

Unit #1 Title: Educational Goal-Setting and Self-Assessment Skills**Lesson Title:** Goal Setting and Self-Assessment**Lesson:** 1 of 2**Grade Level:** 3**Length of Lesson:** 30 minutes**Missouri Comprehensive Guidance and Counseling Domain:**

AD.6: Developing and Monitoring Personal Plan of Study

Grade Level Standard (GLS):

AD.6.A.03.a. Identify education goal-setting and self-assessment skills.

American School Counselor Association National Standard (ASCA):

Academic Development

A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Materials (include activity sheets and/ or supporting resources)

5 consecutive test grades for each student

*Test Score Goal Sheet,**Test Scores Bar Graph Sheet*

Pencil and crayons for each child

Scale and materials to put on it (rocks & cotton balls)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	3. Data analysis, probability, and statistics
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will track five spelling test scores to determine (self-assessment) a goal for improving or continuing their performance.

The student will establish a goal and identify at least three steps they will take to reach his/her goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLS's.

Assessment can be question answer, performance activity, etc.

The student will set a test score goal and graph their progress.

Lesson Preparation

Essential Questions:

How do individuals make positive changes?

Engagement (Hook): Bring in the scale and show the students how it works even when there is nothing on it. Put cotton balls on the scale to signify 4 As on their spelling tests. Put 1 heavy rock on the scale to signify an F on a spelling test. Counselor lets the students know how much the F weighs their grade down. (Spelling is used as an example in this lesson but counselors and teachers may substitute other content areas assessment as deemed necessary per the school's curriculum.)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor hands out <i>Test Score Bar Graph</i>	1. Students place their writing and drawing

<p><i>Sheet</i> and list of last 5 spelling scores or other content area assessment scores for each child (each child places writing material on desk).</p>	<p>materials on their desk.</p>
2. Counselor instructs students to write their names at the top of their <i>Test Score Bar Graph Sheet</i> .	2. Students follow directions.
3. Counselor explains that the students are going to fill out the <i>Test Score Bar Graph Sheet</i> using their last 5 spelling test scores. Students are instructed to write the date of the oldest test score they have in the first column that says date.	3. Students follow directions.
4. Counselor directs students to write the score of the spelling test they took on that date under the date box.	4. Students follow directions.
5. Counselor directs the students to find the box that score would fall in and make a star in that box with their pencil.	5. Students follow directions.
6. After checking each student's paper, counselor directs the students to choose a crayon and color the column up to, and including, the box with the star.	6. Students follow directions.
7. Counselor continues the same procedure with all scores, leaving last column blank.	7. Students follow directions.
8. Counselor collects papers to save for Lesson 2 and hands out <i>Test Scores Goal Sheet</i> , instructing students to write their names on their papers.	8. Students follow directions.
9. Counselor directs students to write down their last 5 spelling test scores.	9. Students follow directions
10. Counselor instructs students to pick a score higher than their last scores as their spelling goal for the week.	11. Students follow directions
11. Counselor instructs students to come up with some ways to achieve their goals	11. Students brainstorm ideas and write ones they think they can implement.

<p>(study the night before the test, study every night, get a study buddy to help, write the words 5 times, look for word patterns, etc) and to write them on their papers.</p> <p>12. Teacher closes lesson by collecting the <i>Test Score Goals Sheets</i> to save for Lesson 2 and reminding students to focus on their goals. Students are asked to discuss how this would help to improve grades.</p>	<p>12. Students respond with ways this strategy could help to improve their grades.</p>
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Teacher Follow-Up Activities

Teacher will review the importance of good study habits as a skill necessary for success in school. Review the *Test Score Goal Sheet* and *Test Score Bar Graph* sheet and use in various curriculum areas to help students track their progress.

Counselor reflection notes (completed after the lesson)

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_____Test Scores Goal Sheet

Name_____

1. List your last 5 _____ test scores.

A. _____

B. _____

C. _____

D. _____

E. _____

2. What is my goal for my next _____test score?

3. What steps will I take to reach my goal?

Name _____

_____ **Test Scores Bar Graph Sheet**
Lesson 1

Score	Date:	Date:	Date:	Date:	Date:	Next Test Date:
Test Score						
95-100%						
91-95%						
86-90%						
81-85%						
76-80%						
71-75%						
66-70%						
61-65%						
56-60%						
51-55%						
46-50%						
41-45%						
36-40%						
31-35%						
26-30%						
21-25%						
16-20%						
11-15%						
6-10%						
0-5%						