



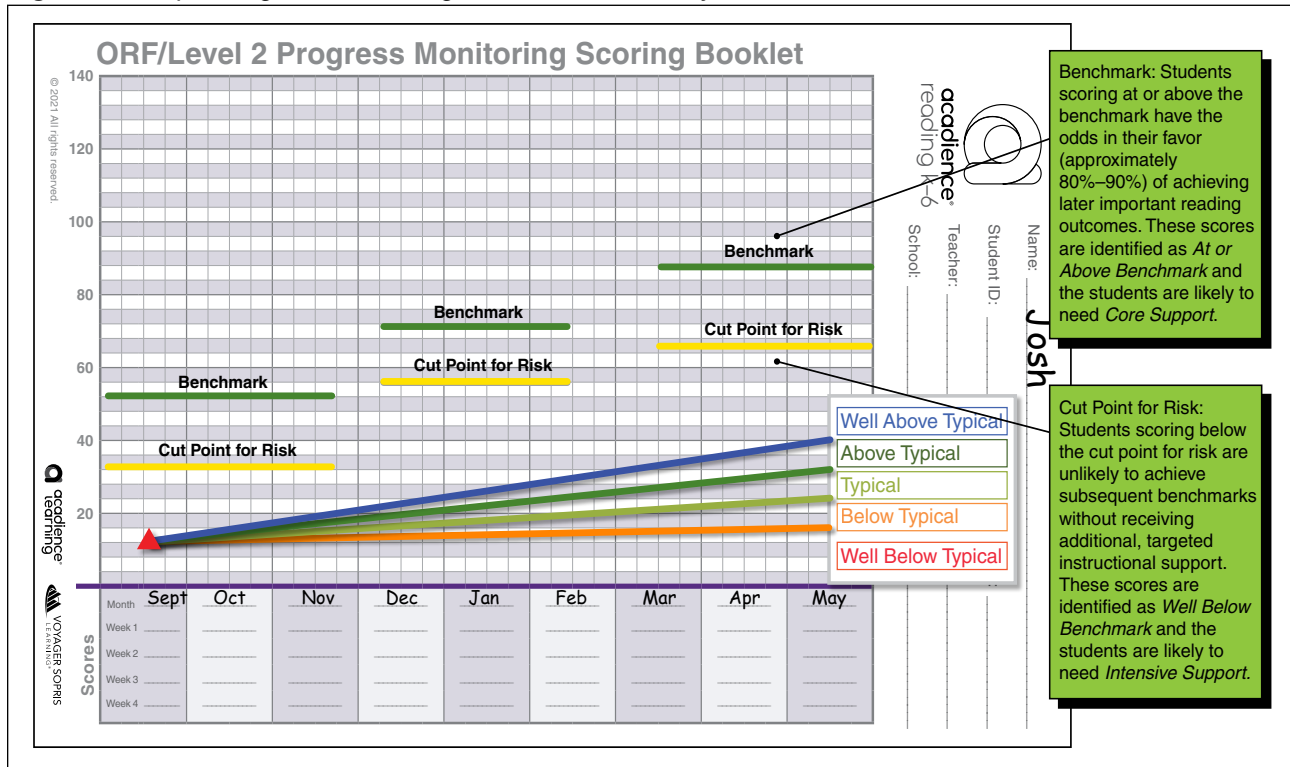
Using the Acadience® Reading Goal-Setting Utility

The ADM goal-setting utility empowers educators to set goals that are meaningful, ambitious, and attainable. The goal-setting utility takes into account the research-based benchmarks for each measure, grade, and time of year as well as a normative comparison of progress using Pathways of Progress.

The Acadience Reading benchmarks are empirically derived target scores that represent adequate reading skill for a particular grade and time of year. Benchmarks are provided for each Acadience Reading measure as well as for the Reading Composite Score (RCS). Benchmarks are based on research that examines the predictive validity of a score on a measure at a particular point in time compared to later reading outcomes. Acadience Reading benchmarks are the same for all students in a grade, and represent the lowest score for which a student is likely to be on track to reach future reading outcomes. While benchmarks provide meaningful outcomes, there may be some students for whom the benchmarks would not be adequately ambitious, and other students for whom the benchmarks would be difficult to attain. For example, a benchmark may not be an adequately ambitious goal for a student whose skills are already in the Above Benchmark range. Similarly, the fourth-grade level benchmark may be difficult to attain for a fourth-grade student who is a nonreader.

