# Overview of Goal Setting Strategies

## Option 1. Using Benchmarks

- ❖ Description: Identify the grade level winter or end-of-year benchmark and use for goal.
- ❖ Advantages:
  - ➢ Easy-to-use when progress monitoring tool provides benchmarks.
  - ➢ Tracks progress toward grade-level expectations.
  - ➢ Efficient for setting goals for large numbers of students
- ❖ Considerations:
  - ➢ Not appropriate for those students significantly below or above benchmark. To determine appropriateness, ensure that the expected weekly growth is also realistic (e.g., no more than twice average growth, at least average growth)

## Option 2. National Norms for Rate of Improvement (ROI, if available)

- ❖ Description: Identify average growth per week (ROI) for grade and number of weeks left in the instructional period (when we want the goal to be reached). Use the following to calculate a realistic goal.

> **ROI × # Weeks + Baseline Score = GOAL**

- ❖ Advantages:
  - ➢ Provide more realistic goal when using benchmarks are not appropriate
- ❖ Considerations:
  - ➢ If a student is behind, matching the ROI norm will maintain the same level of achievement gap.
  - ➢ Some progress monitoring tools provide recommendations for "ambitious" ROIs.
  - ➢ When national norms are not available, consider using local norms or estimating ROI by dividing growth between benchmark periods by the number of weeks of instruction.
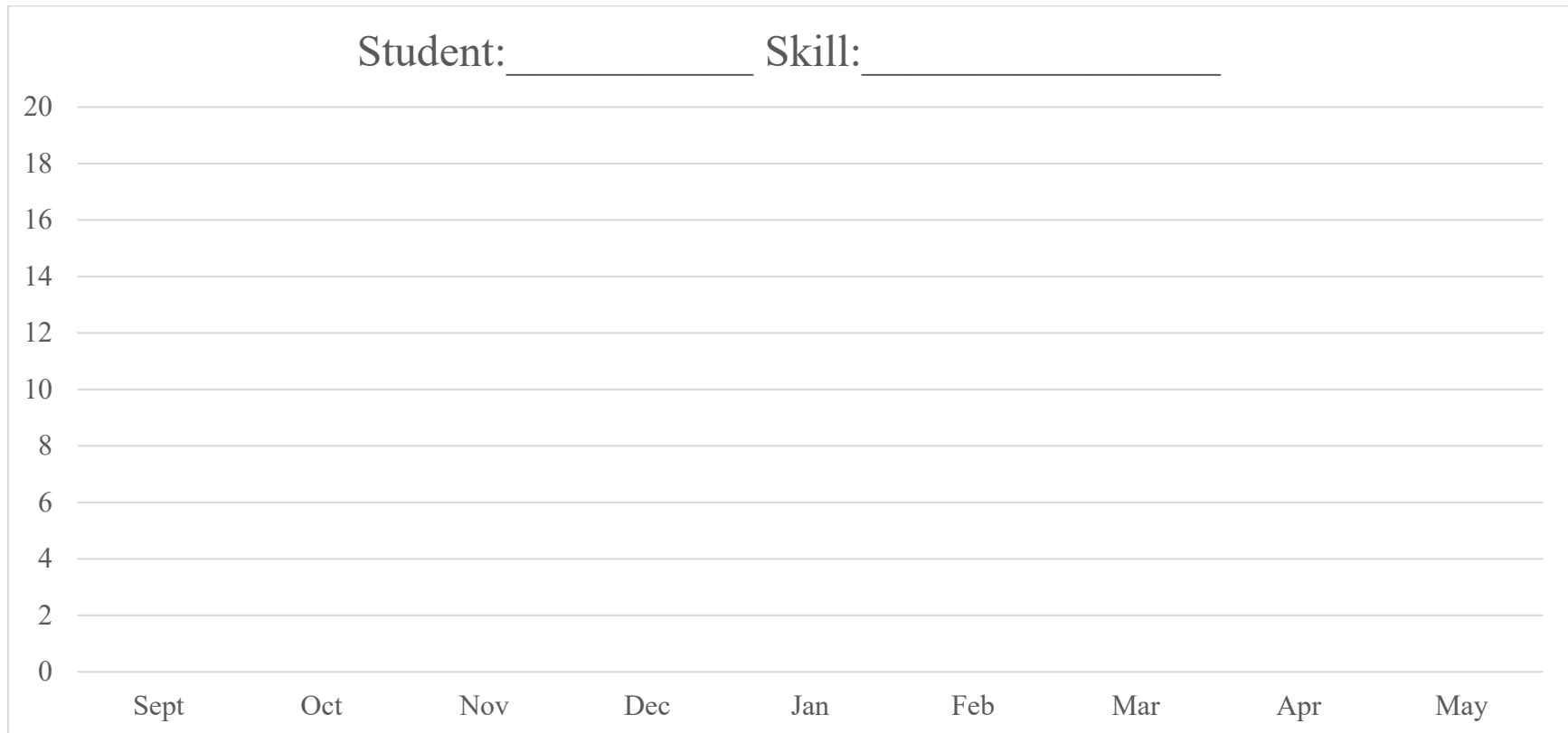
## Option 3. Intra-individual Framework

