

# HEALTH AND LIFE SKILLS

## GRADE 3

I CAN ACHIEVE IT

**ALBERTA LEARNING**

- PERFORMANCE ASSESSMENT -

*Developed by AAC... everyday assessment tools for teachers*

# I CAN ACHIEVE IT

## OVERVIEW

This is a two-part performance assessment focusing on identifying and applying the steps of a goal-setting process. Students will begin by considering long-term goals, and examine the way in which short-term goals are steps toward achieving long-term goals. As a class, students will then create a step-by-step goal-setting process for short-term goals. This process will become their outline for creating a personal goal plan for one short-term goal, providing an application of the process to their own lives.

## RECOMMENDED GRADE LEVEL – 3

## TIME SUGGESTED

- **Assessment Task 1:** One 40-minute period
- **Assessment Task 2:** Two to three 40-minute periods

## GENERAL OUTCOMES

## SPECIFIC OUTCOMES

No.	Description	No.	Description
Health and Life Skills – Grade 3			
L-3	<i>Students will use resources effectively to manage and explore life roles and career opportunities and challenges.</i>	L-3.4	<i>Students will identify the steps of the goal-setting process, and apply these components to short-term personal goals.</i>

**CRITERIA for assessing student products/performances based on specific outcomes that will be evaluated**

**Task 1**

**Each student will:**

- provide examples that demonstrate understanding of terms (short- and long-term goals)
- provide examples of short-term goals that are directly related to examples of long-term goals
- provide examples appropriate for each category
- predict consequences of achieving short-term goals.

**Task 2**

**Each student will:**

- explain each step in the goal-setting process
- present behavioural steps/responsible actions and challenges that will help them to achieve the goal
- explain the consequences of positive and negative behaviours
- consider new opportunities that may be encountered once the goal is achieved.

**MATERIALS AND RESOURCES**

- chalkboard/whiteboard or chart paper for brainstorming sessions
- handouts:
  - Goal Chart
  - Personal Goal Plan (optional—students may create their own)
- models of goal-setting processes for consideration, such as SMART goals (*The Parent Advantage*, page 4) or *The K–9 Guide to Implementation*, Learning activities for L–3.4

**PRIOR LEARNING EXPERIENCES AND INSTRUCTION**

Before completing this performance assessment, students should be able to:

- define what a goal is and recognize that setting goals helps them to accomplish tasks (Review of Grade 1, L–1.4)
- make predictions, including the use of vocabulary like “category,” “positive consequences,” “opportunities” and “achieve”
- use a planning process for goal planning
- recognize that it takes time and effort to accomplish goals (Review of Grade 2, L–2.4).

## STUDENT PRODUCTS/PERFORMANCES

### Task 1

- Goal Chart

### Task 2

- Personal Goal Plan

## DESCRIPTION OF ASSESSMENT TASKS

### TASK 1

#### **Title: Small Steps–Big Steps**

**Purpose:** To demonstrate understanding of what a short-term goal is, what a long-term goal is, and the relationship between the two in achieving long-term goals; i.e., that short-term goals are smaller steps toward bigger, long-term goals.

**Teacher Note:** Previous activities would have reviewed or presented the concept of goals in a way students understood, such as by relating achieving a goal to scoring a goal in a sport. Discuss goal setting in real-life situations such as planning a family celebration or event, or preparing to try out for a ringette or soccer team. Introduce this assessment task with a brainstorming activity. Students will generate a list of long-term (big) goals that might be important to Grade 3 students in the four categories listed below, such as succeeding in school or moving to the next level in a competitive activity such as a sport, dance or music. Discuss the way students often have little, or short-term, goals related to these long-term goals. These short-term goals can be explained as steps toward the long-term goals. Have students brainstorm some short-term goals related to some of the suggested long-term goals. Each student will assume the role as himself or herself.

**Assessment Activity:** Students will choose a long-term goal for each of four categories: home, friendships/relationships, school achievement and hobbies/competitive activities. They will then complete a long- and short-term goal chart, using words, drawings or other representations. See the sample on the following page.

**Role and Audience:** For this activity, class members assume the role of “goal chart reviewers.” Goal charts can be presented to an audience made up of the teacher, the members of a small group, or the whole class if charts are posted on a bulletin board. Since students are being asked to choose goals important to them, they could check off each short-term (and long-term) goal as it is completed throughout the year.

