STUDENT CONFERENCING AND GOAL SETTING

The Importance of Goal Setting

While student goal setting is not an easy process, the rewards far exceed the costs. Research has shown that a student's ability to set and achieve realistic academic goals is linked to higher grades, lower dropout rates, greater satisfaction and improved self-image. Goal setting provides purpose and direction, helps students to see the larger picture, and provides the all important opportunity to connect with each child in your classroom through a partnership towards a shared goal.

What this updated version will include is a more meaningful conversation for students.

- The new sheet aims to incorporate more information into the goal setting process then just MAP.
- The questions themselves have been modified so that they lead to more meaningful conversations between teachers and students, embracing a shared approach to student learning.
- With this new sheet you may choose to wait until later in the school year to hold conferences with students, possibly sometime in the month of October when other data can be shared. Teachers could also use last spring’s data or other classroom data if they would like to begin sooner. The new sheet asks teachers to share the guided reading level and reading fluency with students for fall, winter, and spring but if teachers have other information they can share with students to begin the process sooner in the fall that is fine. **The main idea is that we want to provide a larger view of the student than just a MAP score when setting a goal for a child.**
- **The new sheet also incorporates a range of growth for students to target.** Students are now asked to strive for Typical Growth to 1 1/2 Typical Growth for the school year, creating a target range of growth. By exceeding typical growth, if even by 1 or 2 RIT points, students falling below the 65th percentile will be advancing along their pathway to College and Career Readiness. Even those who are already past the 65th percentile will benefit by aiming for Typical Growth or just beyond it, as each step higher along the continuum leads to a higher likelihood for success in College.
  - To calculate 1 ½ Typical Growth you simply add "half" to the whole number. For example, a Typical Growth of 10 RIT will become a 1 1/2 Typical Growth target of 15 RIT for the student (10 +5). A Typical Growth of 4 RIT would become a 1 1/2 Typical Growth target of 6 RIT for the student (4 +2). For odd numbers, round up. The Growth Range would be the distance between the two. For example a Typical Growth of 10 would have a growth range of 10 to 15 RIT. A Typical Growth of 4 would have a growth range of 4 to 6 RIT.
The Student's Growth Target would look something like this:

<table>
<thead>
<tr>
<th>Fall RIT Score</th>
<th>Growth Range</th>
<th>Target Spring RIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>190</td>
<td>10 to 15 RIT</td>
<td>200 to 205 RIT</td>
</tr>
</tbody>
</table>

Dates for completion of Fall Student Conferences/Goal Setting will be set by each school's principal.

**Directions for Student Conferencing**

**STEP 1: Accessing the NWEA Goal Setting worksheets**

New this year: Before you will need to **print out** the Goal Setting sheets from the NWEA website. These sheets will provide the RIT scores, Lexile information, and typical growth for each of your students. **Please print these out and share with your students during conferencing.**

**STEP 2: Conferencing with Students**

- Grade K-1 Classroom Teachers: You will only hold conferences with your Tier 3 students. Please continue to use the classroom posters to set classroom goals. Updated posters are available on the post for K-1 Teachers.
- Grade 2-5 Classroom Teachers: You will hold conferences with all students.

**Directions for the NEW Student Conferencing/Goal Setting Worksheet**
1. Go to NWEA.org and print out the NWEA Goal Setting Worksheets for your students. (see directions in STEP 1)

2. Fill in Lexile, Guided Reading level, and fluency rate information at the top of the page prior to meeting with your students.

3. Use the NWEA Goal Setting worksheet to record the RIT score, and calculate the growth range and the NEW Target RIT range for the end of the school year for reading and math. (You can also do these calculations while meeting with students)

4. Then use all of the above information to discuss strengths the students have shown in each subject and steps that can be taken to improve their learning.

5. Finally, end by holding a brief conversation on your shared role in the student's learning, check-marking the appropriate columns next to the shared responsibility for engagement, participating, and effort in the student's learning experiences. Then together sign the pledge that you both agree that these are important goals for the student.

Please remember that these student goal setting sheets are only meant for those involved in the process: the teacher, the student, and possibly the parents. The conversations and goals are truly meant to be viewed only as a tool for you to use with your students in helping to improve their learning. The grade specific goal setting worksheets are attached below.