fractions that name tenths and hundredths	21	24		Study more do the Book
4.2H determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line	1			Do more problems
4.3A represent a fraction a/b as a sum of fractions $1/b$, where a and b are whole numbers and $b > 0$, including when $a > b$	7			Understand Fraction
4.3B decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations	17			Learn Definition
4.3C determine if two given fractions are equivalent using a variety of methods	15			Study more
4.3D compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$	2	9	18	Learn a New Method.
4.3E represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations	14	16	19	Practice to get it.
4.4A add and subtract whole numbers and decimals to the hundredths place using the standard algorithm	8	13	22	Need a New Method
4.8C solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition and subtraction, multiplication, or division as appropriate	6	20	25	Learn Division Facts

My goal for the next 9 weeks:

to bring my score to 70%

Parent Signature:

[Handwritten Signature]

Key = Δ = Wrong answer

\circ = Right answer

Unit 5 Learning Targets

I Can.....

Name: _____

I can statements	Teach this to others	Do this by myself	Do this with help	Cannot do this
Strong mathematicians can determine a fraction by finding a part of a whole. (5.1)				
Strong mathematicians can write mixed numbers and improper fractions by understanding the whole, or ONE (5.2)				
Strong mathematicians can compare fractions by <ul style="list-style-type: none"> • Thinking which is closest to 0, 1/2, or 1 • Finding common denominators • Or noticing all the numerators are all the same (5.3)				
Strong mathematicians can write equivalent fractions by multiplying or dividing the numerator and the denominator. (5.4)				
Strong mathematicians can rename fractions as decimals by <ul style="list-style-type: none"> • Finding equivalent fractions with 10 or 100 as the denominator • Dividing the fraction (5.5 and 5.6)				
Strong mathematicians can find decimal equivalents by using a calculator. (5.7)				
Strong mathematicians can convert fractions to percents by changing the fractions to a decimal then to a percent. (5.8)				
Strong mathematicians can identify different graphs by knowing the properties of each. (5.9)				
Strong mathematicians can find the percent of the area on a circle graph by using a percent circle. (5.10)				

(example)

**STUDENT INVOLVEMENT IN THE ASSESSMENT PROCESS
ASSESSMENT FOR LEARNING WITH PERFORMANCE ASSESSMENT**

Strategy 1: Develop a Vision of the Learning Target

Part A. Brainstorm a list of what a good oral presentation looks like.

Part B: Watch the video-taped oral presentation. Then consider if there are any other characteristics that you would like to add to the list in Part A.

Checklists

Letter to the Editor Checklist for Science Performance Task		
Performance task: Write a letter to the editor of a local newspaper to explain to the readers how moisture affects weather.	Not Yet 0	Yes 1
Accuracy of information: Did you....		
Include 2 facts? _____ and _____		
Include 2 statistics? _____ and _____		
Use 1 quote? _____		
Organization: Did you.....		
Engage the reader?		
Write clear topic sentences?		
Write 3 support sentences to provide evidence?		
Provide a clear focus in your paragraphs?		
Provide a satisfying closure to your letter?		
Usage: Did you check for...		
Correct grammar?		
Subject/verb agreement?		
A variety of sentence structure?		
Appropriate transitions?		
Mechanics: Did you check for correct....		
Capitalization?		
Spelling?		
Punctuation?		
Content: Did you include...		

