T39 The Science of Goal Setting and Progress Monitoring
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Disclosure
Roland Good and Stephanie Stollar are employed by Dynamic Measurement Group (DMG). DMG operates the Acadience Data Management System where Pathways of Progress is available. No relevant non-financial relationships exist.

Acadience Reading is available for free download and unlimited photocopying at:
acadencereading.org

New Name, Same Assessment You Trust

Acadience™ Reading (previously published under the name DIBELS Next®) is the current version of the K-6 reading assessment developed by the original authors of DIBELS®, Roland Good and Ruth Kaminski at Dynamic Measurement Group.

The DIBELS Next assessment is now Acadience Reading

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The Power of Prevention

Basic Early Literacy Skills Timeline

Acadience Measures, Grades, & Skills

Outcomes Driven Model (ODM)
If a student achieves a Benchmark Goal, the odds are in favor of that student achieving later reading outcomes.

- **At/Above Benchmark**: Odds are generally 80% to 90%
- **Above Benchmark**: Odds are generally 90% to 99%
- **At Benchmark**: Odds are generally 70% to 85%
- **Below Benchmark**: Odds are generally 40% to 60%
- **Well Below Benchmark**: Odds are generally 10% to 20%

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**Indicators of risk for reading difficulties such as dyslexia**

1. Severe low skills on measures of phonological processing including phonemic awareness and phonics, and
2. Sustained lack of adequate progress in learning the basic early literacy skills,
3. When provided with generally effective instruction.
(1) severe low skills on measures of phonological processing including phonemic awareness and phonics

(2) sustained lack of adequate progress in learning the basic early literacy skills,

(3) when provided with generally effective instruction

Outcomes Driven Model Steps:
1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.

The purpose of Pathways of Progress™ is to assist in setting goals and evaluating progress.
What is Pathways of Progress?

Pathways of Progress is a tool for:

(a) setting student progress monitoring goals (BOY)
(b) evaluating student progress (MOY & EOY)
(c) evaluating system level progress (MOY & EOY)

Pathways of Progress™ Logic

Pathways of Progress™ depends on the level of initial skills.
Emphasizes the outcome or the end point of the Pathways of Progress™.
Pathways of Progress™ provides a normative framework for comparison in setting goals and evaluating individual student progress.

Pathways of Progress Features

Typical ways to set goals:
• expected progress or rate of improvement
• local or national percentiles
• using only the benchmark goals

Pathways goal setting considers:
• different measurement materials,
• different grades and times of year,
• different levels of initial skill
• reading accurately, fluently, and for meaning
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Three Guiding Principles in Establishing Individual Student Learning Goals

- **Meaningful.**
  - Goals should support students to achieve meaningful outcomes or increase the likelihood of achieving meaningful and important outcomes.

- **Ambitious.**
  - **Above typical** or **well above typical** progress are ambitious goals.
  - **Typical progress** may be sufficient for students who are at or above benchmark.
  - **Typical progress may not be adequate** for students who are likely to need additional support to achieve benchmark goals.
  - **Below typical** or **well below typical** progress are just not very ambitious.

- **Attainable.**
  - High in the well above typical range is probably not attainable.
  - Typical and above typical progress is readily attainable.
  - Well below typical and below typical progress may be attainable, but are not ambitious or meaningful.

Tabitha’s Initial Skills in Third Grade, Beginning of Year

- **205 Composite Score**
- **65 ORF Words Correct**
- **96% ORF Accuracy**
- **14 Retell**
- **1 Retell Quality of Response**
- **6 Maze Adjusted Score**

Tabitha’s End of Year Goal:

By the end of the year, Tabitha will read aloud a third-grade ORF passage at a rate of 106 or more words correct per minute with at least 98% accuracy, and be able to talk about what she has read with a Retell score of at least 45 words. She will read a third-grade Maze passage silently for meaning and earn a score of at least 20.
Jaclyn’s End of Year Goal:
By the end of the year, Jaclyn will read aloud a third-grade ORF passage at a rate of 95 or more words correct per minute with at least 97% accuracy, and be able to talk about what she has read with a Retell score of at least 42 words. She will read a third-grade Maze passage silently for meaning and earn a score of at least 19.

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Summative Growth Report

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- Find assessment resources on the DMG website
  acadiencelearning.org
- Contact DMG customer service at
  info@acadiencelearning.org
- Free training on Pathways of Progress
  https://www.dmgtraining.org/