Ava's Reading goal

Grade 3 · Riverside Elementary · Riverside School District · Prepared by J. Rivera · January 2026

SUMMARY

Ava's reading goal ran 21 weeks, from Sep 2, 2025 to Jan 29, 2026, and was achieved. Main idea accuracy rose from 30% at baseline to 88%, past the 80% target, which was first met on Dec 16, 2025, 6 weeks before the goal ended.

21 observations were recorded: all 19 planned and two more besides. Prompting fell from 3.0 a session in September to 0.3 in January, from significant support to minimal support.

The outcome



Achieved

Ava met every target. The goal ran 21 weeks, from Sep 2, 2025 to Jan 29, 2026.

RAN	OBSERVATIONS	TARGETS MET	TARGET FIRST MET
21 weeks	21	2 / 2	Dec 16, 2025

- **From 30% to 88%,** +58% of main idea accuracy in 21 weeks.
- **At or ahead of the expected path** in 18 of 21 observations.
- **Every planned observation was done,** and two more besides.
- **Target first met 6 weeks before the goal's end,** and reached again in 3 of the 4 observations after.
- **Prompting fell from 3.0 a session** in September to 0.3 in January.

Progress made

MEASURE	BASELINE	FINAL	TARGET	CHANGE	OF THE WAY
Accuracy	30%	88%	80%	+58%	116%
Visual prompts	3	0	< 2	-3	-

> Both targets were met.

The goal

READING

By Jan 29, 2026, after reading a grade-level text, with graphic organizers, Ava will identify the main idea with 80% accuracy and with no more than 1 visual prompt, as measured by work samples, weekly.

Main idea

MILESTONES

Milestone 1
By Oct 9, 2025, after reading a grade-level text, with graphic organizers, Ava will identify the main idea with 43% accuracy and with no more than 2 visual prompts, as measured by work samples, weekly.

Milestone 2
By Nov 17, 2025, after reading a grade-level text, with graphic organizers, Ava will identify the main idea with 55% accuracy and with no more than 2 visual prompts, as measured by work samples, weekly.

Milestone 3
By Dec 19, 2025, after reading a grade-level text, with graphic organizers, Ava will identify the main idea with 66% accuracy and with no more than 2 visual prompts, as measured by work samples, weekly.

ACCOMMODATIONS

Graphic organizers

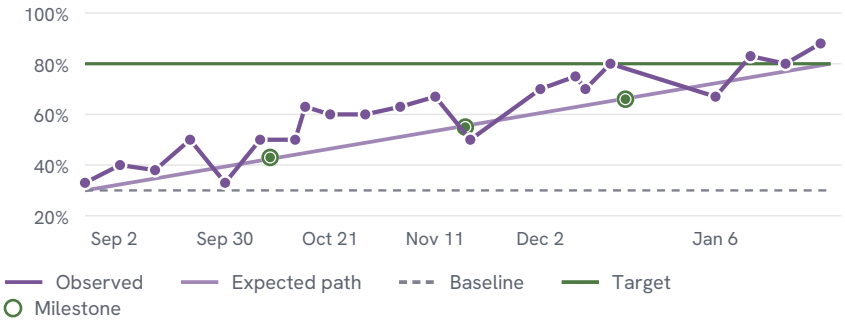
> One skill, measured by accuracy and visual prompts, with 3 milestones along the way and 1 support in place.

How the progress went

AVA'S READING GOAL

Main idea

Accuracy over time, against the baseline and the target



Baseline	30%
Final	88%
Target	80%
Change	+58%
Observations	21
Average	60%
Range	33% to 88%

PROGRESS TO TARGET 116%

Sep 2 **33%** Sep 9 **40%** Sep 16 **38%** Sep 23 **50%** Sep 30 **33%** Oct 7 **50%** Oct 14 **50%** Oct 16 **63%** Oct 21 **60%** Oct 28 **60%** Nov 4 **63%**
Nov 11 **67%** Nov 18 **50%** Dec 2 **70%** Dec 9 **75%** Dec 11 **70%** Dec 16 **80%** Jan 6 **67%** Jan 13 **83%** Jan 20 **80%** Jan 27 **88%**

> Main idea accuracy rose from 30% at baseline to 88% over 21 observations, a gain of 58 points. It first met the 80% target on Dec 16, 2025, 6 weeks before the goal ended. It was at or ahead of the expected path in 18 of 21 observations, and gained about 11.8 points a month. All three of its milestones were met, each one early.

The data collected

OBSERVATIONS

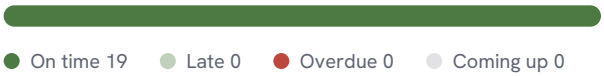
21 1.0 a week



21 observations over 5 months, about 1.0 a week. The busiest month was September, with 5.

PLANNED OBSERVATIONS

100% done · 100% on their day



On time 19 · Late 0 · Overdue 0 · Coming up 0

All 19 planned observations were done, each on its day. Two more were recorded besides.

RECORDED BY

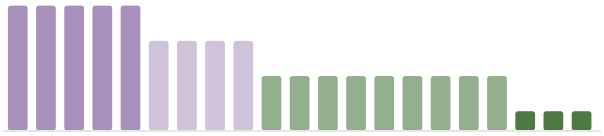
J. Rivera	18
M. Okafor	3

SUPPORT NEEDED

Independent	3
Minimal support	9
Moderate support	4
Significant support	5

J. Rivera recorded 18 of the 21, M. Okafor 3. The most common level was minimal support, in 9, and 3 needed no prompting at all.

