

# Student Goal Setting: Sample Self-Assessment

By Tom Hierck

These pages show examples of the kind of tools a teacher might prepare for students to help them self-assess their performance and set goals for learning. See “Differentiated Pathways to Success,” chapter 11 in *The Teacher as Assessment Leader* (2009, ed. Thomas Guskey), for a story of one student’s experience with self-assessment using these tools.

In the following chart, the learning target for each question on the test is clearly identified. The four columns on the right help the student quickly assess which problems and targets he or she missed, and why.

Item	Learning Target	Right?	Wrong?	Simple mistake?	More study?
1	I can write numbers in different ways. This means I can identify numbers in written, expanded, or standard form.				
2	I can write numbers in different ways. This means I can identify numbers in written, expanded, or standard form.				
3	I can write numbers in different ways. This means I can identify numbers in written, expanded, or standard form.				
4	I can write numbers in different ways. This means I can identify numbers in written, expanded, or standard form.				
5	I can write numbers in different ways. This means I can identify numbers in written, expanded, or standard form.				
6	I can write numbers in different ways. This means I can identify numbers in written, expanded, or standard form. (in a context)				
7	I know what place value is. This means I can identify the place value of a number. (in a context)				
8	I can write numbers in different ways. This means I can identify numbers in written, expanded, or standard form.				
9	I know what place value is. This means I can identify the place value of a number. (in a context)				
10	I can identify numbers as greater than or less than. This means I can use the correct symbol to show if numbers are equal to, greater than or less than another number.				
11	I can identify numbers as greater than or less than. This means I can put a group of numbers in a list.				
12	I can identify numbers as greater than or less than. This means I can use the correct symbol to show if numbers are equal to, greater than or less than another number. (in a table)				
13	I can use estimation to solve problems.				
14	I can use estimation to solve problems.				

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Item	Learning Target	Right?	Wrong?	Simple mistake?	More study?
15	I can use estimation to solve problems.				
16	I can use estimation to solve problems. (underestimate)				
17	I can use estimation to solve problems. (overestimate)				
18	I can use estimation to solve problems.				
19	I know what a fact family is. This means I can identify numbers in a fact family in various situations.				
20	I know what a fact family is. This means I can identify numbers in a fact family in various situations.				
21	I can count on.				
22	I can recognize and finish number patterns.				

In the summary, students can tally how many questions align with each target.

### Sample Learning Targets Summary

Learning Target	Number of items	Item numbers
I can write numbers in different ways. This means I can identify numbers in written, expanded, or standard form.	7	1, 2, 3, 4, 5, 6, 8
I know what place value is. This means I can identify the place value of a number.	2	7, 9
I can identify numbers as greater than or less than.	3	10, 11, 12
I can use estimation to solve problems.	6	13, 14, 15, 16, 17, 18
I know what a fact family is. This means I can identify numbers in a fact family in various situations.	2	19, 20
I can count on.	1	21
I can recognize and finish number patterns.	1	22

Finally, on the following separate form, students use their results to set learning goals.

## Student Goal Setting

Reference your data on the previous page, and see if you are able to set meaningful goals for your continued learning.

Student name: \_\_\_\_\_ Test date: \_\_\_\_\_

My strengths (the targets I got right):

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My areas for growth (the targets I got wrong):

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Choose two that you got wrong, and explain what your mistake was and how you might do it differently next time.

Item #	What you did wrong	How you will fix it next time

My learning goal:

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Strategies or activities I can to address my goal:

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Adapted from *Classroom Assessment FOR Student Learning: Doing It Right—Using It Well* (CD-ROM, chapter 5, Goal Setting With Tests, p. 5) by Rick Stiggins, Judith Arter, Jan Chappuis, and Steve Chappuis, 2004, Portland, OR: Assessment Training Institute. Copyright © 2006, 2004 by Educational Testing Services.