- ❖ Description: Uses an individual growth rate based on past performance instead of a national normed growth rate.

> **SROI × 1.5 × # Weeks**
> **+**  **Student's Baseline Score** (mean of 3 most recent scores)
> ─────────────────────────────
> **GOAL**

- ❖ Advantages:
  - ➢ Provides valid goal setting strategy in situations where students are performing far below grade level and typical growth rates are not appropriate.
- ❖ Considerations:
  - ➢ Use three most recent data points to calculate baseline score.
  - ➢ Calculate student's ROI (SROI) based on at least eight data points
  - ➢ **Why 1.5?** Since the current SROI is insufficient to close the achievement gap, we want to increase current growth by at least half (x 1.5).
  - ➢ A more ambitious goal may be set if appropriate (e.g., if after several weeks of progress monitoring, the current SROI exceeds the goal SROI).

# Goal Setting – Graphing Activity

Use the provided information and the goal setting activity in the next handout to set up a progress monitoring chart. To complete the activity, chart Jane's baseline score, goal, and goal line.

Student:_____ Skill:_____

| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
|---|---|---|---|---|---|---|---|---|---|
| 20 | | | | | | | | | |
| 18 | | | | | | | | | |
| 16 | | | | | | | | | |
| 14 | | | | | | | | | |
| 12 | | | | | | | | | |
| 10 | | | | | | | | | |
| 8 | | | | | | | | | |
| 6 | | | | | | | | | |
| 4 | | | | | | | | | |
| 2 | | | | | | | | | |
| 0 | | | | | | | | | |

# Benchmark Goal Setting Activity

**Information you will need:** Using the MyIGDIs Norms and Benchmarks, use the benchmark goal setting approach to determine a valid progress monitoring goal.

## Worksheet for Calculating Goals

| Measure | Initial Fall Benchmark Score | Sample Progress Monitoring Goal |
|---|---|---|
| Picture Naming | 4 | |
| Rhyming | 1 | |
| Alliteration | 1 | |
| Sound ID | 4 | |

# Intra-Individual Goal Setting Activity

Use the information below to help the teacher create a goal based on the intra-individual framework, or student rate of improvement (SROI).

**Information you will need:**

- Weeks <u>remaining</u> in the semester: 10
- Data points over last eight weeks: **1, 2, 1**, 2, 2, **3, 2, 3**
- Baseline: **Median of last three data points**

Worksheet for Calculating Goals

| Student Weekly Rate of Improvement (ROI) |
|---|

*Formula:*

SROI x 1.5 x # Weeks + Baseline Score = GOAL

SROI = (_____ - _____ ) /     ___7____

         **Last Median   First Median   # Baseline Weeks**

| Guide |
|---|

*SROI:* Student rate of improvement

*Median*: take the middle score of three scores.

If data are collected weekly: # baseline weeks = # data points - 1

*Steps:*

1.  Gather Data
    SROI from above: _____
    # of weeks left in instructional period: _____
    Baseline score: _____

2.  Calculate
    _____ x 1.5 x _____ + _____ = _____

  SROI           #weeks      Baseline      Goal

Goal = _____

# *Norms & Benchmarks*

*Early Literacy+ Screening*

The *myIGDIs Early Literacy+ Screening* measures are intended for use with children in preschool, the year before kindergarten.

- Benchmarks
  - **Tier I**: Strong Progress --- scores in this range indicate the child is understanding the task successfully.
  - **Cut Range**: Moderate Progress --- scores in this range indicate more information is needed to be gathered in order to determine Tier Status.
  - **Tier II/III**: At-risk Progress --- scores in this range indicate the child may be developmentally at-risk. Further instructional/intervention support should be offered.

