



## MAP Goal Setting - Student Worksheet – Reading-Grade 6+

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Student-Teacher-Parent Conference Date: \_\_\_\_\_

### Growth Goal

Subject	FALL RIT/%tile	Proficient Y or N	RIT Score Proficiency by the end of the School Year	Winter RIT/%tile	Proficient Y or N	Spring RIT/%tile	Proficient Y or N	Lexile Score/ Range for grade level needed	Typical RIT Growth/ Actual RIT Growth Fall -Spring	End of Year Net Growth (+ ) or (-)
Overall Reading								/	/	

### Content Area Goals in Reading

Goal Areas	Fall Range: /Notes	Winter Range: /Notes	Spring Range: /Notes
<b>Literary Text: Key Ideas and Details</b> Students can read and comprehend literature, make inferences and predictions, and draw conclusions. They can determine key ideas, analyze the development of themes and ideas, and summarize.	Fall Range: /Notes	Winter Range: /Notes	Spring Range: /Notes
<b>Literary Text: Language, Craft and Structure</b> Students can analyze the structure of literary texts and evaluate the author's craft and purpose. They can interpret figurative language and analyze literary devices.	Fall Range: /Notes	Winter Range: /Notes	Spring Range: /Notes
<b>Informational Text: Language, Craft and Structure</b> Students can analyze the structure of texts and evaluate a text for bias and for the quality of claims and evidence. Students can evaluate the author's craft, determining author's point of view and purpose.	Fall Range: /Notes	Winter Range: /Notes	Spring Range: /Notes
<b>Vocabulary: Acquisition &amp; Use</b> Students can decode words and recognize and understand word relationships and structures. They can use context cues to decipher word meaning.	Fall Range: /Notes	Winter Range: /Notes	Spring Range: /Notes
<b>Informational Texts: Key Ideas and Details</b> Students can read and comprehend literary texts, making inferences and predictions, drawing conclusions, and citing textual support. They can determine central ideas, analyze the development of arguments, and summarize.	Fall Range: /Notes	Winter Range: /Notes	Spring Range: /Notes

Reading Goal:

\_\_\_\_\_

RIT score needed for college and career readiness: \_\_\_\_\_. Is the student on track to meet this goal: [ ]Y [ ]N: What needs to be done

Students Signature: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_



## MAP Goal Setting - Student Worksheet – Math-Grade 6+

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Teacher Name:** \_\_\_\_\_ **Student-Teacher-Parent Conference date:** \_\_\_\_\_

### Growth Goal

Subject	FALL RIT/%tile	Proficient Y or N	RIT Score Proficiency by the end of the School Year	Winter RIT/%tile	Proficient Y or N	Spring RIT/%tile	Proficient Y or N	Typical RIT Growth/ Actual RIT Growth Fall -Spring	Net Growth (+ ) or (-)
<b>Overall Math</b>									

### Content Area Goal in Math

Goal Area			
<b>Operations and Algebraic Thinking</b> Students can apply and extend previous understandings of arithmetic to algebraic expressions, equations, and inequalities. They can model relationships between quantities using functions and compare, interpret, and build functions in different representations.	Fall Range:        /Notes	Winter Range:        /Notes	Spring Range:        /Notes
<b>The Real and Complex Number Systems</b> Students can apply and extend previous understandings of operations to the real and complex number systems by solving problems involving ratio, rate, proportion, rational numbers, irrational numbers, complex numbers, and the coordinate plane.	Fall Range:        /Notes	Winter Range:        /Notes	Spring Range:        /Notes
<b>Geometry</b> Students can solve problems involving area, circumference, surface area, volume, and angle measure. They understand congruence and similarity in terms of transformations and apply theorems involving properties of circles and right triangles	Fall Range:        /Notes	Winter Range:        /Notes	Spring Range:        /Notes
<b>Statistics and Probability</b> Students can summarize, represent, and interpret data, including measures of center and variability, and investigate patterns of association in bivariate data. They can understand and evaluate random processes and compute probabilities of events in a uniform probability model.	Fall Range:        /Notes	Winter Range:        /Notes	Spring Range:        /Notes

**Math Goal:**

\_\_\_\_\_

RIT score needed for college and career readiness: \_\_\_\_\_. Is the student on track to meet this goal: Y N: What needs to be done

Students Signature: \_\_\_\_\_ Teacher Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

# MY GOALS



Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Reading Goal for the year: \_\_\_\_\_

Math Goal for the year: \_\_\_\_\_

To reach my Goals I will do these 3 things in **Reading**:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Three things that will help me stick to my goals in **Reading** are:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

I will know I reached my **Reading** goal because:

\_\_\_\_\_

To reach my Goals I will do these 3 things in **Math**:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Three things that will help me stick to my goals in **Math** are:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

I will know I reached my **Math** goal because:

\_\_\_\_\_

## Set Goals



## Student Goal Setting Using The MAP

After testing or using Individual Student Progress Reports have students discuss or 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 or Math, 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 The Learning Continuum 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?