

# ADDRESSING UNFINISHED LEARNING

---

- Session 4
- Progress Monitoring
  - Presented by:
  - Susan Van Zant
  - [suvanzant@aol.com](mailto:suvanzant@aol.com)



# ADDRESSING UNFISHED LEARNING SESSIONS

---

## Session 1

- Appropriate middle school screeners

## Session 2

- Administer screeners and interpret results

## Session 3

- Selecting intervention based on data

## Session 4

- Progress Monitoring



## OBJECTIVES: SESSION 4

---

- Understand the need for and importance of progress monitoring
- Review the steps for frequent progress monitoring
- Use progress monitoring and universal screeners to make informed instructional decision.



- 
- Difference monitoring progress and progress monitoring
  - Purpose
  - Using the ORF CBM Measure (MASI-R)
    - Administering and calculating scores
    - Steps for progress monitoring
    - Creating and using trend lines
  - Movement through the Tiers
  - Resources
  - Use of universal screeners





# PROGRESS MONITORING



What is the difference between monitoring progress and progress monitoring?

- Monitoring progress
  - Data collection activity
- Progress monitoring:
  - A student is assessed regularly.
  - Data is plotted on a graph.
  - A trend-line allows the teacher to know if a student is making progress in an intervention program.
  - The teacher use data to make informed instructional decisions.

# PURPOSE: PROGRESS MONITORING

---

## Allows teachers to:

- Estimate rates of improvement
- Identify students who are not demonstrating adequate progress
- Compare the efficacy of different forms of instruction in order to design more effective, individualized instruction

## Answers the questions

- Are students making progress at an acceptable rate?
- Are students meeting short- and long-term performance goals?
- Does the instruction or intervention need to be adjusted or changed?

# PROGRESS MONITORING - IMPORTANT

---



Provides the teacher with data needed to make decision related to student progress.

Most common progress monitoring method is Curriculum Based Measurement (CBM) a research-validated and short during assessment such as oral reading fluency (ORF) to monitor program over short periods of time.

Assessment should be at least once every other week

Some programs, such as Read 180/System 44, have progress monitoring built into the online assessment

# USING ORF CBM MEASURE

---



The ORF is an effective progress monitoring measure because:

- Standardized CBM passages allow for comparisons across the grade levels
- Takes only a few minutes to administer
- Shows visual representation of growth
- Can be used to make informed instructional decisions



# MAI-R ORAL READING FLUENCY

MULTIPLE MEASURES PAGES 78-81

In Multiple Measures passages are only available up to the sixth grade.

**However: DIBELS**

Free passage download: Grades 6, 7, 8

<https://dibels.uoregon.edu/assessment/dibels/dibels-eighth-edition>

Look on the right hand side: Includes passages, scoring guide and additional information



# ASSESSING ORAL READING FLUENCY ORF

MULTIPLE MEASURES PAGES 78-81

---

Students are asked to three grade level passages for one minute each.

Follow the clear directions on pages 78-79

## Notes:

- This is a standardized test. The directions say, “please begin” to start, and “thank you” to finish. Do not substitute word to start and finish this assessment.
- Reading must be for exactly one minute



To view the MASI-R video:

<https://www.youtube.com/watch?v=8lQix9fc>

# CALCULATING SCORES

MULTIPLE MEASURES PAGES 78-79



---

## ORF Score:

Record the number of words that the student read in one minute. Subtract errors and skipped words from the total number of words read = word correct per minute (WCPM)

## Accuracy Score:

\_Determine the percentage of accuracy by dividing the number of words correct by the total number of total words read and then multiplying that number times 100

Record the median scores for each student

# PROGRESS MONITORING



- Benchmark 3x year.
- Progress monitoring:
  - Should occur at least monthly
  - Tier 2: 1-2x a month
  - Tier 3: 1x a week
- As the number of data points increases, the effects of measurement error on the trend line decrease.
- Most researchers recommended six to nine data points to effectively progress monitor