Letter to the Editor Checklist for Science Performance Task

2 examples of weather patterns (for example, cold front)? _____ and _____		
2 examples of weather events (for example, tornado)? _____ and _____		
Accurate research on evaporation and weather?		
Charts, graphs, and diagrams: Did you...		
Include 2 visuals (for example, 1 chart / 1 diagram)?		
Explain visuals clearly and accurately?		
Make your visuals easy to read?		
Make your visuals easy to understand?		
Present accurate information in the visuals?		
Letter format: Did you include...		
The date?		
An appropriate salutation?		
A closing?		
Your signature?		
Student Comment:	Total Points: _____ Out of 26 23 - 26 = A 21 - 22 = B Grade: _____ 18 - 20 = C 17 or under = Not Yet	

Checklist

Build a Classroom Terrarium Group Checklist		
Task: Build a classroom terrarium that demonstrates your knowledge of the water cycle. Keep detailed notes / log about the environment in the terrarium	Not Yet 0	Yes 1
Construction of project		
Did you follow the directions?		
Did you complete the project?		
Log entries		
Did you observe the water cycle?		
Did you record your data?		
Did you use the science vocabulary?		
Did you write in complete sentences?		
Do your sentences have end punctuation?		
Did you complete your log by the due date?		
Social Skills		
Did you stay on task?		
Did you use care with the materials?		
Did you contribute to the group work?		
Did you respect the opinions of the members in your group?		
Did you take turns to build the terrarium?		
Did you complete your project in the allotted time?		
Student Comments:		
Teacher Comments:		



Checklist for Writing and Feedback Tool

Consider the checklist idea and have students star their strengths and circle their next step which would be the areas that they had not starred.

Elementary Writing		
Criteria	Comments: Star your strength. Circle your next steps.	How and when will you take this step? What help or support do you need to act on your next step?
Word Use	Use a variety of words to describe. Use descriptive vocabulary.	
Supporting Details	Clearly support main idea. Explanation of support helps your reader understand your point.	
Sentence Structure and Conventions	Sentence structure is varied and keeps reader interested. Sentences are complete. Spelling is accurate. Capitalization is accurate.	

Unit Overview Sheet Reading Functional Text/ Reading to Survive

Start: February 22 , 2010

Someone once made the statement, “Don’t sweat the small stuff”. The truth is, many times it is the small stuff that makes a huge difference in what happens to us. Consider the people who didn’t read their mortgage contracts, or missed the fine print for the free trip to Disney World.

Over the next two weeks we will be reading a variety of every-day material, (Mr. Anderson calls it “survival reading”, others call it **functional text**). As we read different types of functional text we will be reading for details, searching for solutions to problems, making predictions, uncovering clues and drawing conclusions to make good decisions.

Ms. Stevens has found with this skill it can save you money, lead you through a process, and help you create a fine finished product. Mr. Carlson has developed this skill to build his knowledge about the guns he owns and wants to own, and target shooting, He has also found that having the skill to wade through and understand functional text helps in his planning for outdoor activities of fishing, camping, and hunting.

Paying attention to details and developing the ability to cite specific information from a text to make good decisions is an essential skill. At the end of the unit you will be given an assessment that will have multiple choice and extended response questions. The following learning targets and the classroom lessons/activities will help you understand what will be required of you

- 3 **I know how to do this skill and I can teach it to another person.**
- 2 **I can do this skill some of the time but I still make mistakes and need to practice this skill to get better.**
- 1 **I have difficulty with the skill and need help to learn how to do it correctly**

Learning Target	Task 1	Task 2	Task 3
I can find, cite, and explain why certain details are important to complete a task			

Learning Target	Task 1	Task 2	Task 3
I can read a selection (pamphlet, brochure, website, recipe, policy, laws, etc.) and tell what is important and apply that information to make a good decision			

Self-Reflection:

What steps can you use to achieve your goals?

How can I help you achieve your goals?

Which Learning Target do you need to focus on the most?

Sample Unit Overview Sheet

Over the next two weeks, we'll be studying the countries of Southern Europe. One of the greatest challenges facing Southern Europe is dealing with thousands of African immigrants who arrive illegally each year. Managing these immigrants is placing a huge financial burden on countries like Spain Italy, and Malta. What's more, new immigrants are bringing new cultures and customs that are not always understood or valued.