SUPPORT NEEDED, OBSERVATION BY OBSERVATION



Independent · Minimal support · Moderate support · Significant support · Full support

Prompts fell from 2.4 a session in the first half to 0.7 in the second. Independent in 3 of the last 8 observations, up from 0 of the first 8.

SETTING

Special education classroom	18
General education classroom	3

GROUPING

Small group (2 to 10)	14
One-to-one	7

METHOD

Work samples	21

Most observations were in a special education classroom (18 of 21), in a small group (14) and measured by work samples (21).

Every observation

The 21 observations recorded for this goal, oldest first.

DATE	BY	ACCURACY	CONTEXT	SUPPORT	NOTES

DATE	BY	ACCURACY	CONTEXT	SUPPORT	NOTES
Sep 2, 2025	J. Rivera · Special education teacher	33%	Special education classroom · One-to-one · Work samples	Significant support · 3 prompts	
Sep 9, 2025	J. Rivera · Special education teacher	40%	Special education classroom · Small group (2 to 10) · Work samples	Significant support · 3 prompts	
Sep 16, 2025	J. Rivera · Special education teacher	38%	Special education classroom · Small group (2 to 10) · Work samples	Significant support · 3 prompts	
Sep 23, 2025	J. Rivera · Special education teacher	50%	Special education classroom · One-to-one · Work samples	Significant support · 3 prompts	
Sep 30, 2025	J. Rivera · Special education teacher	33%	Special education classroom · Small group (2 to 10) · Work samples	Significant support · 3 prompts	Chose a detail rather than the main idea.
Oct 7, 2025	M. Okafor · Special education teacher	50%	General education classroom · Small group (2 to 10) · Work samples	Moderate support · 2 prompts	
Oct 14, 2025	J. Rivera · Special education teacher	50%	Special education classroom · One-to-one · Work samples	Moderate support · 2 prompts	
Oct 16, 2025	J. Rivera · Special education teacher	63%	Special education classroom · Small group (2 to 10) · Work samples	Moderate support · 2 prompts	
Oct 21, 2025	J. Rivera · Special education teacher	60%	Special education classroom · Small group (2 to 10) · Work samples	Moderate support · 2 prompts	
Oct 28, 2025	J. Rivera · Special education teacher	60%	Special education classroom · One-to-one · Work samples	Minimal support · 1 prompt	Used the graphic organizer on her own to start.
Nov 4, 2025	J. Rivera · Special education teacher	63%	Special education classroom · Small group (2 to 10) · Work samples	Minimal support · 1 prompt	
Nov 11, 2025	M. Okafor · Special education teacher	67%	General education classroom · Small group (2 to 10) · Work samples	Minimal support · 1 prompt	
Nov 18, 2025	J. Rivera · Special education teacher	50%	Special education classroom · One-to-one · Work samples	Minimal support · 1 prompt	
Dec 2, 2025	J. Rivera · Special education teacher	70%	Special education classroom · Small group (2 to 10) · Work samples	Minimal support · 1 prompt	Explained her choice to a classmate.

DATE	BY	ACCURACY	CONTEXT	SUPPORT	NOTES
Dec 9, 2025	J. Rivera · Special education teacher	75%	Special education classroom · Small group (2 to 10) · Work samples	Minimal support · 1 prompt	
Dec 11, 2025	M. Okafor · Special education teacher	70%	Special education classroom · One-to-one · Work samples	Minimal support · 1 prompt	
Dec 16, 2025	J. Rivera · Special education teacher	80%	Special education classroom · Small group (2 to 10) · Work samples	Minimal support · 1 prompt	
Jan 6, 2026	J. Rivera · Special education teacher	67%	General education classroom · Small group (2 to 10) · Work samples	Minimal support · 1 prompt	
Jan 13, 2026	J. Rivera · Special education teacher	83%	Special education classroom · One-to-one · Work samples	Independent	First session with no prompts.
Jan 20, 2026	J. Rivera · Special education teacher	80%	Special education classroom · Small group (2 to 10) · Work samples	Independent	
Jan 27, 2026	J. Rivera · Special education teacher	88%	Special education classroom · Small group (2 to 10) · Work samples	Independent	

> From Sep 2, 2025 to Jan 27, 2026, by 2 observers, J. Rivera recording the most (18). The most common setting was the special education classroom, with 18 of 21.

How this report is worked out

Progress compares a measure's latest observation with its baseline and its target: 100% is the target met. A goal's figure is the average of its measures, and a student's the average of their active goals.

The expected path is a straight line from the baseline on the goal's first day to the target on its last. A goal is On track when its latest value is at or ahead of it, and Behind when it falls short.

Milestones step from the baseline to the target, each with its own number, on the report card days: one on each for a goal of one skill, one for each skill about midyear for a goal of several.

Every figure comes from the observations recorded in Blume, worked out the same way for every student, and every sentence is filled in from those figures, so the report says what the data says.

Goals and observations recorded in Blume for Ava Thompson as of January 29, 2026. This report contains student information: store and share it according to your district's student privacy (FERPA) policies.