

Set Goals.



**NWEA Reading Goals**

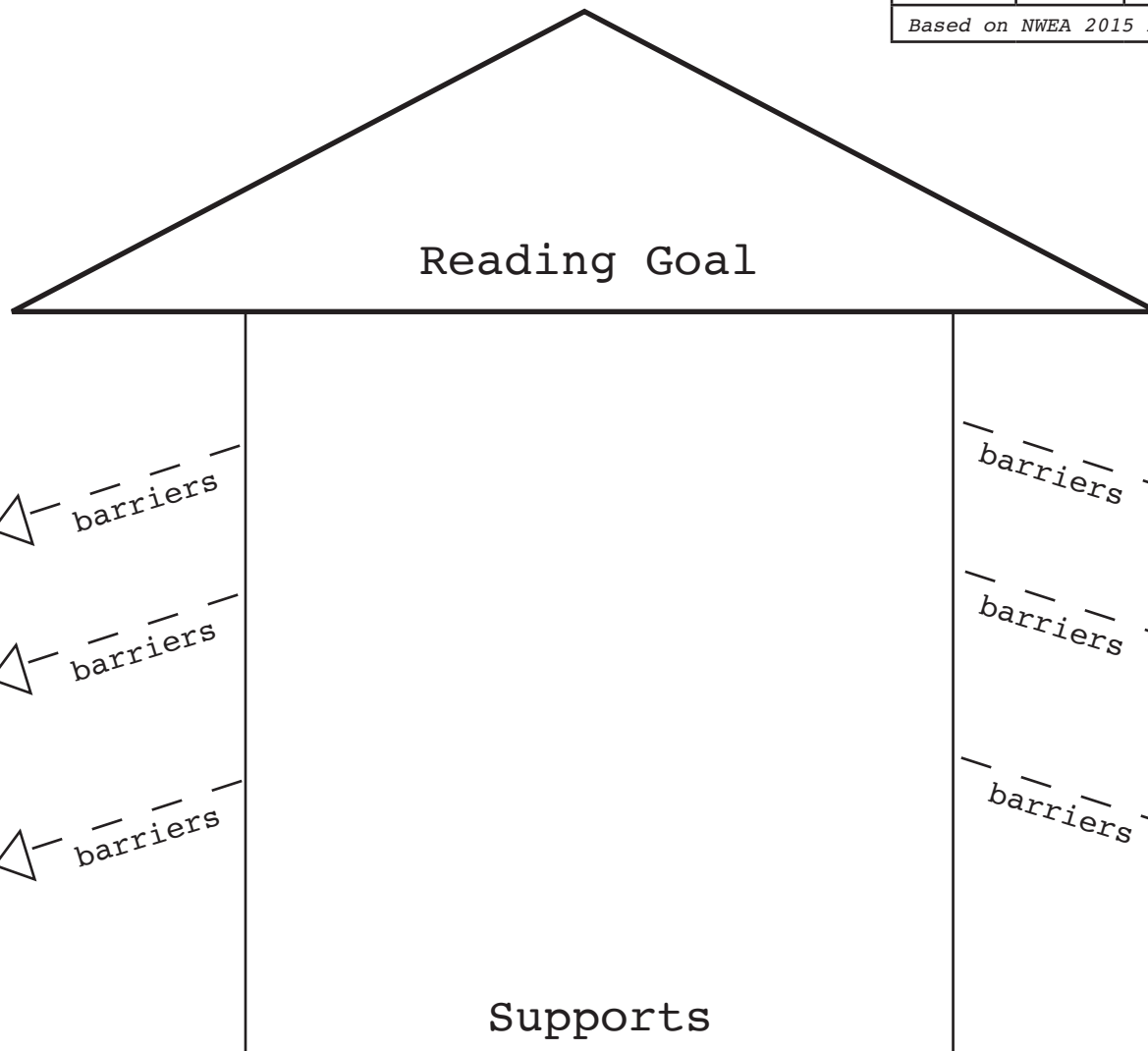
**Grades 2-5, 6+**

NWEA	Fall	Winter	Spring
Reading Overall			
	Summer dip? Y/N	Met Growth? Y/N	Met Growth? Y/N

NWEA	Fall	Winter	Spring
Literature			
Informational Text			
Vocabulary Acquisition and Use			

Grade	BOY	MOY	EOY
K	141.0	151.3	158.1
1	160.7	171.5	177.5
2	174.7	184.2	188.7
3	188.3	195.6	198.6
4	198.2	203.6	205.9
5	205.7	209.8	211.8
6	211.0	214.2	215.8
7	214.4	216.9	218.2
8	217.2	219.1	220.1
9	220.2	221.3	221.9
10	220.4	221.0	221.2
11	222.6	222.7	222.3

*Based on NWEA 2015 Normative Data*



STEP 1: Identify supports to reading goal  
 STEP 2: Identify barriers/obstacles to reading goal

annechilders.com

**Know your learning.**

**Own your learning.**



Set Goals.

NWEA	Fall	Winter	Spring
Reading Overall	(add RIT)	(add RIT)	(add RIT)
	Summer dip? Y/N	Met Growth? Y/N	Met Growth? Y/N

Grade	BOY	MOY	EOY
K	141.0	151.3	158.1
1	160.7	171.5	177.5
2	174.7	184.2	188.7
3	188.3	195.6	198.6
4	198.2	203.6	205.9
5	205.7	209.8	211.8
6	211.0	214.2	215.8
7	214.4	216.9	218.2
8	217.2	219.1	220.1
9	220.2	221.3	221.9
10	220.4	221.0	221.2
11	222.6	222.7	222.3

Based on NWEA 2015 Normative Data

NWEA	Fall	Winter	Spring
Literature	(Add RIT)	(Add RIT)	(Add RIT)
Informational Text	(Add RIT)	(Add RIT)	(Add RIT)
Vocabulary Acquisition and Use	(Add RIT)	(Add RIT)	(Add RIT)

Use one of three areas above  
 ex: Literature  
**Reading Goal**

classroom distractions  
 barriers  
 reading with no purpose  
 barriers  
 being off topic  
 barriers

talk about stories reading  
 challenge myself  
 take time  
 focus  
 ask questions  
 find big ideas of story  
 write summaries

only reading nonfiction  
 barriers  
 screentime  
 barriers  
 boring books  
 barriers

**Supports**

- STEP 1: Identify supports to reading goal
- STEP 2: Identify barriers/obstacles to reading goal

Know your learning. Own your learning.