We will study the reasons that Africans are choosing to move to Southern Europe and the impact that this movement is having on life for the Italians, Spanish, and Maltese. We will also explore possible solutions to this challenge, ranging from stricter controls over immigrants to support programs for African nations.

Learning Target	Task 1	Task 2	Task 3
203.1: I can examine the different reasons that people move to and from countries. This means that I can inspect data related to movement and correctly identify the main causes for migration.			

Rate your own mastery of this learning target. Remember that your rating can change over time:

New to Me

I Got This

401.3: I can judge the impact that migrations has on governments, economies, and cultures. This means that I make predictions and draw conclusions about what might happen to the governments, economies, and cultures in countries that are struggling with immigrants.			
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Rate your own mastery of this learning target. Remember that your rating can change over time:

New to Me

I Got This

501.1: I can determine how the location of natural resources has an impact on economies. This means that I can look at different kinds of natural resources and decide which will help countries to grow stronger and which will leave countries weak.			
--	--	--	--

Rate your own mastery of this learning target. Remember that your rating can change over time:

New to Me

I Got This

Tacking My Own Learning

Student Name _____ Date _____

Learning Goal _____

My score at beginning _____ My Goal _____ By _____

4											How Did I Do?	
											a	
3											b	
											c	
2											d	
											e	
1											f	
											g	
	a	b	c	d	e	g	f	g	h		h	

- 4 I make no mistakes I understand Completely**

- 3 I make no major mistakes, Maybe little errors, but I understand what is important**

- 2 I make some major mistakes; my errors show that I don't understand some important ideas**

- 1 I make many major mistakes; I don't understand yet**

Spelling Assignments

100									
90									
80									
70									
60									
50									
40									
30									
20									
10									
Score Date									

Action Plan

What will I do to help me learn the spelling words?

How often do I need to practice my spelling words?

How did I do with my action plan?

What do I need to do differently? What do I need to do that is the same?

My Reading Level Data

Kindergarten Goal: To read at a level 3 by the end of Kindergarten

10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
	Sept	Jan	May

Dates of Testing

(EXAMPLE)

STUDENT SELF-ASSESSMENT: HIGH SCHOOL BIOLOGY TEACHER STEVE WAVRA, SOUTHWEST HIGH SCHOOL IN SWEETWATER SCHOOL DISTRICT, CHULA VISTA, CA

Unit 9a - Key Learning Targets

Below are 14 Key Learning Targets for Unit 9a. In the student assessment of your achievement of these learning targets, you will identify the areas in which you demonstrated proficiency and the areas in which you need to do additional study and preparation for mastery of the Unit 2 skills and knowledge.

1. Recognize that ecology is the scientific study of the interactions between organisms and their environment
2. Distinguish between a population, community, ecosystem, biome and biosphere
3. Describe how organisms interact with each other in different ways (producers, consumers, predator, prey, scavengers, parasites, decomposers) to transfer energy and matter in an ecosystem
4. Recognize that energy flows from one trophic level (one direction only) to another
5. Recognize 90% of the energy of a trophic level is lost during life processes and as heat in the transfer to the next trophic level
6. Describe how energy relationships can be represented and calculated in food/energy, biomass and numbers pyramids
7. Explain all energy for an ecosystem originates from the sun
8. Diagram the relative amounts of energy in a trophic level using an ecological pyramid
9. Diagram the flow of energy in a food chain or food web
10. Explain why matter is constantly recycled in an ecosystem
11. Recognize each element is cycled in a specific way
12. Express how the recycling of matter is necessary to make it available for organisms to use
13. Distinguish between the four biogeochemical cycles (H₂O, CO₂, O₂, and N₂)
14. Explain the major steps in each of the four biogeochemical cycles (H₂O, CO₂, O₂, N₂)

MY STRENGTHS:

Learning Target #	Learning Target or Problem Description

15. To determine what you need to study most, write down the learning targets numbers corresponding to the marks in the “Further Study” column (problems you got wrong, NOT because of a simple mistake). Then write a short description of the target or problem.

