Goal-Setting and Progress Monitoring Resources for Learners Who Have Exceeded Benchmarks

The purpose of this document is to provide teams with guidelines and resources for setting goals and monitoring the progress of students who have exceeded grade level academic benchmarks in English Language Arts and Mathematics to ensure that students continue to grow within a culturally responsive multi-level system of support. First is a summary of recommendations by experts in the field, followed by potential resources.

GOAL-WRITING. Johnsen and Coleman (2012) provide the following guidelines for teams developing goals for and with advanced learners. Effective goals:

- Are based on student needs that lead to accomplishment of standards and college /career readiness
- Are based on conceptually important "big ideas" and tap into complex strategies
- Use clearly-articulated, mutually-understood success criteria (e.g. in SMART goal format)
- Engage the student in the process

MONITORING PROGRESS. Foegen and Stecker (2009) recommend that teams select measures for monitoring progress that are *technically sound*. These criteria apply across all progress-monitoring settings:

- VALID: Matched with area targeted for instruction; accurately measures what it's intended to measure
- MULTIPLE FORMS: Repeatable to gauge rate of progress over time
- SENSITIVE: Able to detect changes in performance over short periods of time
- RELIABLE: Standardized administration procedures and scoring for consistency over time and people
- EFFICIENT to administer (note that *efficiency* can include use of existing data and assessments)

In addition, Johnsen and Sulak (2013) suggest that appropriate measures for students above benchmark include sampling above-grade level behavior as well as use of indirect feedback strategies (e.g. comparison of student work and performance with rubrics and models to promote meta-cognition).

ORGANIZATION OF RESOURCES. Resources on the following pages are organized around the three key areas identified by Wisconsin DPI (*shown below*) as necessary for College and Career Readiness and are informed by student outcomes identified in the National Association for Gifted Children K-12 programming standards.

Wisconsin Graduates are College and Career **READY**

All students in Wisconsin graduate from high school academically prepared and socially and emotionally competent by possessing and demonstrating...

KNOWLEDGE Proficiency in academic content

SKILLS Application of knowledge through skills such as critical thinking, communication, collaboration, and creativity

HABITS Behaviors such as perseverance, responsibility, adaptability, and leadership

REFERENCES

Foegen, A., & Stecker, P. M. (2009). *An introduction to progress monitoring in mathematics*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Johnsen, S. & Coleman, M. (2012). *Implementing RtI with gifted students: Service models, trends, and issues.* Waco, TX: Prufrock Press.

Johnsen, S. & Sulak, T. (2013). Screening, assessment, and progress monitoring. In *Implementing RtI with gifted students*. Waco, TX: Prufrock Press.

KNOWLEDGE Proficiency in academic content

Resources for Goal-Setting and Progress Monitoring for ACCELERATING LEARNING in…

English Language Arts

- Above grade level pre-post tests and Curriculum Based Measures (e.g. AIMSWeb, EasyCBM)
- Association of American Colleges & Universities (AACU) VALUE Rubric: Reading and Information literacy
- Hughes-Lynch, C., et. al. (2014). *A teacher's guide to using the common core state standards with gifted and advanced learners in the English/Language Arts*. Waco, TX: Prufrock Press.
- North Carolina DoE Common Core Instructional Support Tools: ELA Progressions, Disciplinary Literacy Progressions, and Unpacking Standards

Mathematics

- Adaptive testing (e.g. MAP, STAR) and learning progressions (e.g. NWEA DesCartes, Khan Academy, ALEX)
- Association of American Colleges & Universities (AACU) VALUE Rubric: Quantitative literacy
- Battista, M. *Cognition based assessment and teaching* (book series). Portsmouth, NH: Heinemann.
- Johnsen, S., et al. (2014). *A teacher's guide to using the common core state standards with mathematically gifted and advanced learners*. Waco, TX: Prufrock Press.
- MARS Mathematics Assessment Project Tests
- Ohio Department of Education CCSS-M Learning progressions (*math content*)
- Quantile Math Skills Database (*math content*)
- Kentucky Department of Education Standards for Mathematical Practice progressions

