

Goal Setting—Using the Student Reading Plan

Five Types of Goals

The Student Reading Plan has spaces for setting five goals. We encourage you to set at least the first three.

1. *Minimum average percent correct.* This goal should initially be the same for every student: a minimum average of 85 percent correct on Reading Practice Quizzes. As you and your students become more experienced with AR™, we recommend that students aim for an average of at least 90 percent.
2. *Point goal.* Use the Goal-Setting Chart to set individualized point goals. The chart shows the number of points students of different abilities can be expected to earn, depending on how much practice time is scheduled. Use the Goal-Setting Chart to help students set initial goals. After that, use AR data on each student’s day-to-day performance to set and adjust goals.
3. *Minimum average book level.* Use the Goal-Setting Chart to help you identify each student’s ZPD. Set a student’s book-level goal at the low end of the ZPD to encourage the student to read throughout the range.
4. *Reader certification goal.* Use a student’s current performance or previous certification level to set a reader certification goal. Remember that students can recertify at all but the Independent Reader level. When you set a recertification goal, consider providing additional guidelines for book selection. For example, suggest that a student recertify as an Advanced Reader in historical fiction. See the Resource titled *Reader Certification Levels and Criteria* for more information.

5. *Additional goals.* Use this space on the Student Reading Plan to note other personalized goals. These might encourage students to read more nonfiction, try more challenging books, participate in discussion groups, and so on. When you set goals with students to read nonfiction or unfamiliar genres, be sure to teach strategies for good comprehension.

Setting Goals With Students

Set aside time to confer with students about their goals. It’s critical that students take part in setting goals so they will want to achieve them.

Before meeting with students, teach a lesson to the class on goal setting. Distribute copies of the Student Reading Plan and explain the different types of goals. Stress that the overall and most important goal is to succeed and that you will work with each of them to help them do so.

Next, schedule a brief conference with each student. Before meeting, estimate the student’s goals so that you will have a starting place for discussion. After you and the student have agreed on goals, make sure that both of you sign the plan—and that a parent or caregiver signs it too, if possible.

Confer with students regularly during Status of the Class. In addition, you may want to meet with students at least once during the marking period to review their progress. Compare a student’s performance to the goals noted on the Student Reading Plan: Do they still make sense? Adjust goals as necessary so that they remain challenging and achievable.