MY HIGHEST PRIORITY FOR STUDYING

Learning Target #	Learning Target or Problem Description

16. Do the same thing for the problems you were unsure of and for the problems on which you made simple mistakes.

WHAT I NEED TO REVIEW:

Learning Target #	Learning Target or Problem Description

IDENTIFYING MY STRENGTHS AND AREAS FOR IMPROVEMENT

Name: George

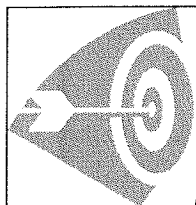
Assignment: Math Test #7

Date: December 1, 2004

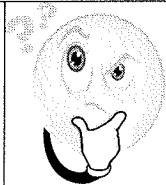
Please look at your corrected test and mark whether each problem is right or wrong. Then look at the problems you got wrong and decide if you made a simple mistake. If you did, mark the "Simple mistake" column. For all the remaining problems you got wrong, mark the "More study" column.

Problem	Learning Target	Right?	Wrong?	Simple mistake?	More study?
1	Place Value: Write numerals in expanded form to 10 thousands place	X			
2	Place Value: Write numerals in expanded form to 10 thousands place	X			
3	Place Value: Write numerals in expanded form to 10 thousands place	X			
4	Place Value: Identify place value to the thousands place	X			
5	Place Value: Put numbers in order through the thousands	X			
6	Place Value: Put numbers in order through the thousands	X			
7	Place Value: Put numbers in order through the thousands		X	X	
8	Write fractions to match models	X			
9	Write fractions to match models		X		X
10	Write fractions to match models	X			
11	Write fractions to match models		X		X
12	Subtract 3-digit numbers with borrowing	X			
13	Subtract 3-digit numbers with borrowing		X	X	
14	Subtract 3-digit numbers with borrowing	X			
15	Subtract 3-digit numbers with borrowing		X	X	
16	Measurement: Read time to the nearest minute		X	X	
17	Measurement: Read a thermometer	X			
18	Measurement: Know how much a liter is		X		X
19	Measurement: Know how long a centimeter is	X			
20	Measurement: Choose the right tool to measure length, weight, liquid, and temperature	X			

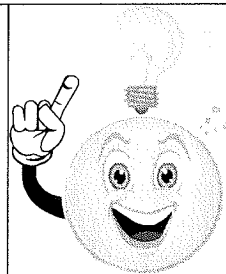
So, here is what I now know...



My test shows I
am good at hitting these
learning targets:



My test shows I
need to keep working to hit
these learning targets:



So, one thing I
am going to start doing is...

Blank space for writing answers to the first question.

Blank space for writing answers to the second question.

Blank space for writing answers to the third question.

Writing Goal and Action Plan

Name _____ Date _____

Idea Development: Current Stage _____ Goal _____

Steps I will take to reach my goal:

Organization: Current Stage _____ Goal _____

Steps I will take to reach my goal:

Conventions: Current Stage _____ Goal _____

My Reading Level Data

Kindergarten Goal: To read at a level 3 by the end of Kindergarten

10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
Dates of Testing	Sept	Jan	May

RESOURCES

allthingsplc.info

allthingsassessment.info

Balanced Assessment
Kay Burke

Marzano Research Laboratory (MRL)
solution-tree.com

principalpartnership.com

The Teacher as Assessment Leader
Solutions Tree Press

The Principal as Assessment Leader
Solution Tree Press

Learning by Doing
Solution Tree Press

Revisiting Professional Learning Communities at Work
Solution Tree Press

The Power of Professional Learning Communities at Work
(dvd and leadership guide)
Solution Tree Press

Building Common Assessments
Larry Ainsworth

How to Grade for Learning
Ken O'Connor

Teaching Teams That Get Results
Gayle Gregory

The Five Dysfunctions of a Team
Patrick Lencioni