



SMARTi Goal Attainment Scaling Portfolio of Examples



NASP Workshop / February 2024

A S.M.A.R.T. Improvement Goal Attainment Scale (**SMARTi GAS**) is a key tool for helping students to (1) formulate or visualize positive steps needed to achieve a personal improvement goal and (2) monitor and communicate their progress toward achieving the goal.

BIGS Goals must be S.M.A.R.T. and Focus on Improvement				
Specific	Measurable	Attainable	Relevant	Time-bound
State your outcome goal so it is clear and focused and other people know the specific behavior or skill you have targeted for improvement.	Using numbers or words, describe what your targeted behavior or skill will look and/or feel like at the conclusion of a change program and indicate how you will measure the behavior or skill to determine if you achieved the outcome goal.	Ensure that you can do the needed steps and have what you need to make progress toward your goal given the available time and resources.	Select a behavior or skill that if improved would contribute to your personal or academic success.	State a realistic date to reach your outcome goal given the work to be done.



SMART Goal Attainment Scale Worksheet

[Specific, Measurable, Attainable, Relevant, Time-bound]

Student: _____ Date: _____

School: _____ Grade: _____

Teacher: _____ Class: _____

Target Behavior/Skill & Outcome Performance

Performance Level Descriptions

+2 / 5 _____

+1 / 4 _____

0 / 3 _____

-1 / 2 _____

-2 / 1 _____

Graph of Performance Ratings

Person(s) Responsible for Rating: Rating #1 _____ Rating #2 _____

Rating Schedule: Check choice Daily _____ Weekly _____ Other _____

GAS -2 to +2 Rating Chart										
+2										
+1										
0										
-1										
-2										
Day/ <u>Week</u>	1	2	3	4	5	6	7	8	9	10
Date B or Tx	2/7 B	2/14 Tx	2/21 Tx	2/28 Tx	3/6 Tx	3/13 Tx	3/20 Tx	3/27 Tx	4/6 NoTx	4/13 NoTx

GAS 1 to 5 Rating Chart										
5										
4										
3										
2										
1										
Day/ <u>Week</u>	1	2	3	4	5	6	7	8	9	10
Date B or Tx	4/8 B	4/9 B	4/10 Tx	4/13 Tx	4/14 Tx	4/15 Tx	4/16 Tx	4/17 Tx	4/20 Tx	4/21 Tx

Example #1: Self-Awareness

SMARTi Goal Attainment Scale Worksheet

Student: Stan **Date** 2-24-22
School: Bailey Elementary **Grade:** 5th
Teacher: Mrs. Corey **Class:** All classes

What is the **Specific** Target Behavior(s)? Tell others about yourself honestly.

What is the **Measurable** Outcome Performance Goal? When asked to share information about myself, I tell the truth and avoid bragging or exaggerating.

Is the goal **Attainable & Relevant**? Yes

What is the **Time** Framework? Start: 2.24.22 End: 3.15.22 Recording: Daily or XX Weekly

Goal Attainment Scale with Criteria for Monitoring Performance

+2	When asked to share information during class activities, I report information accurately with minimal exaggerations and thank others for listening.
+1	
0	When asked to share information during class activities, I occasionally report information that is very likely untrue or a substantial exaggeration of reality to make myself seem better than others.
-1	
-2	When asked to share information during class activities, I almost always report information that is very likely untrue or a substantial exaggeration of reality and then tell others maybe I will be lucky someday like them.

Example #2: Self-Management

SMARTi Goal Attainment Scale Worksheet

Student: Christopher Date 12-1-21
 School: Green Clover Grade: 4th
 Teacher: Mr. Nelson Class: All subjects

What is the **Specific** Target Behavior(s)? Stay calm & use appropriate language

What is the **Measurable** Outcome Performance Goal? When teased or made fun of by a peer, Chris will be able to politely ask the person to stop and let them know it is hurtful.

