

Finding Power Goals



Formative Assessment Protocol

1	Is this level easy enough for this student?	Can the student read the words and ideas fluently and problem-solve 99% of challenges without teacher help of any kind?	<input type="checkbox"/> No. Stop and re-focus the conference on identifying the student's correct level. <input type="checkbox"/> Yes. Continue to work on identifying the student's Power Goal.
2	Is this student an engaged reader?	Does this student read at home? Regularly finish books? Read for his/her own reasons, not just because school assigns it?	<input type="checkbox"/> No. Stop and make an action plan. <input type="checkbox"/> Yes. Continue to work on identifying the student's Power Goal.
3	Where should I coach this student?	Does this student need more coaching in this level or is s/he ready for coaching towards the next level?	<input type="checkbox"/> This level. <input type="checkbox"/> Next level.
4	What one thing could the student learn next in order to progress?	Look at the IRLA a) Entry Requirements b) High-Point Values c) Transition/Exit Requirements Ask the student what s/he thinks s/he should work on.	Student Power Goal: Make sure the student can say what s/he will learn/do, why, and how s/he will know when it is accomplished.
5	What next?	<input type="checkbox"/> Teach now <input type="checkbox"/> Assign to Small Group with others who need this same P.G. <input type="checkbox"/> Identify a way the student can work on P.G. without me and set a date when I will check his/her progress.	Action Plan:

Initial Power Goals for All Students

Power Goal: #1 Agency*

Authority over text: *I self-monitor and problem-solve to make sure what I read make sense.*

when Yes

Power Goal #2: Engagement

Learn to love reading/books. (Maybe in a new series, genre, topic, author, etc.)

when Yes

Power Goal #3 Strategic Instruction/Moving Levels

RTM to 3Y

RTM: 500 Book Kid or English Language Development

1Y: Tracking

2Y: Self-prompt/cross check initial consonant sounds

3Y: Learn to recognize Power Words on sight

1G to 2R

Word Solving: Use the IRLA Entry Requirement Pages for this level to locate a specific Word Attack Skill/Strategy.

Wt and Up

Academic Vocabulary: Start with noticing and learning new vocabulary from reading.

Range of Reading:
I regularly read full-length texts (novels, biographies, etc.) for my own purposes.

*** Reminder: For a level to be considered independent, a student should have basic comprehension of text. If a student does not have basic comprehension, stop and refocus the conference to identifying his/her correct level.**

Note

The ability to listen to a student read for 2 or 3 minutes and identify the most important ONE thing he needs to practice/learn next in order to improve (the Power Goal) is the fundamental skill of teaching reading.

This ability is what distinguishes a reading specialist from a classroom teacher. You can't learn this from coursework. You can't learn this while working with groups of children. It comes from hundreds of hours of watching/coaching students one at a time as they read. This is the teaching skill you will be developing every day.