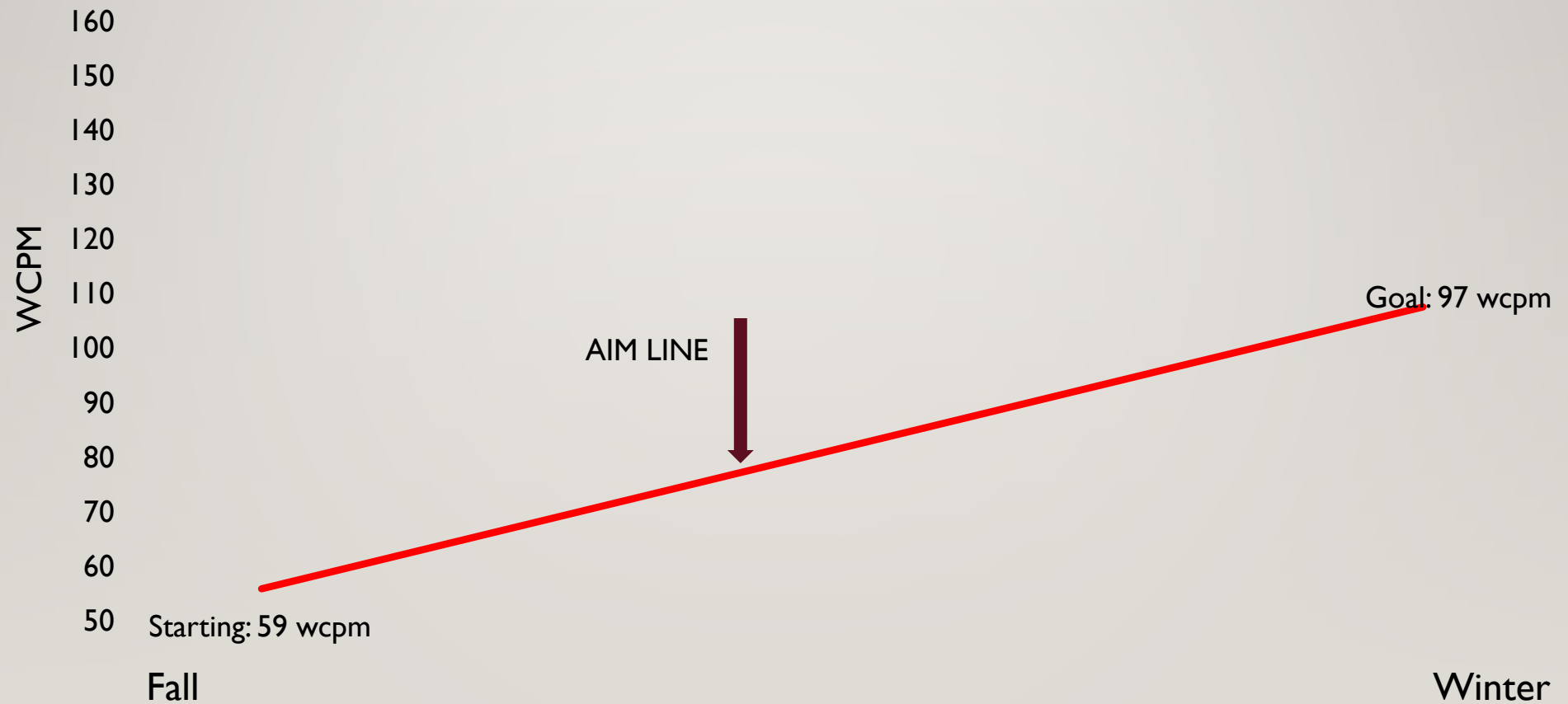
# STEPS FOR FREQUENT PROGRESS MONITORING

---

13

1. Set appropriate goals for the student.
2. Create an aim line.
3. Decide on monitoring frequency.
4. Assess and record data.
5. Evaluate progress and change goals or instruction if indicated.

