



FALL WEBINAR  
SERIES 2019

Improving Reading Outcomes  
Through Goal Setting and  
Progress Monitoring



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*Acadience™ Learning Inc.*

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Your Presenter



Dr. Roland Good

- *DIBELS Next*® and *Acadience™ Reading* author
- Nationally recognized authority on literacy education
- Acclaimed researcher, speaker, consultant, and trainer
- President, *Acadience™ Learning Inc.*



Improving Academic Success for Students and Schools

**Acadience™ Reading**  
*is the new name for the DIBELS Next® assessment.*

**Acadience™ Math**  
*is the new name for the DIBELS® Math assessment.*

**Acadience™ Data Management**  
*is the new name for DIBELSnet®.*

The assessments remain the same.  
Benchmark goals stay the same.  
Scores are interpreted in the same way.



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## Improving Reading Outcomes Through Goal Setting

### Agenda

Using Acadience™ Reading Pathways of Progress to establish individual student learning goals and monitor progress

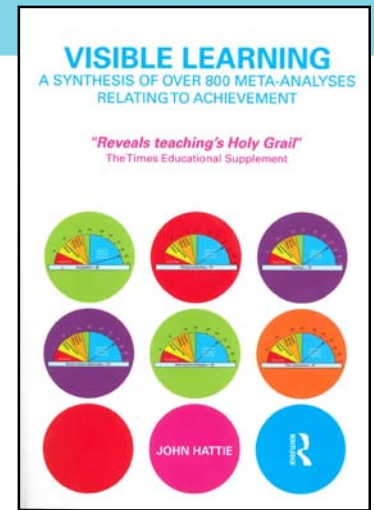
- ▶ The research about goals and progress monitoring
- ▶ Purpose
- ▶ Effective Individual Student Learning Goals
  - ▶ Meaningful: At or above benchmark in reading for meaning, at an adequate rate, with a high degree of accuracy
  - ▶ Ambitious
  - ▶ Attainable
- ▶ Goal Setting Utility: Setting individual student learning goals
- ▶ The Big Ideas

## John Hattie (2009)

John Hattie evaluated more than 800 meta-analyses of 138 influences on student achievement:

Student  
Teacher  
Teaching  
Curricula  
School  
Home

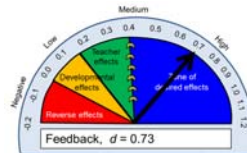
Influences on achievement we can do something about.



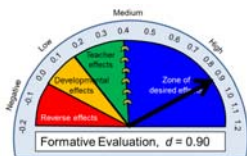
## Selected Hattie (2009) Findings

Desirable Goals are:

Meaningful,  
Attainable,  
Ambitious



Feedback to teachers & students:  
Is what we are doing working?



Progress Monitoring and Formative Evaluation is the third-largest effect on student achievement out of 138 possible influences.

## What is Progress Monitoring and Formative Evaluation?

*"To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (weekly or monthly). Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs."*

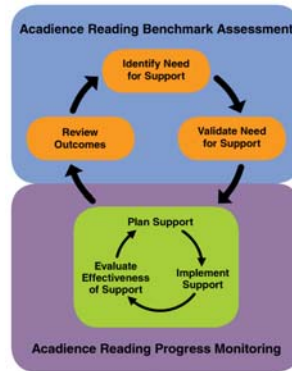
—<https://osepideasthatwork.org/sites/default/files/10%20Common%20Questions%20for%20Progress%20Monitoring.pdf>  
Accessed: 11/07/2019

## Pathways of Progress in an Outcomes-Driven Model

### 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*.



## Purpose of Pathways of Progress™

Pathways of Progress for individual, grade-level progress monitoring provides a tool to assist educators in:

- (a) Creating an **individual student learning goal** that is **ambitious**, **meaningful**, and **attainable** and an aim line for individual progress monitoring.
- (b) Establishing an individual student learning goal that represents **reading proficiency**, including **reading for meaning**, at an **adequate rate**, with a **high degree of accuracy**.
- (c) **Evaluating** the progress the student is displaying in order to **adjust instruction**.