Pathways of Progress provides educators with a normative context, in addition to the benchmarks, when setting goals for individual students. Pathways of Progress classifies rates of progress as Typical, Above Typical, or Well Above Typical compared to other students with the same level of skills. *Figure 1* shows how the Pathways of Progress might correspond to the Acadience Reading benchmarks for a sample second-grade student, Josh. As illustrated in *Figure 1*, Pathways of Progress is particularly helpful for determining when grade-level, end-of-year benchmarks are meaningful, ambitious, and attainable.

Figure 1. Sample Progress Monitoring Booklet with Pathways Shown



Teachers can use the goal-setting utility available in Acadience Data Management (ADM) to see the benchmarks for each measure and time of year as well as the target scores for each pathway. These features will assist teachers when tracking students' progress toward their goals throughout the year. Setting goals that are meaningful, ambitious, and attainable is particularly important for students who are performing Below or Well Below Benchmark and in need of additional instructional support. It is highly recommended that all teachers in schools participating in Acadience Reading Summative Growth Report have access to the goal-setting utility at the beginning of the year or as soon as possible thereafter.

Goal setting is a professional decision that should be made with several considerations in mind. Student goals should represent a professional judgment about a goal that is simultaneously meaningful, ambitious, and attainable. When setting goals, consider the following:

1. What is a meaningful goal?

- The big idea is to increase a student's odds of achieving important literacy outcomes in the future. Therefore, goals should be set with the intention of students exceeding, achieving, or coming as close as possible to their Acadience Reading grade-level benchmarks.
- Moving a student from Below Benchmark to At or Above Benchmark or moving a student from Well Below Benchmark to either Below Benchmark or to At or Above Benchmark represents a meaningful goal.

2. What is an ambitious goal?

- Above Typical Progress (Pathway 4) and Well Above Typical Progress (Pathway 5) represent ambitious goals. Below Typical Progress (Pathway 2) and Well Below Typical Progress (Pathway 1) are not considered ambitious goals.
- Typical Progress (Pathway 3) may be sufficient for students whose scores are already At or Above Benchmark.
- Typical Progress may *not* be adequate for students who have scores Below or Well Below Benchmark

3. What is an attainable goal?

- Goals in the Well Above Typical range are more difficult to attain.
- Typical and Above Typical Progress are likely attainable. Well Below Typical and Below Typical Progress may be attainable, but are not ambitious or meaningful. Appropriate goals are both *attainable* and *ambitious*.
- It is important to consider what might be possible with an effective, research-based intervention, especially in early elementary grades.

Goal-Setting Example: Tabitha

This section illustrates how the Acadience Data Management goal-setting utility could be used to set goals for a third-grade student, Tabitha. This utility allows educators to set goals by considering Pathways of Progress information in conjunction with the Acadience Reading benchmarks.

At the beginning of third grade, Tabitha earned the following scores, most of which are below her grade-level benchmark:

- Reading Composite Score = 205 (Below Benchmark)
- ORF Words Correct = 65 (Below Benchmark)
- ORF Accuracy = 96% (At or Above Benchmark)
- ORF Retell = 14 (Below Benchmark)
- Retell Quality of Response Rating = 1 (Below Benchmark)
- Maze Adjusted Score = 6 (Below Benchmark)

To establish a goal for Tabitha, her teacher would need to consider what end-of-year goals would be meaningful,

attainable, and ambitious.

- A meaningful goal will result in proficient reading At or Above Benchmark (i.e., reading for meaning, at an adequate rate, and with a high degree of accuracy).
- An attainable goal would be Typical or Above Typical Progress (Pathways 3 or 4) relative to students who began the year at a similar skill level.
- Because Tabitha is Below Benchmark, an ambitious goal of Above Typical Progress (Pathway 4) would be appropriate to bring her skills up to, or as close as possible to, benchmark.

