



Assessing Mastery of Goal-Setting Grades 6-8

Students in grades 6-8 will have mastered *Goal-Setting* by demonstrating their ability to showcase the performance indicators identified in Standard 6. Use the student friendly language below to support rubric creation and feedback to students.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

6.8.1 Assess personal health practices.

- I can assess my personal health

6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.

- I can create a goal that benefits my health practices.

6.8.3 Apply strategies and skills needed to attain a personal health goal.

- I can identify action steps to reach my goal.
- I can track my progress as I work toward my goal.

6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

- I can explain why health goals can vary for different individuals and their needs.
- I can reflect on my goal-setting process.
- I can adjust my goals and priorities based on personal reflection.

ASSESSMENT TOOL #1 (6.8.1)

Have students compile a list of health practices they use outside of school. Students must create a timetable that represents these health practices throughout their day. Have students label their list to include when and where the practices occur. Instruct students to write a brief explanation for why they do these health practices in their daily life and the health practices or outcomes they wish to improve.

ASSESSMENT TOOL #2 (6.8.2)

Provide students with multiple SMART goals. Have students highlight a section of the SMART goal based on one letter of the SMART acronym. Each SMART goal should ask students to highlight a different section based on a different letter of the SMART acronym. This can be done as an exit ticket or in-class assessment.

ASSESSMENT TOOL #3 (6.8.4)

Have students write an essay explaining a change in their own abilities, priorities, or responsibilities that has occurred. Students must include in their essay how their own goals have been affected by these changes. Have students describe a goal, or importance aspect of their life, before and after the changes occurred. Prompt students to connect to the health skill *Analyze Influences* and *Decision-Making* to help students reflect on how their influences and choices impact their goals.



Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Goal-Setting* can be used across content areas, and school-wide, as ways for students to identify growth areas and progress through changes. Remind students to create short-term, specific goals to better support their potential success. Include a tracking or monitoring system that allows for regular check-ins throughout an identified period of time. Make sure all staff use the same tracking or monitoring system for consistency.

- Monitor Behavior/Health
- Create a SMART Goal
- Make a Plan

SMART Goals:

Specific	S: What do you want to achieve?
Measurable	M: How will you know you have reached your goal? Have students add numbers to their goal here.
Attainable	A: Can you reach this goal with your available skills, knowledge, and resources? Include consideration of the time frame for reaching the SMART goal.
Relevant	R: Is your goal important to you? Does the goal relate to an area you are excited about?
Time-Phased	T: Does the goal have a date to complete it by?

VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

SMART goal, achieve, measurable, attainable, relevant, time-phased, specific, assess, responsibility



Resource Bank

RMC Health

- [Health Education Skills Models](#)

National Health Education Standards

- [Standards & Performance Indicators](#)

Healthy Choices Videos

- <https://www.youtube.com/watch?v=l5akBR7k4p0>
- https://www.youtube.com/watch?v=_HENohs6yYw

Health Assessment Resources

- <https://classpass.com/blog/2018/12/03/how-to-create-a-wellness-wheel/>
- <https://dukeintegrativemedicine.org/patient-care/wheel-of-health/>
- https://www.nationalwellness.org/page/Six_Dimensions
- <http://www.viacharacter.org/survey/account/register#youth>
- https://dukeim.learningcenter.com/static/scorm/11/content/documents/DukeIM_PHPManual_fullversion_FINALwithcopyright.pdf

SMART Goal Videos

- <https://www.youtube.com/watch?v=U4IU-yg-J8Q>
- https://www.youtube.com/watch?v=3PA-O_u2Blk
- <https://www.youtube.com/watch?v=wGbmAH4mBPA>
- <https://www.youtube.com/watch?v=PCRSVRD2EAK>

Goal Tracking Examples

- <https://lifeandapples.com/blogs/printables/family-goals-printable>
- <https://www.momof6.com/organization/daily-goals-tracking/>
- <https://www.pinterest.com/pin/800444533741655213/?lp=true>