

## Overview

### What This Questionnaire Measures

In the context of education, goal setting often refers to identifying specific academic objectives. A wider definition encompasses specific long-term or short-term life or career objectives. Research conducted by Locke and Latham found that people perform better when they have goals and that goals “direct attention, effort, and action toward goal-relevant actions” and away from actions that don’t relate to the goal (Locke & Latham, 1990, 2002, as cited in Shogren, 2013, p. 60).

The Goal Setting Questionnaire is designed to measure a student’s proficiency in the three essential components of goal setting, which are:

*Set a goal that is:*

1. Meaningful to you.
2. Focused on your own personal improvement; don’t compare yourself to others.
3. Based on data, including prior experiences; interests and skills; and feedback of family members, teachers, peers, or another trusted person.

### How This Questionnaire Is Accessed

Teachers can launch questionnaires and view both individual and aggregate student results by visiting <http://ResearchCollaborationSurveys.org>, creating an account, and following the instructions provided on the website. This website is free and available to all educators. Once students have completed the questionnaires, teachers can see graphed results for individual students as well as in aggregate. Teachers can also download a raw data file in MS Excel.

### How This Questionnaire Is Completed

Teachers make the questionnaire available to students by providing the URL to the survey site and a survey code. Students then enter the survey code and a student number assigned by the teacher. Students complete the questionnaire by self-rating items on a 5-point, Likert-type scale. This scale ranges from 1 (*Not very like me*) to 5 (*Very like me*). The results are automatically graphed for students and available to them once they complete the questionnaire. This enables them to immediately reflect on results.

The following example items represent each of the three essential components:

- *I set goals to achieve what I think is important.* (Meaningful)
- *I set goals to help me do my personal best.* (Personal Improvement)
- *When setting a goal, I think about my past successes and failures.* (Data-Based)

The items on the questionnaire are written at a sixth grade reading level, per the Flesch-Kincaid<sup>1</sup> readability score. Accommodations should be provided when appropriate and can include reading the items aloud, explaining the items, and having a scribe fill in the response option.

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<sup>1</sup> Kincaid, J.P., Fishburne, R.P., Rogers, R.L., & Chissom, B.S. (1975). Derivation of new readability formulas (automated readability index, fog count, and flesch reading ease formula) for Navy enlisted personnel. Research Branch Report 8–75. Chief of Naval Technical Training: Naval Air Station Memphis.

## How to Use the Results

Goal Setting Questionnaire results can be used by both teachers and students. To ease interpretation, results are displayed on a 100-point scale. These scores can be interpreted similar to grades (e.g., 70-79 is a C). Results by essential component support reflection on relative strengths and areas for improvement.

Students can use the questionnaire results to gain an understanding of the various elements that are necessary for them to successfully achieve their goals. They can use their individual results to address areas of the goal setting process in which they, according to their own reporting, are not performing as well.

Teachers can enhance their instructional practices by determining which areas of their students' goal setting abilities to target. After combining this targeted instruction with guided practice and independent practice, teachers can continually re-administer the Goal Setting Questionnaire and alter their instruction accordingly. This allows teachers to engage in a process of data-driven decision making in order to increase their students' fundamental ability to set and achieve goals that are meaningful to the students, focused on personal improvement rather than comparison to others, and based on reasonable expectations and insightful feedback. Numerous resources for teaching goal setting are available at <http://CCCFramework.org/Resources.html>.

## Technical Information

The Goal Setting Questionnaire was developed in 2015 by Research Collaboration (<http://ResearchCollaboration.org>). An extensive review of related research resulted in the identification of three components that are essential for successful goal setting. Following this literature review, it was determined that effective goals are meaningful to the individual, focused on personal improvement as opposed to outperforming others, and, to be achievable and adaptable, based on reliable information including past experience and/or feedback from others.

The questionnaire is currently being beta-tested with high school and middle school students.

# Questionnaire



## Goal Setting Questionnaire (2017 Version)

Please **CHECK ONE** response that best describes you. Be honest, since the information will be used to help you in school and also help you become more prepared for college and careers. There are no right or wrong answers!

Student ID \_\_\_\_\_

Date \_\_\_\_\_

	Not very like me  Very like me				
	1	2	3	4	5
1. I set short-term goals for myself (like finishing all my homework or exercising for an hour).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I set long-term goals for myself such as earning a college degree or entering a career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I set goals to achieve what I think is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I imagine what life will be like when I reach my goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My goals are meaningful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My goals are based on my own interests and plans for the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I set goals to help me improve myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I set goals to help me be more successful in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I set goals to help me do my personal best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. When I want to learn something, I make small goals to track my progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I focus on my own improvement instead of worrying about whether other people are doing better than me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Even if I lose a competition, I'm pleased if I have improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Based on everything I know about myself, I believe I can achieve my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. When I set goals, I think about barriers that might get in my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. When I'm struggling, I set goals to help me improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I set goals that are challenging but achievable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I set short-term goals to help me achieve my long-term goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. When setting a goal, I think about my past successes and failures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. When I set a goal, I am confident that I can meet it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>