Figure 2 shows Tabitha’s beginning-of-year Acadience Reading data as it would appear in the Acadience Data Management goal-setting utility. Tabitha’s beginning-of-year Acadience Reading scores are listed on the left-hand side, including her Reading Composite Score (RCS) and the scores for each individual measure. The square next to each score represents the benchmark status of that score (i.e., open square indicates Well Below Benchmark, half-filled square indicates Below Benchmark, solid square indicates At or Above Benchmark).

Figure 2. Acadience Data Management Goal-Setting Utility for Tabitha, a Third-Grade Student

Measure	Beg of Year Score	Pathways of Progress	End of Year Student Goal
ORF Words Correct	65	★ ★ ★ ★ ★	—
ORF Accuracy	96	★ ★ ★ ★ ★	—
Retell	14	★ ★ ★ ★ ★	—
Maze	6	★ ★ ★ ★ ★	—
RCS	205 	★ ★ ★ ★ ★	—

To activate the goal-setting utility, the teacher clicks on Tabitha’s name and boxes appear where the end-of-year goals can be entered for each measure (as shown in Figure 3).

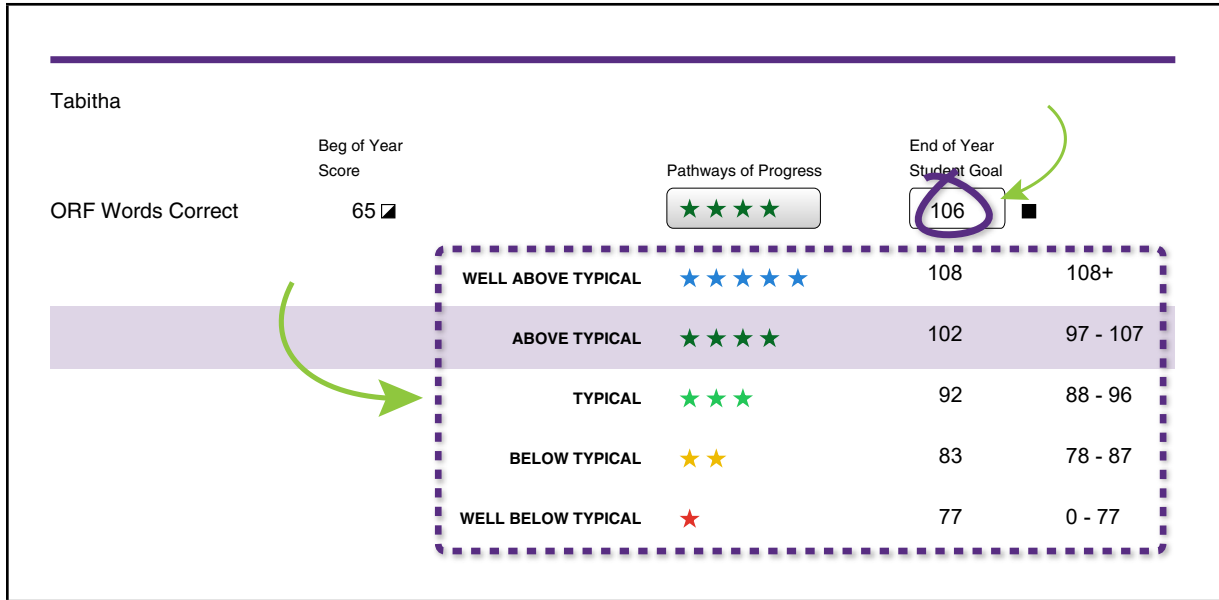
Figure 3. Activated Goal-Setting Utility for Tabitha

Measure	Beg of Year Score	Pathways of Progress	End of Year Student Goal
ORF Words Correct	65		<input type="text"/>
ORF Accuracy	96		<input type="text"/>
Retell	14		<input type="text"/>
Maze	6		<input type="text"/>
RCS	205 		—

To set a goal for a measure, the teacher selects (i.e., clicks on) that measure. The teacher will then see a screen that shows the five possible Pathways of Progress choices, a default score from the middle of each pathway, and the range

of scores for each pathway. In *Figure 4*, the teacher believes Above Typical Progress is appropriate for Tabitha, so the teacher enters 106 as the end-of-year goal for the ORF Words Correct score (in the Above Typical Progress range).