*See Benchmarks below.*

|  | Fall | | | Winter | | | Spring | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TIER** | II/III | Cut | I | II/III | Cut | I | II/III | Cut | I |
| **Picture Naming** | 1-5 | 6-10 | 11-15 | 1-5 | 6-10 | 11-15 | 1-5 | 6-10 | 11-15 |
| **Rhyming** | 1-6 | 7-11 | 12-15 | 1-5 | 6-10 | 11-15 | 1-7 | 8-12 | 13-15 |
| **Alliteration** | n/a | n/a | n/a | 1-5 | 6-10 | 11-15 | 1-5 | 6-10 | 11-15 |
| **Sound ID** | 1-6 | 7-11 | 12-15 | 1-5 | 6-10 | 11-15 | 1-9 | 10-13 | 14-15 |
| **WODB** | 1-5 | 6-10 | 11-15 | 1-5 | 6-10 | 11-15 | 1-5 | 6-10 | 11-15 |

## Administration Windows

|  | Start Date | End Date |
| --- | --- | --- |
| **Fall** | Aug 15 | Nov 14 |
| **Winter** | Nov 15 | Feb 14 |
| **Spring** | Feb 15 | May 14 |

# Direct Behavior Rating (DBR) Form – Fill-in Behaviors

| Date:<br><br>M   T   W   Th   F | Student: | Activity  Description: |
|---|---|---|
| | Rater: | |

| Observation Time:<br><br>Start:_____<br><br>End: _____<br><br><br>☐  Check if no<br>    observation<br>    today | Behavior  Descriptions: |
|---|---|

Directions: Place a mark along the line that best reflects the <u>percentage of total time </u>the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors because some behaviors may co-vary. If desired, an additional behavior may be defined and rated.
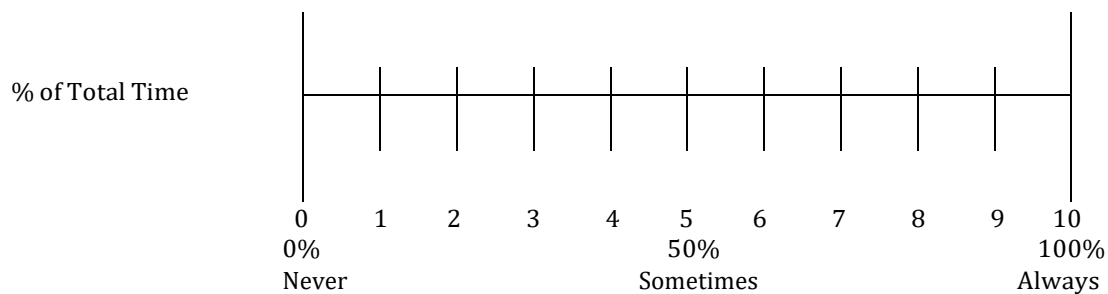
Behavior: _____

% of Total Time

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 0% | | | | | 50% | | | | | 100% |
| Never | | | | | Sometimes | | | | | Always |

Behavior: _____

% of Total Time

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 0% | | | | | 50% | | | | | 100% |
| Never | | | | | Sometimes | | | | | Always |

Behavior: _____

% of Total Time

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 0% | | | | | 50% | | | | | 100% |
| Never | | | | | Sometimes | | | | | Always |
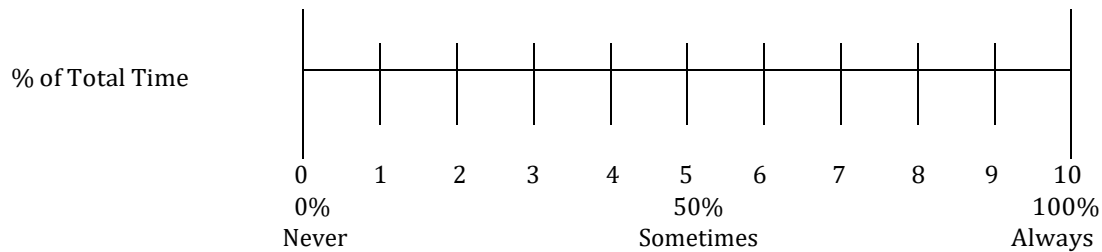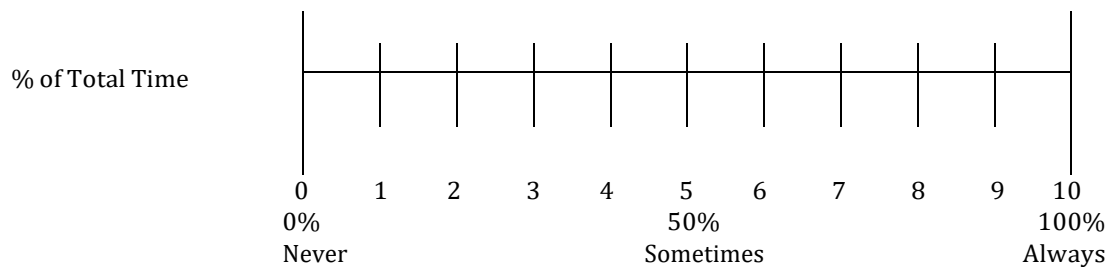
# Direct Behavior Rating (DBR) Form: 3 Standard Behaviors

