Background Information: Penny is a 7th grade student. She has a learning disability in Reading Comprehension and at the time this goal was written her functional level was a 4th grade reading level. Before writing this example, I met with curriculum specialists to ask them to prioritize the most important skills at both 4th and 5th grade level in the area of reading comprehension (or what foundational skills will most assist our students with overall progress). This information is not required for your data analysis, it is just included for this example.

Current Goal: When given a **functional** level reading passage (currently 4th grade), Penny will read the passage independently and answer main idea/theme and inferencing comprehension questions with 90% accuracy in 4 out of 5 consecutive sessions as measured by weekly comprehension probes.

Benchmark 1: Penny will read a literary 4th grade passage and answer main idea/theme and inferencing questions.

Benchmark 2: Penny will read an informational 4th grade passage and answer main idea/theme and inferencing questions.

Baseline for current goal and progress monitoring: Baseline for the current goal was 30% with combined questions (20% inferential and 40% main idea/theme). Current progress monitoring shows Penny can independently read a literary or informational 4th grade passage and answer 90% of combined comprehension questions (80% inferential and 100% main idea/theme), therefore she has met her current goal.

Next steps with baseline: Penny will continue to work toward reading and answering comprehension questions at her **instructional** level (7th grade). Her next goal will focus on reading a 5th grade literary or informational passage and answering questions which address how characters respond to challenges in the passage (baseline 10%) and using quotes from text to support inferential information (baseline 10%). Baseline for next steps, combined questions 10%.

Instructional strategies: Penny made her most significant progress when utilizing the following strategies: pre-reading the questions prior to reading the passage, highlighting key/important details, and looking back through text prior to answering.

Notable Increase/Decrease in data: During the month of January, there were notable inconsistencies in Penny's overall performance: however, there were several disruptions in her normal schedule (snow days). Once those disruptions decreased, her performance stabilized and continued with the expected upward trend.

ESY statement: After review of Penny's last 5 data points in May 2016, her median score was 70% on combined comprehension questions. In August 2016, her after initial assessment was 60%, however within 3 weeks her median score was back to 70%.

Adverse Affect: Penny's difficulties with reading on her instructional level and comprehending what she reads, adversely impacts acquisition of grade level content, impacts her rate of learning, and inhibits independent learning.