## Third Grade Case Example: Tabitha Likely to Need Strategic Support

Tabitha's initial skills at the beginning of third grade:

**205 Reading Composite**  
**65 ORF Words Correct**  
**96% ORF Accuracy**  
**14 ORF Retell**  
**1 Retell Quality of Resp. Response**  
**Maze 6**

Tabitha's Initial Skills:

- reading for meaning*
- adequate rate*
- high degree of accuracy*

We desire Tabitha to be a proficient reader who is

- reading for meaning* at an
  - adequate rate* with a
  - high degree of accuracy*.
1. Establish an end-of-year goal for Tabitha that is
    - ▶ meaningful
    - ▶ attainable
    - ▶ ambitious
  2. Evaluate Tabitha's progress toward her goal

## Acadience Pathways of Progress Goal Setting Utility

S., Tabitha		Beg of Year Score	Pathways of Progress	End of Year Student Goal
ORF Words Correct	65	65	★★★★★	
ORF Accuracy	96%	96%	★★★★★	
Retell	14	14	★★★★★	
Maze	6	6	★★★★★	
RCS	205	205	★★★★★	
			WELL ABOVE TYPICAL	★★★★★
			ABOVE TYPICAL	★★★★☆
			TYPICAL	★★★☆☆
			BELOW TYPICAL	★★☆☆☆
			WELL BELOW TYPICAL	★☆☆☆☆

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data management

## Effective Individual Student Learning Goal

Tabitha's initial skills at the beginning of third grade:

**205 Reading Composite**  
**65 ORF Words Correct**  
**96% ORF Accuracy**  
**14 ORF Retell**  
**1 Retell Quality of Resp. Response**  
**Maze 6**

Tabitha's Initial Skills:

- reading for meaning
- adequate rate
- high degree of accuracy

### Effective goals are:

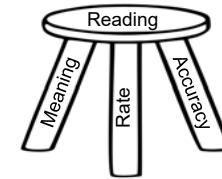
- **meaningful:** Goals for *proficient reading* at or above benchmark or that reduce risk
- ▶ **ambitious:** above typical progress or well above typical progress are generally ambitious
- ▶ **attainable:** typical or above typical progress are generally attainable

## Establishing Educationally Meaningful Goals for Reading Proficiency

A **meaningful** goal for students to become proficient readers requires: *reading for meaning* at an *adequate rate* and with a *high degree of accuracy*.

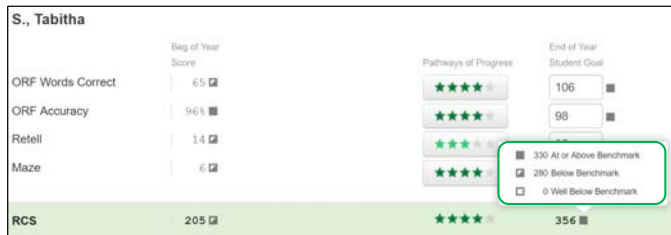
The **Reading Composite Score** is the most important goal, which includes all three components:

- ▶ **meaning**
- ▶ **rate**
- ▶ **accuracy**



In acquisition phase learning we may build accuracy first, but the long-term goal is balanced proficiency across all three reading skill areas.

## Meaningful Goals Achieve Benchmarks and Improve Outcomes



With a Reading Composite Score goal of 356, Tabitha would move from the below benchmark status to **at or above benchmark**.

- If a student is below or well below benchmark, go for benchmark
- If a student is just at benchmark (green zone), go for above benchmark (blue zone)

## Effective Individual Student Learning Goal

Tabitha's initial skills at the beginning of third grade:

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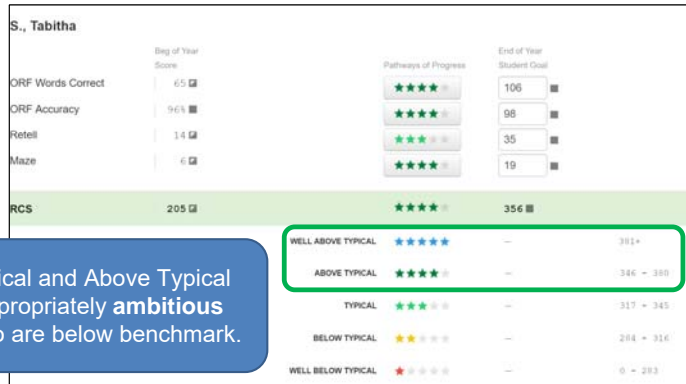
Tabitha's Initial Skills:

