

## Star CBM Goal Setting Guidance

In Star CBM, teachers set goals for students in order to facilitate and maximize growth. As you begin setting goals in Star CBM, use this guide, along with your professional judgement, to set achievable progress monitoring goals for students. For software guidance, see the [Goals and Star CBM](#) help file.

Before	
<b>Why</b> might you set a goal?	At a minimum, consider setting goals for students falling in the Intervention (red) or On Watch (blue) categories who are receiving supplemental or intensive intervention in addition to your general classroom instruction. You may also want to set goals for students for whom you have general educational concerns and you want to more closely monitor their growth and success.
Do you have <b>recent data</b> ?	Be sure you are setting goals based on recent data—ideally from an assessment that is not more than two weeks old. You might set a goal immediately after testing with Star CBM during your screening windows, or you might give an additional CBM assessment if too much time has passed before setting goals.
Set the Goal	
<b>Which Star CBM measure</b> should you use to set the goal?	<p>Three times each year—in fall, winter, and spring—Star CBM provides a recommended screening measure for each grade. We recommend administering the seasonal screening for each student who may need a new goal.</p> <p>Occasionally, a recommended screening measure may prove to be quite difficult for a student and completing this task repeatedly for progress monitoring would be frustrating for the student. In this event, you have the option to administer and set a goal for an easier Star CBM measure. From the CBM Assessments tab in the Star Record Book, choose a measure to the left of the suggested screening measure that still falls within the student’s grade level*. We recommend setting a goal for a measure where the student is working above a frustration level; trust your own sense of this, but generally 10-20 CPM is a reasonable level for progress monitoring measure selection. The intent is that this measure should be as close as possible to the recommended screening measure but a task the child can do without obvious frustration.</p>
What should you consider when <b>setting a timeframe</b> ?	General guidance for the length of time for an intervention is often 12-18 weeks. When setting goals, we recommend allowing for enough time to gather a minimum of five progress monitoring data points to help you understand how the student is progressing toward the goal. Reevaluate each student goal after each seasonal screening to see if adjustments are needed.

<p>What should you consider when <b>setting a goal value</b>?</p>	<p>Generally, you should consider where the student needs to be in regard to the Spring benchmark when setting goals. There are three options when setting a Star CBM goal – moderate, ambitious, or custom*. When setting a goal for a student, consider the following:</p> <ul style="list-style-type: none"> <li>• <b>Challenge the student.</b> Assume that you will provide an intervention that accelerates the student’s growth and facilitates the gains the student needs to be “on track” for meeting year-end or subsequent goals. To do this, set a goal that is higher than where you’d expect the student to be at their current rate of achievement—and select a goal that definitely moves the child forward.</li> <li>• <b>Be reasonable.</b> Your knowledge of the student and your experience with other students at similar levels of achievement will inform you about what’s possible, even when being ambitious.</li> </ul> <p>Keep in mind that while goals should be set for the current school year, in some instances, helping a student meet grade-level benchmarks for the Spring may extend beyond the current school year.</p>
<p><b>After</b></p>	
<p>How often should you <b>measure progress toward the goal</b>?</p>	<p>Once a goal is set, collect frequent progress monitoring data using the same Star CBM measure in which you set the goal. For students receiving the most intensive intervention, assess as often as weekly but no less than every other week. For students “on watch” or where your confidence in the intervention is higher, monthly progress monitoring may be sufficient.</p>
<p><b>How is it going?</b> Are any changes needed?</p>	<p>Review student progress on the Star CBM Progress Monitoring tab. Here you can see each data point for a student for whom you have set a goal and determine if they are on the right trajectory to achieve the goal. We recommend gathering a minimum of five data points before making decisions about instruction, intervention, or adjusting student goals. When student progress is clearly and consistently exceeding the goal, consider setting a more ambitious goal. When student progress is falling short of the goal, consider changing the <b>intervention</b> to help accelerate the student’s learning.</p>
<p>When should you <b>edit or end the goal</b>?</p>	<p>Sometime after you begin progress monitoring, the student will likely complete the next seasonal screening, as prompted by the software. This is the best time to edit or end an individual goal. If the student</p> <ul style="list-style-type: none"> <li>• is At or Above Benchmark (green) for the recommended seasonal screening, in most instances, goals have been achieved and progress monitoring can end.</li> <li>• has met your goal but is still not meeting the seasonal benchmark, it is likely time for a more ambitious goal.</li> <li>• falls short of both the goal and the seasonal benchmark, consider changing the intervention or, in rare instances, changing the student’s goal.</li> </ul>

\* Recommendations for Moderate or Ambitious goals are not available when setting goals for a measure *outside* of the student’s grade level. When this is the case, you will need to set a custom goal.