

Setting Reading Goals

Part 1: Examine Table 1 of fall screening results for three kindergarten students who were assessed on letter naming and phonemic awareness. Discuss with a group of colleagues what these students’ end-of-year goals should be. Use the Kindergarten Spring Standards, in Table 2, as a resource. As you discuss possible goals for these students, consider the following questions:

- In what skill areas should goals be set? Should a goal be set in letter naming? Phonemic awareness? Why or why not?
- Should the goals for all three students be the same, or should they be individualized? Why or why not?
- What are your proposed goals for each of these students?
- How often should progress monitoring assessments occur for each of these students? Will some students be assessed more often than others? Why or why not?

Table 1.

SCREENING MEASURE–SEPTEMBER REPORT

Name	Phonemic Awareness Score	Letter Naming Score	Risk Status
Mariah T	28	29	Low Risk
Sarah G.	7	5	Some Risk
John M.	0	0	High Risk

Table 2.

KINDERGARTEN SPRING STANDARDS

Risk Category	Phonemic Awareness	Letter Naming	Phonics
High Risk	0 – 9	0 – 28	0 - 14
Some Risk	10 - 34	29 - 39	15 - 24
Low Risk	35 and above	40 and above	25 and above

In January, the school routinely adds a phonics measure to the three-times-per-year screening for kindergarten students. Examine Table 3 of the same three students' assessment results below, as well as the end-of-year standards in Table 2. Discuss with a group of colleagues what these students' end-of-year goals in phonics should be. As you discuss possible goals for these students, consider the following questions.

- Should all three students have phonics goals? Why or why not?
- Should the goals for all three students be the same, or should they be individualized? Why or why not? What are your proposed goals for each of these students?
- Should all three students continue with the goals set for them in the fall? Why or why not?

Table 3.

SCREENING MEASURE–JANUARY REPORT

Name	Phonemic Awareness	Letter Naming	Phonics	Risk Status
Mariah T	44	35	30	Low
Sarah G.	23	20	18	Some
John M.	13	5	7	High

Part 2:

Examine the fall screening results for three second-grade students, in Table 4, as well as the benchmark standards in Table 5. Discuss with a group of colleagues what the end-of-year goals for these students should be. Consider the following questions:

- In what skill areas should goals be set? Should a goal be set in phonics? Reading fluency? Why or why not?
- Why do you think the table of spring standards does not include phonics?
- Should the goals for all three students be the same, or should they be individualized? Why or why not?
- What should the goals be for each of these students? What information did you utilize in determining the students' goals? What was your rationale for each student?
- How often should progress monitoring assessments occur for each of these students? Will some students be assessed more often than others? Why or why not?

Table 4.

SCREENING MEASURE–SEPTEMBER REPORT

Name	Phonics	Reading Fluency	Risk Status
Emilio	115	92	Low
Charlie	32	27	Some
Gloria	15	7	High

Table 5.

SPRING STANDARDS FOR READING FLUENCY

Risk Category	Grade 2	Grade 3	Grade 4
High Risk	0 – 69	0 - 79	0 - 95
Some Risk	70 - 89	80 - 109	96 - 117
Low Risk	90 and above	110 and above	118 and above