- reading for meaning
- adequate rate
- high degree of accuracy

### Effective goals are:

- ▶ **meaningful:** Goals for *proficient reading* at or above benchmark or that reduce risk
- **ambitious:** *above typical progress* or *well above typical progress* are generally ambitious
- ▶ **attainable:** typical or above typical progress are generally attainable

## Ambitious Goals for Students Who Are Below or Well Below Benchmark



Well Above Typical and Above Typical progress are appropriately **ambitious** for students who are below benchmark.

## Effective Individual Student Learning Goal

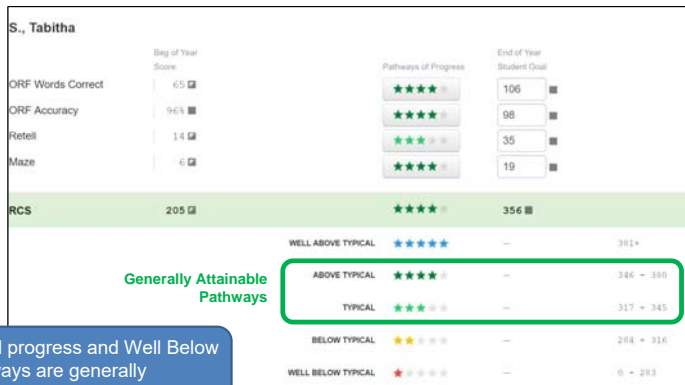
Tabitha's initial skills at the beginning of third grade:  
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**14 ORF Retell**  
**1 Retell Quality of Resp. Response**  
**Maze 6**

Tabitha's Initial Skills:  
 reading for meaning  
 adequate rate  
 high degree of accuracy

### Effective goals are:

- ▶ **meaningful:** Goals for *proficient reading* at or above benchmark or that reduce risk
- ▶ **ambitious:** Because Tabitha is Below Benchmark at BOY, *above typical progress* or greater is appropriate
- ▶ **attainable:** typical or above typical progress are attainable

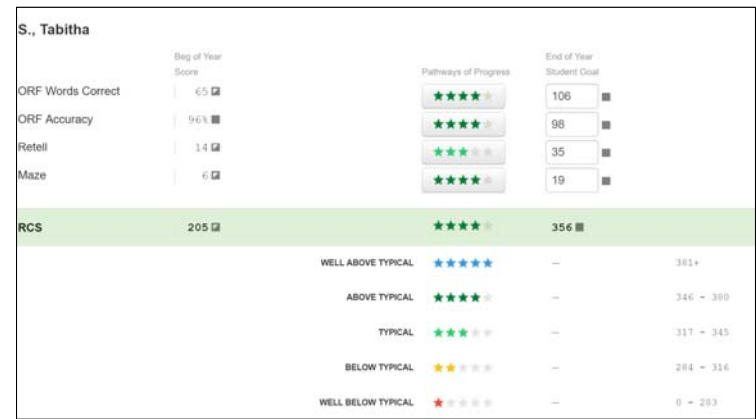
## Attainable Goals are Achievable by Most Educators



Generally Attainable Pathways

Below Typical progress and Well Below Typical pathways are generally **attainable**, but they are not **ambitious**.

## Demo: Acadience Pathways of Progress Goal Setting Utility





## Third Grade Case Example: Tabitha Likely to Need Strategic Support

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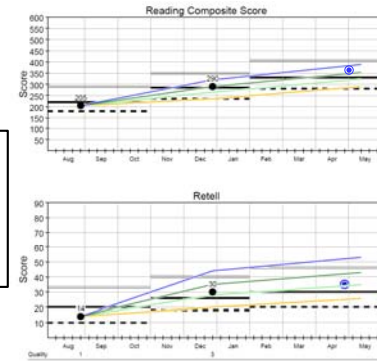
Tabitha's End-Of-Year Goal:

By the end of the year, Tabitha will read aloud a third-grade Acadience ORF passage at a rate of 106 or more words correct per minute with at least 98 percent accuracy, and be able to talk about what she has read with a Retell score of at least 35 words. She will read a third-grade Maze passage silently for meaning and earn a score of at least 19.