## *Long- and Short-term Goals—Sample Responses*

Name: \_\_\_\_\_

<p><b>Long-term goal for home</b></p> <ul style="list-style-type: none"> <li>• <i>Be allowed to have a pet</i></li> </ul>	<p><b>Short-term goals</b></p> <ul style="list-style-type: none"> <li>• <i>Do a better job of chores at home</i></li> <li>• <i>Keep my room cleaner</i></li> <li>• <i>Do a better job of helping my younger brother(s) and sister(s) at home</i></li> </ul>
<p><b>Long-term goal for friendships/relationships</b></p> <ul style="list-style-type: none"> <li>• <i>Get over my shyness</i></li> </ul>	<p><b>Short-term goals</b></p> <ul style="list-style-type: none"> <li>• <i>Do better at asking questions in class</i></li> <li>• <i>Improve my participation in school activities</i></li> <li>• <i>Do better at giving answers and sharing my work</i></li> </ul>
<p><b>Long-term goal for school achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Pass Grade 3 with good marks</i></li> </ul>	<p><b>Short-term goals</b></p> <ul style="list-style-type: none"> <li>• <i>Improve my school work habits</i></li> <li>• <i>Improve my study habits</i></li> <li>• <i>Get more organized at school</i></li> </ul>
<p><b>Long-term goal for hobbies/competitive activities</b></p> <ul style="list-style-type: none"> <li>• <i>Pass my Grade 1 piano exam</i></li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <i>Make next year's junior (sport) team</i></li> </ul>	<p><b>Short-term goals</b></p> <ul style="list-style-type: none"> <li>• <i>Improve my practicing habits</i></li> <li>• <i>Do well in the next recital</i></li> <li>• <i>Be able to play for people when they ask</i></li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <i>Improve my participation in gym class</i></li> <li>• <i>Become more active in my spare time</i></li> <li>• <i>Improve my skills for the game</i></li> </ul>

**Predicting:** What do you think will happen if you work hard at achieving the short-term goals in the right-hand column? How do short-term goals help you achieve long-term goals?

*If I am successful in the little things first, I can work at getting to the bigger things. Short-term (little) goals help me to achieve my long-term (big) goals.*

*Long- and Short-term Goals*

Name: \_\_\_\_\_

<b>Long-term goal for home</b>	<b>Short-term goals</b>
<b>Long-term goal for friendships/relationships</b>	<b>Short-term goals</b>
<b>Long-term goal for school achievement</b>	<b>Short-term goals</b>
<b>Long-term goal for hobbies/competitive activities</b>	<b>Short-term goals</b>

**Predicting:** What do you think will happen if you work hard at achieving the short-term goals in the right-hand column? How do short-term goals help you achieve long-term goals?

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## TASK 2

### Title: My Personal Goal Plan

**Purpose:** To identify and describe the steps a student may follow in a goal-setting process and to apply these steps to one personal short-term goal.

**Teacher Note:** Review the goal-setting process and the concept of short-term goals as steps toward achieving long-term goals. Then ask students to suggest what steps they would need to take to achieve any short-term goal; e.g., choose/define the goal, consider the obstacles, create a plan, set up a timeline, follow the plan, review progress and make changes if necessary, celebrate success. Focus the discussion on choosing the best/necessary steps and placing them in logical order, keeping in mind that steps should be simple and not too numerous (no more steps than indicated in the example). Each student will assume the role as himself or herself.

**Assessment Activity:** Students will review their individual charts from Task 1, then choose one long-term goal that is important to them. Students will choose **one** of the short-term goals listed beside that long-term goal or generate a new one. Each student will write a goal plan *based on the steps discussed in the class-generated process*, using the planning chart provided.

**Teacher Note:** Provide each student with a copy of the “My Goal Plan” chart, or use another type of graphic organizer. Examples can be found in resources such as *Thinking Tools for Kids: Practical Organizers*, 1999. (This resource provides teachers with tools to teach and reinforce higher order thinking skills. It is available in hardcopy from the Edmonton Public Schools LRC.) The information provided below illustrates **four steps** that could be used in the planning process. The steps could be posted for all to see *or* provided on an assessment instruction sheet for each student.

- Show an example of Step 1 completed in both columns and answer clarifying questions.
- Review the Goal Planning Rubric to ensure that students understand it, or design a rubric together with the students using language they will understand.

**Step 1:** Write or draw the important long-term goal with your chosen short-term goal. Explain why this short-term goal is important to you. Tell what you will do to achieve your goal.

**Step 2:** Show, in order, what you will do to achieve the short-term goal. Remember that a few steps may be all that you need to achieve your goal. Go back and check for missing steps! (The steps created by the class may be helpful to you.) In words, explain each step in the process in enough detail to make it clear to classmates.

**Step 3:** Show, and explain in words, possible consequences of positive and negative behaviours that accompany this process; e.g., “following the steps successfully makes me feel confident”; “not following the steps makes my goal harder to achieve.”

**Step 4:** Think about new opportunities that you will have once the goal is achieved. List or show these opportunities.

**Role and Audience:** Students act as themselves when they share their goal plans with their classmates; classmates, as the audience, assume the role of “goal planning specialists” to assist with revising shared goal plans.



