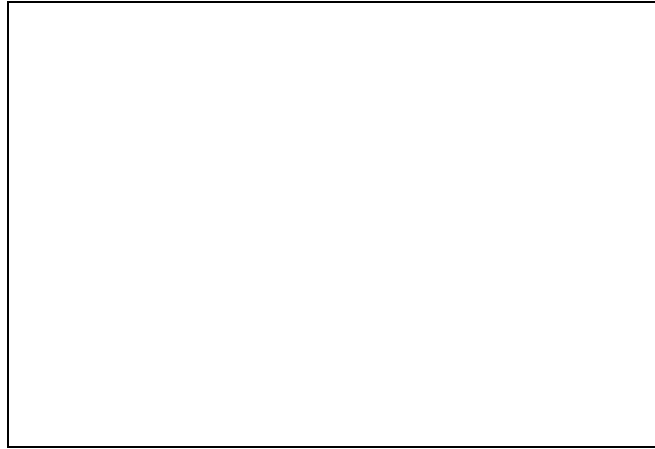


My Goal for Term _



Name _____

My Goal :

My Plan:

1.

2.

Student's Signature: _____ **Date:** _____

My Goal - How did I do?

A. Answer these questions.

1. What is your name?

2. Where are you from?

3. What was your goal?

4. What was your plan ?

1.
2.

5. How did you do?

B. Model

1. Short Answers

1. *Mai Ling*
2. *China*
3. *learn more English words*
4. *learn 5 new words each week,
write new words in notebook*
5. *O.K. know more words*

2. Model Paragraph

My name is Mai Ling. I am from China. My goal was to learn more English words. My plan was to learn 5 new words each week. I wrote the new words in my notebook. I did O.K. I learned many new English words.

C. Write

Goal Paragraph Rubric – Levels 1 and 2

Write a paragraph about your goal. The paragraph will include information about your goal, your plan and how well you did. Points Possible = 9.
(Level 1 Passing Score = 6 / Level 2 Passing Score = 8)

CONTENT	Total Possible	Student Score
The goal is written correctly	1	
The plan is written correctly	2	
The paragraph addresses all parts of the task.	2	

Note: 1 point for each goal and each part of the plan written correctly. Total possible for Levels 1 and 2 is 3 points. (1 for goal and 2 for plan)

Legibility, Neatness, and Spelling	Total Possible	Student Score
Neat and legible. Spelling errors do not interfere with meaning.	2	
Not neat or legible or spelling errors may require reader to infer meaning	1	
Legibility, neatness, and/or spelling make it very difficult to understand even with inference.	0	

Grammar, Structure and Mechanics	Total Possible	Student Score
Some errors in grammar, structure, spelling, capitalization or punctuation that do not distract the reader	2	
Many errors in grammar, structure, spelling, capitalization or punctuation that may require the reader to infer meaning	1	
Errors make the writing difficult to understand even with inference	0	

Teacher Notes – Goal Paragraph

Goal Form

1. Write GOAL on one side of the board.
2. Share pictures of goals: soccer – scoring ball in net, someone in graduation gown, girl/boy dreaming of career
3. Elicit goals from students. Help students make specific goals. For example, student may say *I want to learn English*. Ask why, where, when questions to get more specific. Examples: *I want to speak English with my child's teacher. I want to write a note to my boss. I want to learn more words.*
4. Write student goals on one side of the board.

Goals	Plan
want to speak English child's teacher	learn 5 words a day
write a note to my boss	write new words in notebook
learn more words	use picture dictionary to learn new words
help child with homework	
write a letter to friend in English	

5. On the other side of the board, write Plan.
6. Underline one of the goals. For example, underline *Learn More Words*
7. Identify activities for the plan. For example *learn 5 words a day, write new words in notebook, use picture dictionary to learn new words*
8. Continue having students identify plans for goals. Write everything on board. This will give students ideas when they write their own goal (s) and plan.
9. Do one goal form with the whole class.
10. Have students complete individual goal forms. Review them to be sure they have identified specific goals and a plan that matches goal. Have students read goal forms to class.
11. Post pictures around classroom, place goal forms on front on notebook or inside notebook, or make a class book of goal forms. You could add digital pictures, allow students to select pictures, or draw pictures.
12. Review goals several times during class.

Draft

Review Goal Form – How Did I do?

1. Week 7 or 8 of term. Do a sample Review Goal Form – How Did I Do? with the whole class.
2. Show rubric so students know how they will be evaluate.
3. Demonstrate model section – how short answers become information for model paragraph.
4. Read model paragraph.
5. Ask students to answer short answers using one of the Goal Forms with Plan.
6. Show how you substitute information from short answers into model paragraph.
7. Have students write individual Review Goal Form – How Did I Do?
8. Review and help students identify errors.
9. After revisions, collect papers.
10. When forms have been graded, return them to students and discuss results.

April 14, 2008