Is the goal **Attainable & Relevant**? Yes

What is the **Time** Framework? Start: 12.2.21 End: 2.15.22 Recording: Daily or XX Weekly

Goal Attainment Scale with Criteria for Monitoring Performance

Outcome Plus Level	When teased or made fun of by a peer, I always ignore the teasing and in a calm voice ask them what I can do to help you .
Outcome Level	When teased or made fun of by a peer, I always initially ignore the person, but then calmly approach them with a smile and ask them politely to stop the teasing because it is hurtful.
++	When teased or made fun of by a peer, I always initially ignore the person, but when they persist, I often say "Please stop teasing me."
+	When teased or made fun of by a peer, I often try to ignore the person and walk away without looking at them.
Starting Level	When teased or made fun of by a peer, I almost always get mad and call the person a bad name. This usually increases to the point that we start pushing each other.

Example #3: Self-Management

SMARTi Goal Attainment Scale Worksheet

Student: Ben **Date** 2-2-22
School: Barack Obama Middle **Grade:** 6th
Teacher: Mr. Salazar **Class:** Health Education

What is the **Specific** Target Behavior(s)? Follow classroom rules and pay attention to work.

What is the **Measurable** Outcome Performance Goal? Arrive on time, sitting in assigned desk, with work folder open to the task of the day.

Is the goal **Attainable & Relevant**? Yes

What is the **Time** Framework? Start: 2.3.22 End: 3.15.22 Recording: XX Daily or Weekly

Goal Attainment Scale with Criteria for Monitoring Performance

5	He arrives before the bell rings 100% of the time, takes a seat in his assigned desk, and is almost always ready to work on the posted task of the day.
4	
3	He arrives before the bell rings 80% of the time, takes a seat in his assigned desk most days, and is sometimes ready to work on the posted task of the day.
2	
1	He arrives before the bell rings 50% of the time, takes a seat at any unoccupied desk, and is rarely ready to work on the posted task of the day because he does not have his work folder with him.

Example #4: Social Awareness

SMARTi Goal Attainment Scale Worksheet

Student: Karla **Date** 10-2-21
School: Spotted Owl **Grade:** 7th
Teacher: Ms. Demara **Class:** Homeroom & Language Arts

What is the **Specific** Target Behavior(s)? Shows concern for others and offers to help.

What is the **Measurable** Outcome Performance Goal? Recognize when a classmate is upset or struggling with a task and offers them assistance and encouragement.

Is the goal **Attainable & Relevant**? Yes

What is the **Time** Framework? Start: 10.4.21 End: 1.15.22 Recording: Daily or XX Weekly

Goal Attainment Scale with Criteria for Monitoring Performance

5	When a classmate expresses frustration with a difficult task and seems to give up, he offers positive encouragement and volunteers to help them if permissible during class or after class.
4	When a classmate expresses frustration with a difficult task and seems to give up, he tells them not to worry and occasionally gives them a helpful hint about the answer.
3	When a classmate expresses frustration with a difficult task and seems to give up, he tells them to relax and do the best they can for now.
2	When a classmate expresses frustration with a difficult task and seems to give up, he often tells them to just work harder.
1	When a classmate expresses frustration with a difficult task and seems to give up, he ignores them and often boasts about finishing the task quickly.

Example #5: Relationship Skills

SMARTi Goal Attainment Scale Worksheet

Student: Kesha **Date** 2-2-22
School: Spotted Cow Middle **Grade:** 6th
Teacher: Mr. Vincent **Class:** Mathematics & Science

What is the **Specific** Target Behavior(s)? *Get along with others*

What is the **Measurable** Outcome Performance Goal? *Invite others to work with me, take turns in conversations, and compromise to achieve together.*

Is the goal **Attainable & Relevant**? Yes

What is the **Time** Framework? Start: 2.2.22 End: 4.15.22 Recording: Daily or XX Weekly

Goal Attainment Scale with Criteria for Monitoring Performance

5	I almost always am proactive and invite others to work with me for weekly group work and show respect by always listening to their ideas, and often compromise to make an activity a group success.
4	I often invite others to team with me for weekly group work and show respect most of the time by listening to ideas I may disagree with, but occasionally can compromise to make the activity a group success.
3	I sometimes invite others to team with me for weekly group work and often take turns in conversations to persuade others to accept my ideas.
2	I express interest in working with other students, but often overtalk them and argue that my ideas are better for the group.
1	I occasionally am difficult to work with because I dominate the conversation and refuse to compromise in most situations.