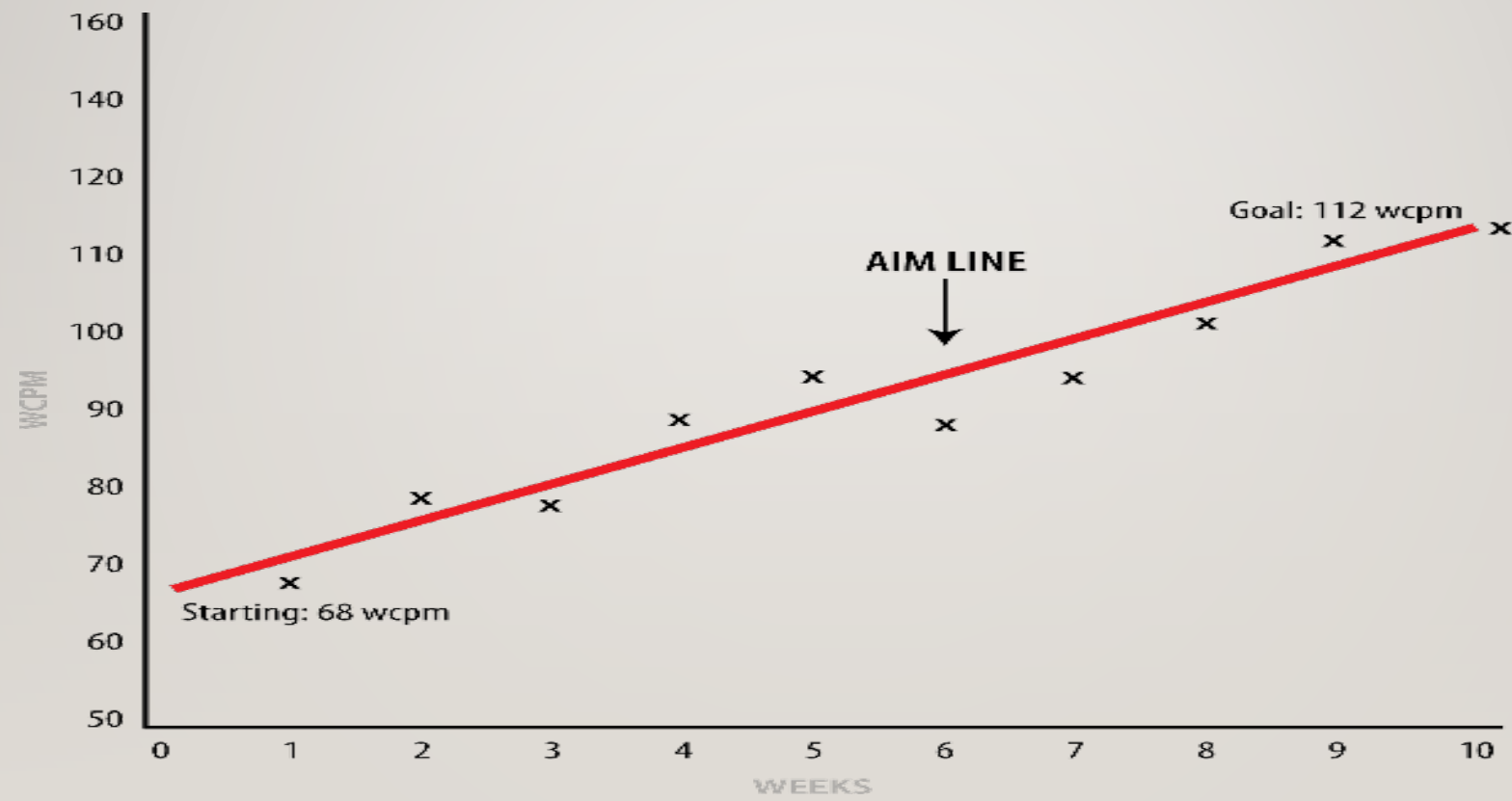
## EXAMPLE: 6<sup>TH</sup> GRADE READING GOAL SETTING



