

EasyCBM Goal Statements **

Please use your professional opinion and work with your evaluator to create *rigorous yet attainable* goals for your students who may not fit within the general population targets. You may create “special tiers” for students with exceptional needs.

EasyCBM Reading

Using data from the Fall EasyCBM assessment for (your grade) Grade ((Word/Passage) Reading Fluency/Comprehension), my students performed as follows: (_#_) students scored in the **High Risk Category (# correct)**, (_#_) students fell in the **At Risk Category (# correct)**, (_#_) students fell in the **Some Risk Category (# correct)**, and (_#_) students fell in the **Low Risk Category (# correct)**. Using tiered benchmarks to differentiate growth for my students, all students will show growth on the Spring EasyCBM Word Reading Fluency assessment based on the following growth targets:

- **High Risk:** Students will grow by # words or more.
- **At Risk:** Students will grow by # words or more.
- **Some Risk:** Students will grow by # words or more.
- **Low Risk:** Students will grow by # words or more.

EasyCBM Math

Using data from the Fall EasyCBM assessment for (your grade) Grade Common Core State Standards in Mathematics, my students performed as follows: (_#_) students scored in the **High Risk Category (# correct)**, (_#_) students fell in the **At Risk Category (# correct)**, (_#_) students fell in the **Some Risk Category (# correct)**, and (_#_) students fell in the **Low Risk Category (# correct)**. Using tiered benchmarks to differentiate growth for my students, all students will show growth on the Spring EasyCBM CCSS Mathematics assessment based on the following growth targets:

- **High Risk:** Students will grow by # points or more.
- **At Risk:** Students will grow by # points or more.
- **Some Risk:** Students will grow by # points or more.
- **Low Risk:** Students will grow by # points or more.

**Goal statements are intended to support, not direct, staff members.