Example #6. Relationship Skill

SMARTi Goal Attainment Scale Worksheet

Student: Ellen Jensen School: Bailey Elementary Grade: 5th Date 1-31-22

Teacher: Mrs. Williams Class: Social Studies

What is the **Specific** Target Behavior(s)? Getting along with others

What is the **Measurable** Outcome Performance Goal? I will work cooperatively with a small group of classmates on a project without prompts or corrective feedback from an adult.

Is my goal **Attainable & Relevant**? Yes

What is the **Time** Framework? Start: 2.2.22 End: 3.15.22 Recording: XX Daily or XX Weekly

Goal Attainment Scale with Criteria for Monitoring Performance

5	When working with a project team, I almost always work cooperatively during the entire period without any adult prompting or correcting.
4	When working with a project team, I often work cooperatively during the entire period with only minimal prompting or correcting from an adult.
3	When working with a project team, I sometimes work cooperatively during the entire period with periodic prompting or correcting from an adult.
2	When working with a project team, I rarely work cooperatively during the entire period even with frequent and strong prompting or correcting from an adult.
1	When working with a project team, I never work cooperatively during the entire period regardless of the amount of prompting or correcting from an adult.

Example #7: Relationship Skills as Replacement Behaviors for Bullying

SMARTi Goal Attainment Scale Worksheet

Student: Clyde Date 11-24-21
 School: Hillsdale Academy Grade: 5th
 Teacher: Ms. Gray Class: Language Arts

What is the **Specific** Target Behavior(s)? Bully others

What is the **Measurable** Outcome Performance Goal? When working with others, he will listen and work with others so he can accomplish important goals without forcing others to do things they don't want to.

Is the goal **Attainable & Relevant**? Yes

What is the **Time** Framework? Start: 12.2.21 End: 3.15.22 Recording: __ Daily or XX Weekly

Goal Attainment Scale with Criteria for Monitoring Performance

+2	When working with others, he often participates actively in the group to share his perspectives, while listening to others' opinions and encouraging cooperation to achieve a goal.
+1	
0	When working with others, he occasionally tries to lead the group, criticizes others' opinions, and is verbally aggressive with those who do not share his perspectives on a goal.
-1	
-2	When working with others, he dominates the group, mocks others' opinions, and verbally forces others to comply with his perspectives on a goal.

Example #8: Responsible Decision Making

SMARTi Goal Attainment Scale Worksheet

Student: Kristine Date 9-20-21
School: Spotted Owl Grade: 7th
Teacher: Ms. Demara Class: History

What is the **Specific** Target Behavior(s)? Accept responsibility for own actions

What is the **Measurable** Outcome Performance Goal? Recognize when involved in a problem situation that you share some responsibility for it and will take action to correct it.

Is the goal **Attainable & Relevant**? Yes

What is the **Time** Framework? Start: 10.1.21 End: 3.15.22 Recording: Daily or XX Weekly

Goal Attainment Scale with Criteria for Monitoring Performance

5	When a problem situation occurs that involves me, I always recognize I have a role in the problem and commit to correcting the situation and my behavior, so it does not happen again.
4	When a problem situation occurs that involves me, I almost always recognize I have a role in the problem and ask what I need to do to fix it.
3	When a problem situation occurs that involves me, I often recognize I have a role in the problem and indicate I am sorry.
2	When a problem situation occurs that involves me, I sometimes recognize I might have a role in the problem but still blame others.
1	When a problem situation occurs that involves me, I rarely am responsible for the problem and blame others.

Example #9: Responsible Decision Making

SMARTi Goal Attainment Scale Worksheet

Student: Maria Date 3-2-22

School: Pinjara Hills Elementary Grade: 4th

Teacher: Mrs. Salazar Class: Music & Arts

What is the **Specific** Target Behavior(s)? Respect others' property

What is the **Measurable** Outcome Performance Goal? Request permission to use a computer and art materials and then be sure to return all the materials to their owner at the end of the class

Is the goal **Attainable & Relevant**? Yes

What is the **Time** Framework? Start: 2.2.22 End: 3.15.22 Recording: __ Daily or XX Weekly

Goal Attainment Scale with Criteria for Monitoring Performance

5	She always asks the owner of art materials before using them, uses the appropriate computer password and ID, and logs off and returns materials before the closing bell rings.
4	
3	She sometimes asks the owner of art materials before using them, uses the appropriate computer password and ID, but often log off or returns the art materials before the closing bell rings.
2	
1	She almost never asks the owner of art materials before using them and often uses a classmate's computer with access codes when they get up to do something else.