Figure 4. ORF Goal Setting for Tabitha



Figures 5–7 show the teacher setting Tabitha’s goals on the other measures: ORF Accuracy, Retell, and Maze. Because the teacher believes that Above Typical Progress is both ambitious and attainable, all the end-of-year goals fall in the Above Typical Progress score range.

Figure 5. ORF Accuracy Goal Setting for Tabitha

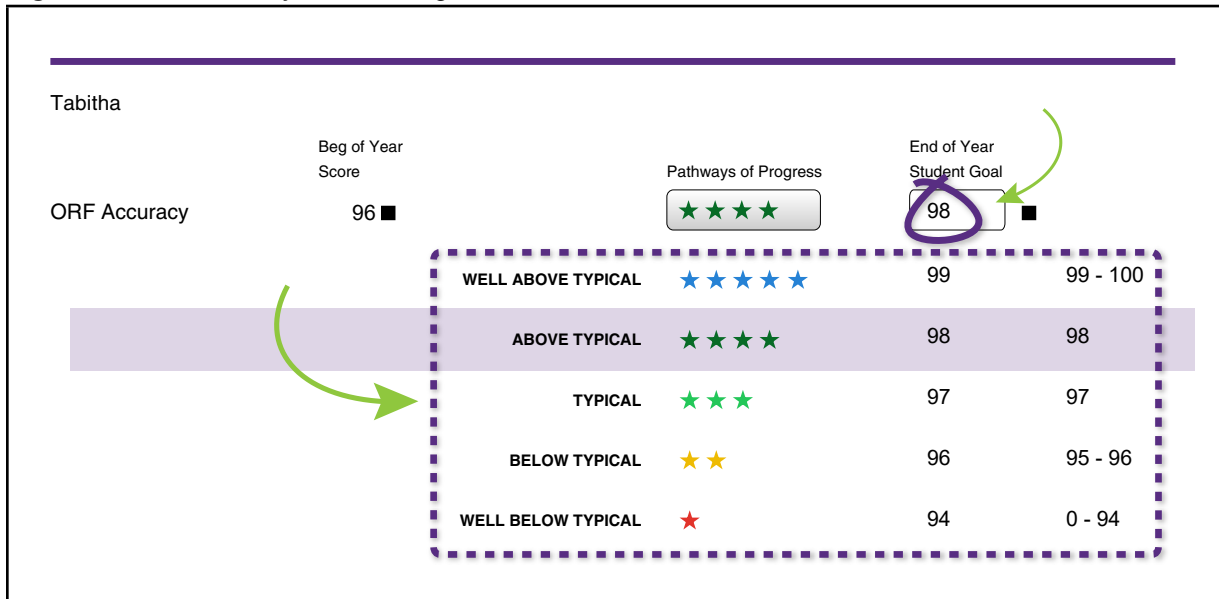


Figure 6. Retell Goal Setting for Tabitha

