# Student Monitored Goal Tracking

**A tool to increase student motivation and achievement in science**

**Background:** This year Perry Middle School mandated the use of student goal tracking sheets. Since implementation, teachers have been struggling with how to make goal tracking more meaningful and useful for our students. I researched the topic and discovered experts in the field had recommended using teacher graded formatives to help guide students progress in goal setting. The use of formatives to track goal setting was implemented and tested in this action research project to determine its success on a population of 46 honors 8th grade science students.

**Focus/Primary Question:** Will the addition of formative assessments on the goal tracking sheets contribute to student success?

**Subquestions** | **Data Source** | **Results**
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1. Will this intervention increased students understanding of where they are in their learning and their awareness of their growth in learning (Metacognition)? | Student goal tracking sheets | Student summative and formative assessment data, Survey and student interviews | Results: Inconclusive/ not a substantial effect on student learning or motivation

2. Does having a clear understanding of where they are in their learning increase the motivation of students to obtain their learning goals? | Survey | Student interviews | Student goal tracking sheets

3. Will this result in higher levels of achievement in their science classroom? | Pre-test and formative assessments | Student completion of goal tracking sheets, Post-test

4. Will students not reaching their goals be more motivated to seek out further assistance? | Tutoring sign in sheets | Student interviews, Survey | Initial attendance=1, Final attendance= 4

**Results:** Overall the results were marginal and inconclusive. There were not substantial differences between the control and the treatment groups in both summative assessment and survey results. The longer formative tracking goal sheet did slightly decrease the motivation of students and students in that class were less likely to find goal setting useful. Therefore it was determined that the addition of formative assessment scores to goal setting sheets did not increase student motivation or achievement in science.

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