# STEPS FOR FREQUENT PROGRESS MONITORING

15

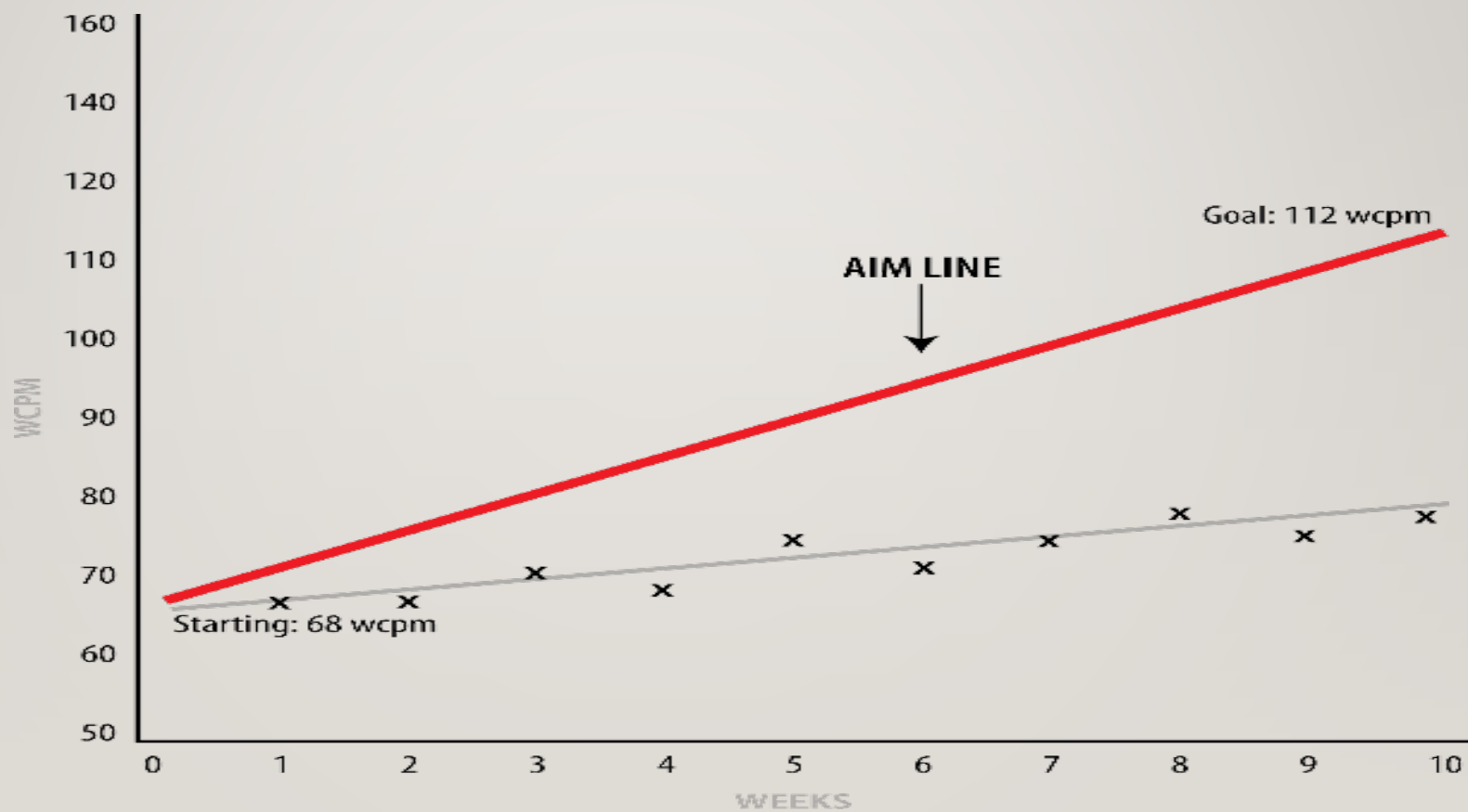
- 
1. Set appropriate goals for the student.
  2. Create an aim line.
  3. Decide on monitoring frequency.
  4. Assess and record data.
  5. Evaluate progress and change goals or instruction if indicated.





