



# GUIDE FOR DATA, GOAL SETTING & MATH CONVERSATIONS

*This guide focuses on goal setting, ideas for using the data trackers, and strategies for using the data to engage students in discussing math concepts.*

## Data Metrics

The metrics that are reported in ST Math include the number of sign-ins, minutes, and puzzles collected. Data trackers are great resources for both teachers and students to:

- Track data
- Set goals and monitor progress
- Promote mathematics discussions around student data

## Types of Data Trackers

Teachers choose the tracker that best meets their goals:

- *ST Math Weekly Progress Tracker (Designed for intermediate grades.)*
  - Students set minutes and/or puzzles goals and track progress toward their individual/class goal each week.
- *Monthly Accomplishments Log (Designed for intermediate grades.)*
  - Students set minutes and/or puzzles goals and track progress toward their individual/class goal each month, with weekly checkpoints.
- *My Journey Progress Chart*
  - Record pre- and post-quiz scores for individual objectives and track level completion for each game within the objective.
- *My Passport Book*
  - Celebrate success and reflect on the journey with Jiji each month.
- *My Time with Jiji (Designed for primary grades.)*
  - Students self-reflect on their effort and perseverance while playing ST Math.
- *Jiji Goal Sheet (Designed for primary grades.)*
  - Encourages short-term goal setting among primary students.

### **TIP: Data Notebooks (can be used in conjunction with one of our trackers)**

- Provide students with feedback for their learning and gives them a voice, accountability, and a measurement of success.
- Great tool for student-led conferences, goal setting, and math-focused discussions.
- Helps students view math thinking and problem-solving during ST Math time as important to building math understanding.

## Goal Setting

As students progress through their ST Math journey they are building intrinsic motivation. Students develop confidence and recognize their progress and growth by setting goals.

Goal setting:

- Increases opportunities for student agency.
- Strengthens students' ability to communicate what they have accomplished.
- Helps students identify areas for improvement.
- Teaches time management.
- Encourages focus on strategies to overcome challenges.

As students use the data trackers, engage them in goal setting conversations that help them to:

- Establish appropriate goals.
- Take action to achieve the goals.
- Build strategies for monitoring progress toward the goals.
- Adjust the goals based on quantitative and qualitative data.

## Helping Students Set Appropriate Goals

Research shows that test scores increase as students collect more puzzles in ST Math. More time = more puzzles = more results!

Each puzzle in ST Math is a math problem. After correctly solving a group of similar puzzles, the student collects them. ST Math contains a vast library of puzzles - tens of thousands in total! To ensure that students problem-solve all year long, and to cover the critical areas of their grade level, try these recommended weekly goals:

### ST MATH GOALS

PreK/TK:	30 minutes		20 puzzles
K-1:	60 minutes	→	40 puzzles
2-8:	90 minutes		60 puzzles

Remember, ST Math is flexible! Weekly minutes goals are an easy way to build ST Math into your schedule. ST Math is self-paced so students can persist to mastery. If you set puzzle goals for your students, be aware that you'll need to allocate more time for students who need it.

**Teacher TIP:** It may be helpful to ease students into goal setting by setting shorter time increments (session goals, two or three-day goals, etc.).

*When I did this with my 3rd graders, we all picked a reasonable number of puzzles and set a two-day goal. This allowed for great conversation after two days. Students could really look at the goal and see how to adjust if they met the goal and why they might not have met the goal. It was easier to go from there rather than jumping right into a longer stretch of time. - 3rd-grade teacher*