## Tabitha's Progress in Each Area Can Be Monitored

Student Pathways of Progress Graphs

Name: Tabitha S.  
 Student ID: 2017-3001  
 School: Bright Spring  
 Class: demo path 3  
 Grade: Third Grade  
 Year: 2017-2018



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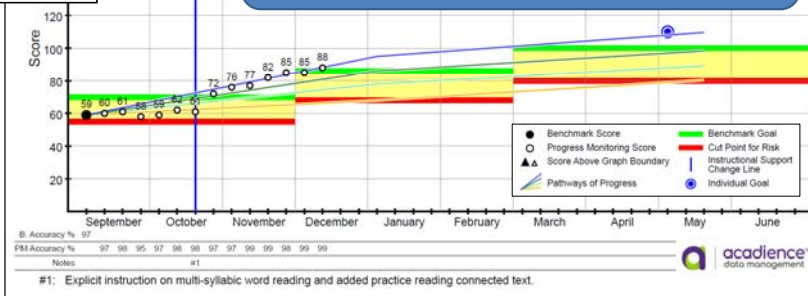
## Formative Evaluation: Adjust Instruction as Needed

Pathways of Progress

- Well Above Typical
- Above Typical
- Typical
- Below Typical
- Well Below Typical

DORF Words Correct Level 3

The purpose of progress monitoring is so that we can evaluate instruction in time to make a change that will improve outcomes. In the Outcomes-Driven Model, this is the Evaluate and Modify Support step.



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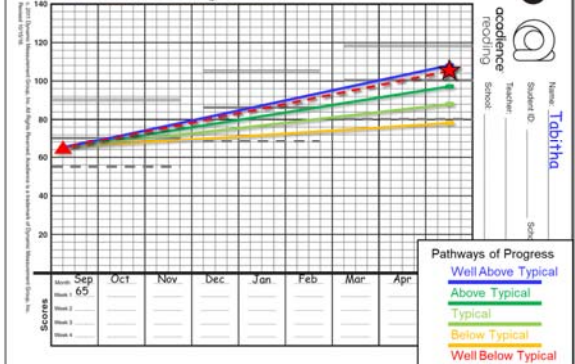
## Paper-and-Pencil Progress Monitoring



Plot the values from the goal-setting utility on the progress monitoring graph at the time of the end-of-year benchmark and use a ruler to connect to the beginning-of-year benchmark score.

## Progress Monitoring

ORF Level 3 Scoring Booklet



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## Take-Away Big Ideas

1. **Progress monitoring and formative evaluation are essential features of quality instruction and intervention.**
  - ✓ Tier 1 core instruction
  - ✓ Tier 2 strategic support
  - ✓ Tier 3 intensive intervention
2. **Good individual student learning goals are**
  1. Meaningful
  2. Ambitious
  3. Attainable
3. **It's not enough to evaluate the student; we must also evaluate the instruction the student is receiving.**



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## Reading is the Point!



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## Thank You!



For more about *Acadience Reading* professional development, visit:

 [acadiencelearning.org](https://acadiencelearning.org)



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# Q&A



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Dr. Louisa Moats

Thursday, January 16, 2020, 2:00 p.m. CT

**Close Encounters with Students' Spelling**  
*What They Tell Us About Language Learning*

Join us for this enlightening presentation during which Dr. Louisa Moats will share her unique insight and expertise as we take a close look at writing samples and explore what they tell us about students' instructional needs.

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## Upcoming Podcasts



LATER THIS MONTH

**Dyslexia Screening: What You Need to Know**

A Conversation with Dr. Roland Good

author of *Acadience Reading*

Podcast release: December 10, 2019

COMING IN JANUARY

**A Conversation with John Hattie**  
author of *Visible Learning for Literacy*

Podcast release: January 21, 2020

Register to receive the podcast release link as soon as it is available:

<https://www.voyagersopris.com/edview360>



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Thank you  
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