Resources for Goal-Setting and Progress Monitoring for ENRICHING LEARNING *(adding complexity and depth)* in…

English Language Arts

- Achieve the Core: Tools to Measure Text Complexity
- Albuquerque Public Schools Webb's Depth of Knowledge Guide
- Center for Assessment: Hess' Cognitive Rigor Matrix – ELA
- Ellin Keene's Major Points Interview for Readers Assessment
- Fountas, I. and Pinnell, G. (2010) The Continuum of Literacy Learning: Pre-K – 8. Heinemann.
- Mokhtari & Reichard Metacognitive Awareness of Reading Strategies Inventory
- North Carolina DoE Common Core Instructional Support Tools: Unpacking Standards
- Serravallo Independent Reading Assessment
- Sperling, et al Junior Metacognitive Awareness Inventory (gr 3 -9)

Mathematics

- Albuquerque Public Schools Webb's Depth of Knowledge Guide
- Battista, M. *Cognition based assessment and teaching* (book series). Portsmouth, NH: Heinemann.
- Center for Assessment: Hess' Cognitive Rigor Matrix – Math and Science
- MARS Math Assessment Project Novice-Apprentice-Expert Tasks
- North Carolina DoE Common Core Instructional Support Tools: Unpacking Math Standards
- NWREL Mathematics Problem-Solving Rubric
- Math Leadership Standards of Mathematical Practice rubric

Disclaimer: Products and sites provided are intended as illustrations, not recommendations. How your school/district develops its culturally responsive multi-level system of support is a local decision, based on the needs, strengths and resources of your staff, school, students, families, and community.   Revised 10-14-15

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SKILLS Application of knowledge through skills such as critical thinking, communication, collaboration, and creativity

CRITICAL THINKING	• AACU VALUE Rubrics: Inquiry and Analysis, Critical thinking, Integrative learning and Problem solving • Iowa AEA 267 Complex Thinking Skills and Reasoning Processes • Project Based Learning (PBL) Checklists

COMMUNICATION	• AACU VALUE Rubrics: Written communication & Oral communication
	• Buck Institute for Education *Oral performances over time* rubric
	• Linguafolios (Bi- or multi-literacy)
	    ○ Ntl. Council of State Supervisors of Foreign Language Linguafolios
	    ○ University of Oregon Linguafolio
	• NWREL 6 Traits Analytic Rubrics
	• RCampus Measures of Excellence in Technical Communication
	• Smarter Balanced Scoring Guide: Performance Task Full-Write Baseline Sets

COLLABORATION	• AACU VALUE Rubric: Intercultural knowledge and competence and Teamwork • Buck Institute for Education: Collaboration rubric • Saint Paul College: Cultural Diversity And Citizenship Rubric • Teaching Tolerance Anti-Bias Framework for Diversity
CREATIVITY	• AACU VALUE Rubric: Creative thinking • Buck Institute for Education Innovation and Creativity rubrics

HABITS Behaviors such as perseverance, responsibility, adaptability, and leadership

PERSEVERANCE	• AACU VALUE Rubric: Foundations and skills for lifelong learning • Angela Duckwork Grit Scale • Mindset Works Effective Effort rubric and What's My Mindset self-assessment
RESPONSIBILITY	• AACU VALUE Rubric: Civic engagement—local and global and Ethical reasoning • Teaching Tolerance Anti-Bias Framework for Justice
ADAPTABILITY	• Medford Public School Flexibility and Adaptability Rubric • Teaching Tolerance Anti-Bias Framework for Diversity
LEADERSHIP	• SRHS Leadership MOSAIC: Habits of Leadership rubric • Texas A&M Ethical Leadership Rubric • Teaching Tolerance Anti-Bias Framework for Action
IDENTITY and SELF-AWARENESS*	• AACU VALUE Rubric: Global learning • Gallup Strengths Finder and Strengths Explorer (ages 10-14) • Teaching Tolerance Anti-Bias Framework for Identity • University of Minnesota Learning Style Survey • Wisconsin Career Pathways (gr 6 – 12)

*Note that *Identity* and *Self-Awareness* are derived from the NAGC programming standards and are an addition to Wisconsin's college and career readiness habits

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