



SUCCESS BOUND

# SMART Goals

## Grade 7, Unit 2, Assessment

Objective	Students will reflect on their "Why" behind wanting to be on track. Students will then be able to define the acronym SMART and how it relates to goal setting. They will also be able to create a SMART goal for themselves concerning grades, NWEA scores, or attendance.
Alignment	<b>ASCA Student Standards:</b> (B-LS 4, B-LS 7, B-SMS 1, B-SMS 6) <b>CASEL:</b> Self Management, Self Awareness
Supplies	<ul style="list-style-type: none"><li>• Notebook</li><li>• Pencils/Pens for students</li><li>• Computer for instructor</li><li>• Projector</li><li>• <a href="#">Why Do You Want to Be On-Track</a> (one per student)</li><li>• <a href="#">SMART Goals slides</a></li><li>• <a href="#">SMART Goals Worksheet</a></li><li>• <a href="#">Assessment Rubric</a> (one per student)</li></ul>
Do Now	Have you ever created a SMART goal before? If so, did you achieve your goal?
Activity	<b>SMART Goals Assessment</b> <ol style="list-style-type: none"><li>1. Teacher says, "Now that we have talked about the importance of being on-track we are going to complete two activities today for our end of unit assessment."<ol style="list-style-type: none"><li>1. My "Why do I want to be On-Track" Worksheet</li><li>2. SMART Goals Worksheet</li></ol></li><li>2. Pass out <b>Why Do You Want to Be On-Track</b> worksheet and <b>Assessment Rubric</b>.</li><li>3. Teacher says, "First, I am going to give you 10 minutes to think about your 'why' and complete the <b>Why Do You Want to Be On-Track</b> worksheet."</li><li>4. Provide students with time to complete the <b>Why Do You Want to Be On-Track</b> worksheet.</li><li>5. Teacher says, "Now it is important to clearly define your goals, how you are going to measure progress, and the steps you are going to take. So for the second part of your end of unit assessment, we are going to write a SMART Goal."</li><li>6. Pass out the <b>SMART Goals</b> worksheet.</li><li>7. Utilize the <b>SMART Goals</b> slides and walk students through creating a SMART goal one letter at a time. Have students share examples from the first page of the worksheet as you review the slides for each letter.<ol style="list-style-type: none"><li>1. You can also utilize the <a href="#">video</a> about goal setting from BrainPop that you used in Unit 1. <b>You can start this video at 3:55</b> for the portion about SMART goals.</li></ol></li><li>8. Provide students with time to work on their SMART goals and circulate the room to assist.</li><li>9. If there is time, ask students to discuss their SMART goal with a partner.</li></ol>

## Closing or Exit Slip

How will the SMART goal you created help you remain on-track? What support will you need from your Success Team to remain on track?