Example #10: Resilience/Coping

SMARTi Goal Attainment Scale Worksheet

Student: Harriett Date 1-24-22
 School: Coldwater Middle Grade: 8th
 Teacher: Ms. Walsh Class: Language Arts

What is the **Specific** Target Behavior(s)? Reduce Stress and Express Positive Feelings about Self

What is the **Measurable** Outcome Performance Goal? Develop a daily stress reduction routine, work to make up incomplete work, and communicate with parents so they can be supportive.

Is the goal **Attainable & Relevant**? Yes

What is the **Time** Framework? Start: 1.25.22 End: 3.25.22 Recording: XX Daily or Weekly

Goal Attainment Scale with Criteria for Monitoring Performance

+2	She twice daily does a stress reduction activity, completes her schoolwork on time, and has a weekly conversation with her parents about her progress.
+1	She periodically does a 4-7-8 breathing exercise when feeling stressed and is working to complete late assignments. She has confided with her mother that she wants to improve her school performance.
0	She has good attendance but often indicates being overwhelmed with schoolwork, feeling like she has failed, and uncomfortable talking with her parents about this situation.
-1	She avoids a couple classes each week that are stressful because she is behind. She has told her parents that she doesn't like the teachers and wants to drop the classes.
-2	She avoids coming to school several days a week and refuses to talk with her parents about her situation. She reports being a failure.

Example #11: Health & Stress Management

SMARTi Goal Attainment Scale Worksheet

Student: Devante **Date** 1-31-22
School: Sunnyslope High **Grade:** 10th
Teacher: Mr. Donnelly **Class:** Civics & Government

What is the **Specific** Target Behavior(s)? Reduce Stress and Increase Exercise

What is the **Measurable** Outcome Performance Goal? Develop a daily stress reduction and exercise routine.

Is the goal **Attainable & Relevant**? Yes

What is the **Time** Framework? Start: 2.2.22 End: 3.15.22 Recording: Daily or XX Weekly

Goal Attainment Scale with Criteria for Monitoring Performance

5	Start each day with 10 minutes of stretching and breathing exercises, record a minimum of 8 miles walking/running daily, and lift weights 4 days a week for 30 minutes.
4	Start each day with 10 minutes of stretching and breathing exercises, record a minimum of 6 miles walking/running daily, and lift weights 3 days a week for 20 minutes.
3	Start each day with 10 minutes of stretching and breathing exercises, record a minimum of 5 miles walking/running daily, and lift weights 2 days a week for 20 minutes.
2	Start each weekday with 10 minutes of stretching and breathing exercises, record a minimum of 4 miles walking/running daily, and lift weights 1 day a week for 20 minutes.
1	Start each weekday with 5 minutes of stretching and breathing exercises and record a minimum of 3 miles walking/running daily.

Supporting Resources

A SMARTi GAS is a key tool that SSIS SEH CIP-T2 group leaders use to help students formulate personal improvement goals and monitor their progress toward achieving their goals.

To learn more about SMARTi GASs, we recommend you consult these resources...

Elliott, S.N., & DiPerna, J.C. (2001). *AIMS: Academic Intervention Monitoring System*. San Antonio, TX: The Psychological Corporation [www.PsychCorp.com].

Elliott, S.N., Malecki, C.K., & Demaray, M.K. (2022). *SSIS Social Emotional Health CIP-T2*. Scottsdale, AZ: SAIL CoLab.

Kiersuk, T.J., Smith, A., & Cardillo, J.E. (Eds.) (1994). *Goal Attainment Scaling: Application, Theory, and Measurement*. Hillsdale, NJ: Lawrence Erlbaum.

Roach, A.T., & Elliott, S.N. (2005). Goal attainment scaling: An efficient and effective approach to monitoring student progress. *Teaching Exceptional Children*, 37 (4), 8-17.

For additional SMARTi GAS information visit...

