

Unit #1 Title: Educational Goal-Setting and Self-Assessment Skills**Lesson Title:** Reflection on Educational Goal Setting and Self-Assessment **Lesson:** 2 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)

Spelling or other content area score from their last test

*Test Score Analysis Sheet*Each student's *Test Score Goal Sheet* and Test Score Bar Graph Sheet from Lesson 1

Writing Materials

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
	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 chart and compare test score to determine if he/she has been successful in meeting his/her goal and predict their future performance.

Lesson Formative Assessment (acceptable evidence):

The student will track and analyze their test scores after taking steps to reach their test score goal.

Lesson Preparation**Essential Questions:**

How can I improve my performance in school?

Engagement (Hook):

Remind the students about how the rocks that signified the F weighed the scale down. Let them know that today we are going to look at your most recent spelling scores and see how well you did at meeting your goal for your last test.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor distributes <i>Test Score Bar Graph</i> and the <i>Test Score Goal Sheets</i> from the previous lesson, and each student's individual score on his or her last spelling test or content area test. The counselor passes out the <i>Test Score Analysis Sheet</i> to each student.	1. Students follow directions.
2. Counselor asks students to write down their last spelling test score on the <i>Test Score Analysis Sheet</i> in the line for #1.	2. Students follow directions.

<p>The counselor monitors students.</p> <ol style="list-style-type: none"> 3. Counselor asks students to look at the <i>Test Score Bar Graph Sheet</i> from the previous lesson and decide if their latest score was higher or lower than their previous scores; then write the answer to question #2 on the <i>Test Score Analysis Sheet</i>. 4. Counselor asks students to look at their goal, written on <i>Test Score Goal Sheets</i>, and see if they met their goal; then answer the questions #3 and #4 on the <i>Test Score Analysis Sheet</i>. 5. Counselor asks students to look at <i>Test Score Goal Sheets</i> and read what they wrote for #3. 6. After reflecting on the answer they wrote for #3 during the previous lesson, direct the students to answer question #5 on <i>Test Score Analysis Sheet</i>. 7. Have students reflect on their behavior before their last spelling test/content area test and answer question #6 on the <i>Test Score Analysis Sheet</i>. 8. Ask students to complete question #7. 9. Have students answer question 8 and collect papers. 	<ol style="list-style-type: none"> 3. Students follow directions. 4. Students follow directions. 5. Students follow directions. 6. Students follow directions. 7. Students follow directions. 8. Students follow directions. 9. Students follow directions.
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Teacher Follow-Up Activities

The teacher will review the Test Score Analysis Sheet. The teacher may also want to have the students to journal weekly regarding how their behavior, office referrals, think sheets may also reflect their grade.

Counselor reflection notes (completed after the lesson)

Name_____

_____ **Test Scores Analysis Sheet**

1. My test score on my last test _____ .
2. Was my last score lower or higher than my other scores? _____
3. My test score goal _____ .
4. Did I meet my goal? _____
5. Did I follow my steps to meet my goal? _____
6. Which steps did I follow?

7. How can I prepare for my next _____ test?

8. If I do nothing, what can I expect of my next _____ score?

_____ 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**

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%						