| Date: | Student: | Activity Description: |
|---|---|---|
| M   T   W   Th   F | Rater: | |

| Observation Time:<br><br>Start:_____<br><br>End: _____<br><br><br>☐  Check if no observation today | Behavior Descriptions:<br><br>**Academically engaged** is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.<br><br>**Respectful** is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults.  For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.<br><br>**Disruptive** is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction. |
|---|---|

Directions:  Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior.  Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.
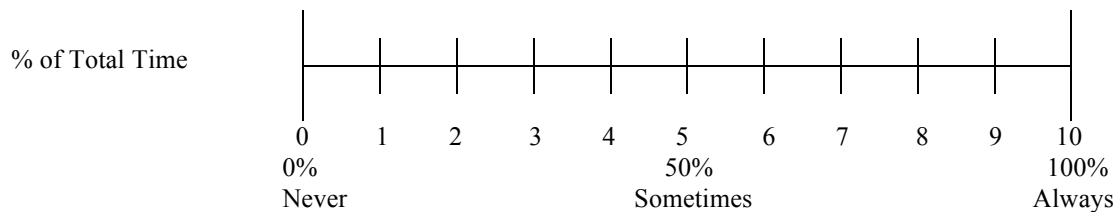
## Academically Engaged

% of Total Time

```
0    1    2    3    4    5    6    7    8    9    10
0%                       50%                    100%
Never                 Sometimes               Always
```

----------------------------------------------------------------------------------------------------

## Respectful

% of Total Time

```
0    1    2    3    4    5    6    7    8    9    10
0%                       50%                    100%
Never                 Sometimes               Always
```

----------------------------------------------------------------------------------------------------

## Disruptive *

% of Total Time

```
0    1    2    3    4    5    6    7    8    9    10
0%                       50%                    100%
Never                 Sometimes               Always
```
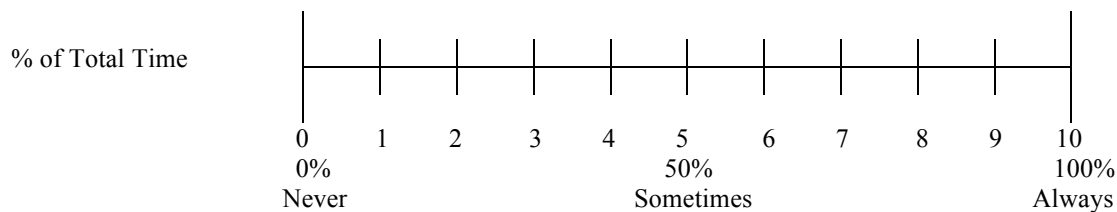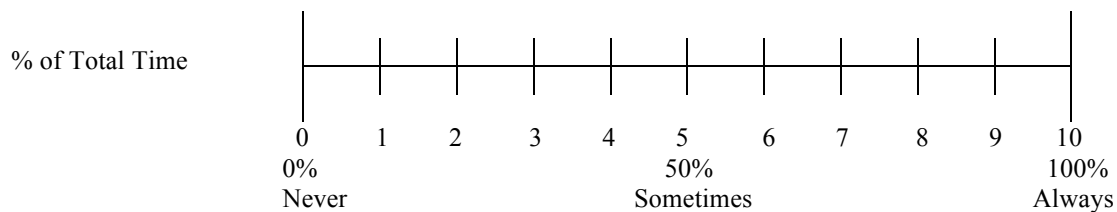
\* Remember that a lower score for "Disruptive" is more desirable.