When students can set their own performance goals, they are more engaged in learning and feel more in control of their future. Use the following documents in regular data chat meetings with your students to help them set goals, track progress, and experience success with Achieve3000. These resources support Recommendation #2 from the IES Practice Guide: *Using Student Achievement Data to Support Instructional Decision Making*[^1], focusing on teaching students how to use their own data to set learning goals.

In addition to the information listed in this document, please review the data analysis resources provided in our Resource Center. It is located in the Teacher Edition.

### Planning for Your Career and Monitoring Lexile® Growth

There is a **solid link** between Lexile scores and opportunities for future college and career success. This tool helps students track their initial Lexile scores and work with their teachers to set end-of-year and high school graduation Lexile goals. This information is then used to help students explore career options in the Career Center, tracking the requirements for their first and second choice careers.

#### Tips for Use:

- After completing the LevelSet™ Pre-Test, teachers and students meet to set Lexile goals for the upcoming school year and for graduation. Teachers can use the [College and Career Readiness table](#) for reference.

- Help students make the link between their Lexile scores and their career options. Prior to meeting with students, have them explore the Career Center and select a few careers of interest. Discuss these options with the students during the data meeting and help them to select a few careers to track with this tool.

- As you continue to meet with students throughout the year, refer to one or more Achieve3000 reports to track students' Lexile progress for your own analysis, specifically the [Lexile Performance Over Time](#) and [Understanding Students’ Changing Lexile Levels](#).

#### NOTE:

While teachers are encouraged to use the College and Career Readiness table to help understand each student's reading level, this student worksheet does not include a copy of the table. This College and Career Readiness table is not designed for students. Since Lexile levels change slowly and the typical gains decrease as students get older, we want students to focus on things that they have control over and can see progress on. Having students track their Activity scores and monitor progress with their assignments will both support progress with Lexile growth on the path to college and career success.

[^1]: Using Student Achievement Data to Support Instructional Decision Making
Tracking Your Activity Scores
In order to see the highest Lexile gain, students should complete two Activities per week with a first-try Activity score of 75% or higher. Students can use this graph to track qualitative (≥75%) and quantitative (40/80 Activities) progress on Activity completion. The graph is designed to provide enough space for the typical nine-week marking period when completing two Activities per week.

Tips for Use:
• Use one sheet per marking period. (Make additional copies as needed.)
• When meeting with students to review their data, make sure that the number of Activities completed matches your implementation goals and that scores are consistently above the first-try 75% goal.
• Discuss recommendations for addressing any quality or quantity challenges and note them on the bottom of the form. Follow up on these notes in your next data meeting.
• As you monitor Activity performance throughout the year, you may want to refer to one or more reports, including How Are My Students Performing on Activities? and Student Work > My Lessons > Activities.

Tracking My Assignments
Each component of the 5-Step Literacy Routine develops and reinforces critical skills needed for college and career success. Using this tool and the Lesson Progress information on the My Lessons page, students can monitor progress of all assigned lesson steps. They can then complete any missing lesson components and note any steps that were challenging.

Tips for Use:
• Review My Lessons progress regularly with your students. If assigning two lessons per week, schedule data chats with students every two weeks.
• Prior to a data chat with students, have them review the Lesson Progress on the My Lessons page and list any notes about incomplete lessons. You may need to remind students of the lessons and steps assigned to them.
• From My Lessons > Activities, review the 1st and 2nd try scores, keeping in mind that we use only the 1st try when considering whether it’s time to increase a student’s Lexile level.
• Be sure to follow up with students on any lesson steps that they found challenging. Use one or more Achieve3000 reports to assess the quality of students’ responses for the Activity Step, using the report How Are My Students Progressing Towards Achieve3000’s 40-Activity Usage Goal? and How Are My Students Performing on Activities?
• Review Thought Question scores with students using the report Student Work > My Lessons > Thought Questions. Share successes and one opportunity to focus on for next month. (Need help with grading Thought Questions? Check out this demo.)