



Task Title: Setting S.M.A.R.T. Learning Goals

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes ☐ No ☐

Goal Path: Employment ☐ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☐

Task Description: The learner will read a description of S.M.A.R.T. goals and identify a learning goal that meets the S.M.A.R.T. criteria as well as potential obstacles and solutions.

Main Competency/Task Group/Level Indicator:

- Find and Use Information/Read continuous text/A1.2
- Communicate Ideas and Information/Complete and create documents/B3.2a
- Manage Learning/E.2

Materials Required:

- Pen/pencil and paper and/or digital device

Learner Information

Students often benefit from breaking down their work into small steps and setting several goals for each class. One technique for goal setting is the S.M.A.R.T. technique.

Read "S.M.A.R.T. Goals for Students".

S.M.A.R.T. Goals for Students

S.M.A.R.T. goalsetting is a way of breaking down long-term goals into smaller goals that can be clearly measured and achieved within a reasonable period of time. One of the advantages for students who use this method is that progress towards future goals like graduation, for example, can be understood in smaller steps. Every small goal that is accomplished brings you closer to your future objectives.

S.M.A.R.T. Goals Are:

Specific: A specific learning goal is specific to one objective in one course. For example: "I want to pass the biology midterm exam with at least 65%" is a goal related to a specific task in a specific class. A goal that is too broad such as "I want to do well in all my classes" is not specific.

Measurable: A goal needs to be measured so you can determine exactly when you will have accomplished your objective. For example: "I will study for one hour each day" can be measured. "I want to study more this semester" is difficult to measure.

Achievable: A learning goal that is achievable is something you can reasonably achieve with the resources you have. Most S.M.A.R.T. learning goals focus on accomplishing a goal that is possible at this time. "I want to double my courseload and graduate early" is not an achievable goal for most people who are full-time students with time and financial considerations.

Relevant: A relevant goal is important to you and is usually one step towards reaching a bigger goal. For example, "I want to get an 'A' on this mid-term test" is probably relevant to the goal of receiving an 'A' on the final exam and having high enough marks to be eligible to take a competitive course or receive a scholarship.

Timely: Timely goals focus on what you wish to achieve in a specific period of time. For many students, establishing several S.M.A.R.T. goals for a month or a semester is helpful. For example, "I want to write my final paper by December 1" is a timely goal that is determined by course requirements and also gives you a chance to consider how you will achieve this goal in the time you have available before December 1. It is important to create new goals as demands on your time change.

Work Sheet

Task 1: Write a S.M.A.R.T. learning goal for a course you are taking or upgrading you are currently doing.

Answer:

Task 2: Re-read the S.M.A.R.T. goal criteria. Edit your goal to ensure it is Specific, Measurable, Achievable, Relevant, and Timely.

Answer:

Task 3: Identify three (3) obstacles that may prevent you from reaching your goal. Offer at least one possible solution for each obstacle. Complete the chart.

Answer:

Potential Obstacle	Possible Solution

Answers

Answers will vary.

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	locates multiple pieces of information in simple texts			
	makes low-level inferences			
B3.2a	uses layout to determine where to make entries			
	begins to make some inferences to decide what information is needed, where and how to enter the information			
	makes entries using a limited range of vocabulary			
E.2	sets realistic short- and long-term goals			
	identifies barriers to achieving goals			
	begins to identify how skills and strategies can transfer to different contexts			
	begins to identify ways to improve performance			

This task: Was successfully completed ☐ Needs to be tried again ☐

Task Title: SettingSMARTLearningGoals_SP_A1.2_B3.2a_E.2

Learner Comments:

Instructor (print):

Learner (print):