## ***My Goal Plan***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Steps in my goal-setting process</b>	<b>Details of my personal plan</b>
Step 1	
Step 2	
Step 3	
Step 4	

## TASK 1: GOAL SETTING RUBRIC

Level	Description
<b>4</b> <b>Excellent</b>	<ul style="list-style-type: none"> <li>• examples demonstrate a complete understanding of long- and short-term goals</li> <li>• short-term goals consistently relate directly to the long-term goals, and examples fit each category clearly and effectively</li> <li>• predictions show clear understanding of positive consequences of achieving the short-term goals</li> </ul>
<b>3</b> <b>Proficient</b>	<ul style="list-style-type: none"> <li>• examples demonstrate an understanding of long- and short-term goals</li> <li>• short-term goals relate directly to the long-term goals, and examples fit each category</li> <li>• predictions show an understanding of positive consequences of achieving the short-term goals</li> </ul>
<b>2</b> <b>Adequate</b>	<ul style="list-style-type: none"> <li>• examples show an incomplete understanding of long- and short-term goals</li> <li>• some short-term goals relate directly to the long-term goals, and some examples fit each category</li> <li>• predictions show some understanding of the positive consequences of achieving the short-term goals</li> </ul>
<b>1</b> <b>Limited*</b>	<ul style="list-style-type: none"> <li>• examples show confusion about the meaning of or difference between long- and short-term goals</li> <li>• few, if any, long- and short-term goals relate to one another; and few, if any, examples fit any category</li> <li>• predictions are not made or are unclear</li> </ul>
<b>Insufficient/ Blank*</b>	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.

\* When work is judged as limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

## TASK 2: GOAL PLANNING RUBRIC

Level	Description
<b>4</b> <b>Excellent</b>	<ul style="list-style-type: none"> <li>• demonstrates complete understanding of the goal-setting process</li> <li>• presents steps that clearly and effectively achieve the short-term goal</li> <li>• completely explains consequences of both positive and negative behaviours</li> <li>• provides clear and detailed description of new opportunities once the goal is achieved</li> </ul>
<b>3</b> <b>Proficient</b>	<ul style="list-style-type: none"> <li>• demonstrates an understanding of the goal-setting process</li> <li>• presents steps that achieve the short-term goal</li> <li>• explains consequences of both positive and negative behaviours</li> <li>• provides a description of new opportunities once the goal is achieved</li> </ul>
<b>2</b> <b>Adequate</b>	<ul style="list-style-type: none"> <li>• demonstrates a partial understanding of the goal-setting process</li> <li>• presents steps that partially achieve the short-term goal</li> <li>• explains some of the consequences of both positive and negative behaviours</li> <li>• provides some description of new opportunities once the goal is achieved</li> </ul>
<b>1</b> <b>Limited*</b>	<ul style="list-style-type: none"> <li>• demonstrates little or no understanding of the goal-setting process</li> <li>• presents few, if any, steps that will achieve the short-term goal</li> <li>• provides few or no consequences of positive and negative behaviours</li> <li>• provides little, if any, description of new opportunities once the goal is achieved</li> </ul>
<b>Insufficient/ Blank*</b>	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.

\* When work is judged as limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

## ASSESSMENTS AND REFLECTIONS

“Continual self-reflection throughout the performance assessment enables students to assess progress, identify areas of difficulty, define learning and reassess goals. Self-reflection is the key to continued, powerful learning.” *How to Develop and Use Performance Assessments in the Classroom*, p. 31.

Students should be invited to evaluate and support their own performance based on the criteria from the rubrics provided. The self-evaluation as well as the teacher evaluation may be included in a notebook or portfolio.

# LINK AND LEARN

## **Adaptations/extensions for other subject areas or settings**

- Revisit the goal planning process in various contexts throughout the year to provide additional practice.
- The learning experiences on goal setting can be applied in other subject areas. For instance, students could focus on short-term academic goals for each unit, each term of the school year or for a particular skill/area of difficulty.
- In a Language Arts class, or an integrated Language Arts/Health class, students could spend more time on the discussion aspects of each task, applying Language Arts outcomes related to exploring thoughts, ideas, feelings and experiences; enhancing the clarity and artistry of communication; and showing respect, support and collaboration with others. As a follow-up or coincident assignment, students could reflect on their progress in achieving their goal through a series of short, reflective journals for specific time increments during the time frame of the goal, and/or a slightly longer summary journal at the end. This would apply Language Arts outcomes related to exploring thoughts, ideas, feelings and experiences [through written expression]; managing ideas and information; and enhancing the clarity and artistry of [written] communication.
- For a multiage class of grades 1–3 or 2–3 students, Grade 3 students could share their goal plans with their younger classmates, illustrating Health outcomes L–1.4 and L–2.4.
- To showcase student achievement in the school, some students may wish to organize their information for presentation at an assembly (such as a “Safe and Caring Schools” assembly) or at an evening school performance (such as a spring concert).

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