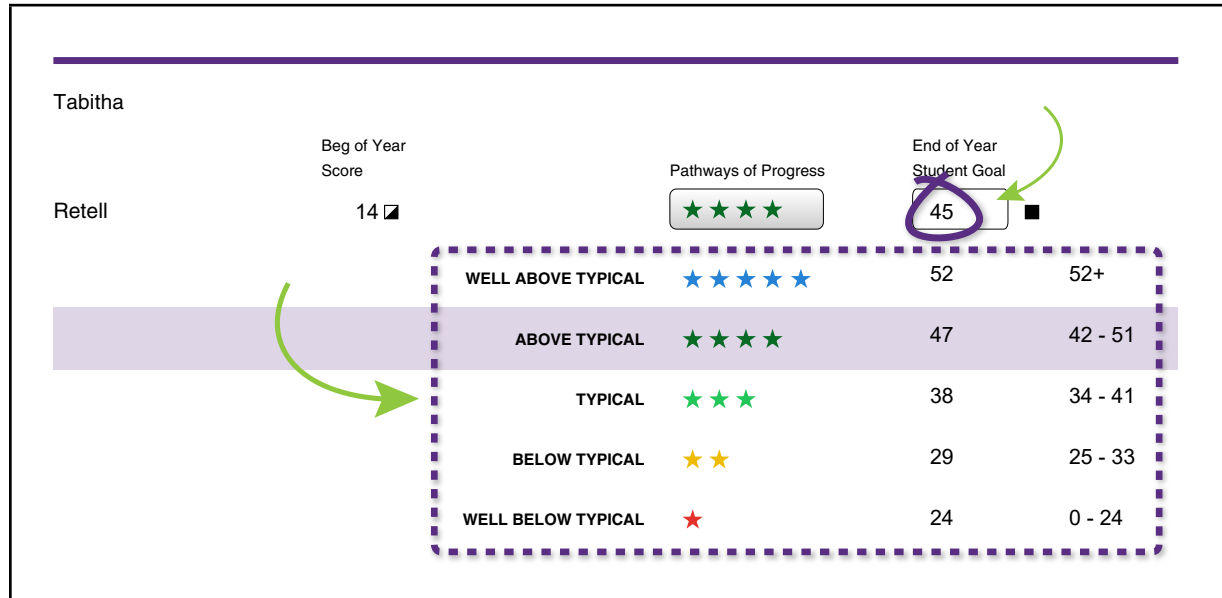
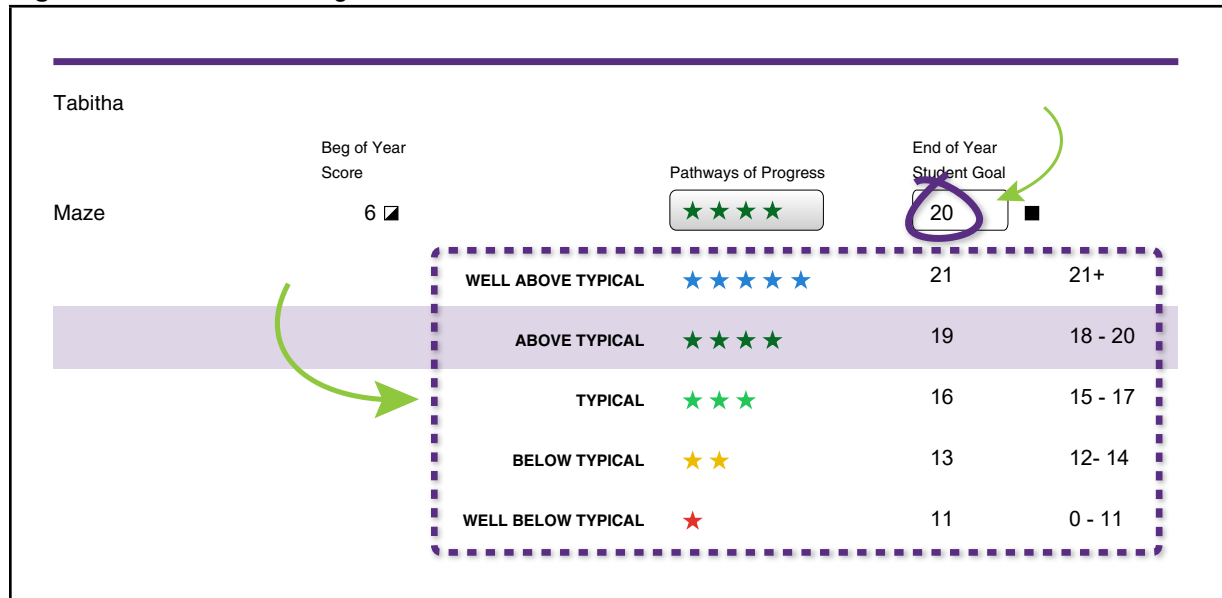


Figure 7. Maze Goal Setting for Tabitha



Once goals for each component measure have been entered, the screen will appear as shown in *Figure 8*. All end-of-year goals are shown along with their associated pathway. In this example, all end-of-year goals for component measures and the RCS represent Above Typical Progress.

Figure 8. Completed Goal Setting for Tabitha

Tabitha	Beg of Year Score	Pathways of Progress	End of Year Student Goal
ORF Words Correct	65	★★★★	106
ORF Accuracy	96	★★★★	98
Retell	14	★★★★	45
Maze	6	★★★★	20
RCS	205 	★★★★	380

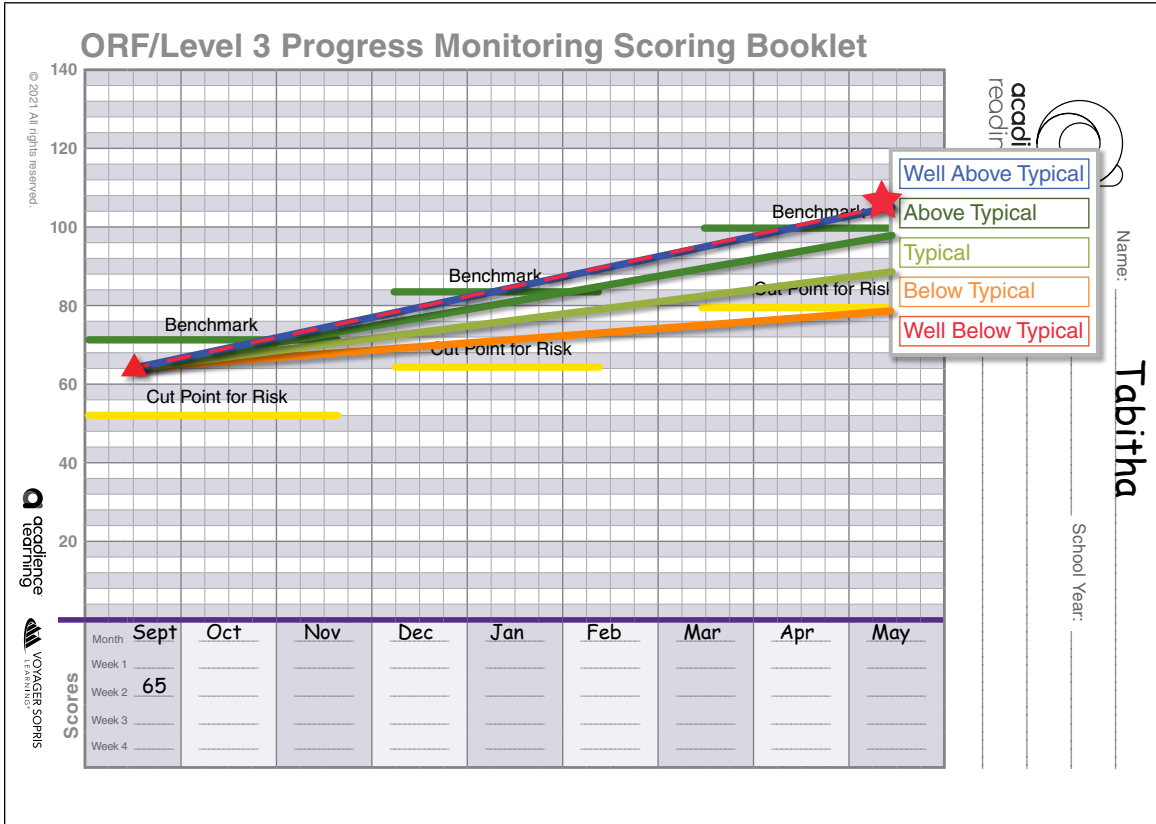
Based upon the end-of-year goal selections made using the goal-setting utility, Tabitha's end-of-year goal would be written as:

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.

Tabitha's goal reflects important characteristics of proficient readers. Proficient readers are *reading for meaning, at an adequate rate, and with a high degree of accuracy*. All three of these components are essential. In an acquisition phase we may build accuracy first, but the goal is relative balance across these reading components.

Once goals have been established, that information can be transferred to the student's progress monitoring graphs, as shown for Tabitha in *Figure 9*. Her end-of-year goal for ORF, represented by the star, and all five Pathways of Progress borders are noted on the sample graph.

Figure 9. Tabitha's Progress Monitoring Graph



Acadience Reading measures, on which Pathways of Progress is based, are powerful, reliable, and valid indicators of a student's reading proficiency. They are also brief and efficient. The goal is always to make good decisions. Establishing end-of-year goals is a professional judgment informed by the end-of-year benchmarks and the Pathways of Progress.

For additional information on using the Acadience Data Management goal-setting utility, please see our website at www.acadiencelearning.org/resources/pathways-of-progress or contact us at info@acadiencelearning.org.