# STEPS FOR FREQUENT PROGRESS MONITORING

- 
1. Set appropriate goals for the student.
  2. Create an aim line.
  3. Decide on monitoring frequency.
  4. Assess and record data.
  5. Evaluate progress and change goals or instruction if indicated.



# TREND LINE

---

**Trend Line:** A line through the scores that visually represents the performance trend.

- Comparing the trend line to the aim line gives us a visual picture if a student is on track to meet his/her goals
- Indicates a need to continue and/or change the instruction program

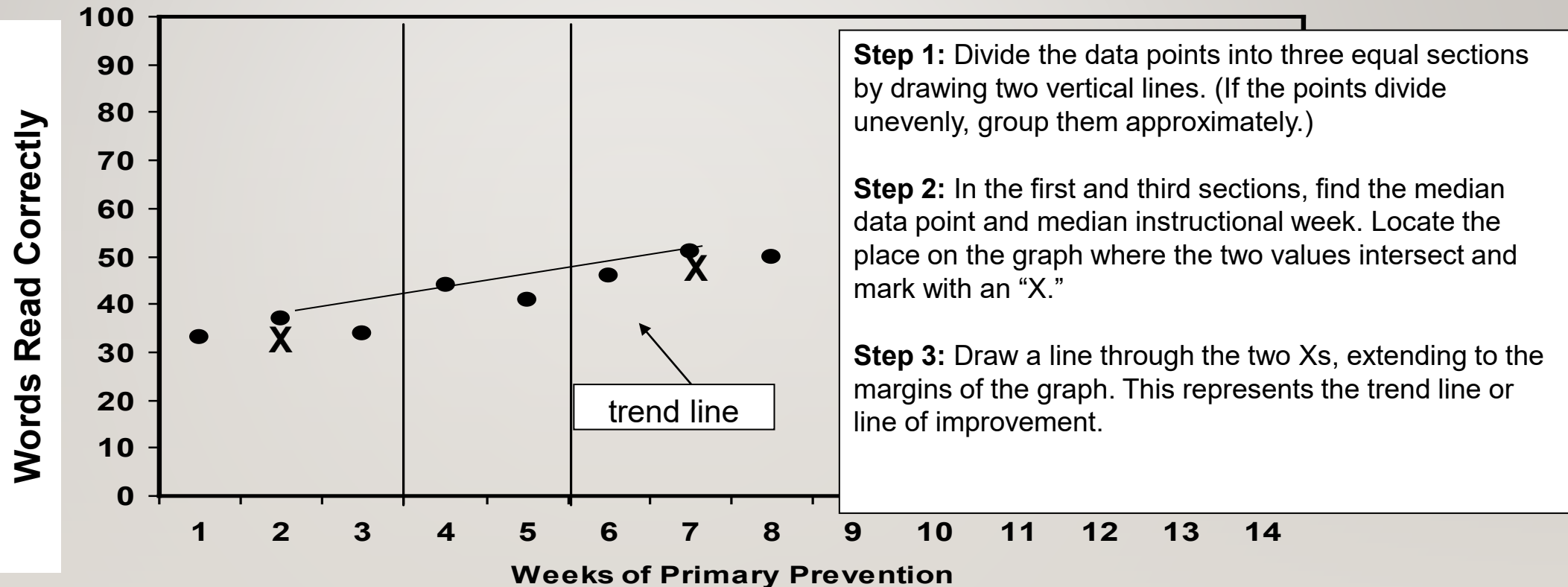
# DECISION RULES- TREND LINE

---

- If the student's trend line is steeper than the goal line, the student's end-of-year performance goal needs to be increased.
- If the student's trend line is flatter than the goal line, the teacher needs to revise the instructional program.
- If the student's trend line and goal line are the same, no changes need to be made.

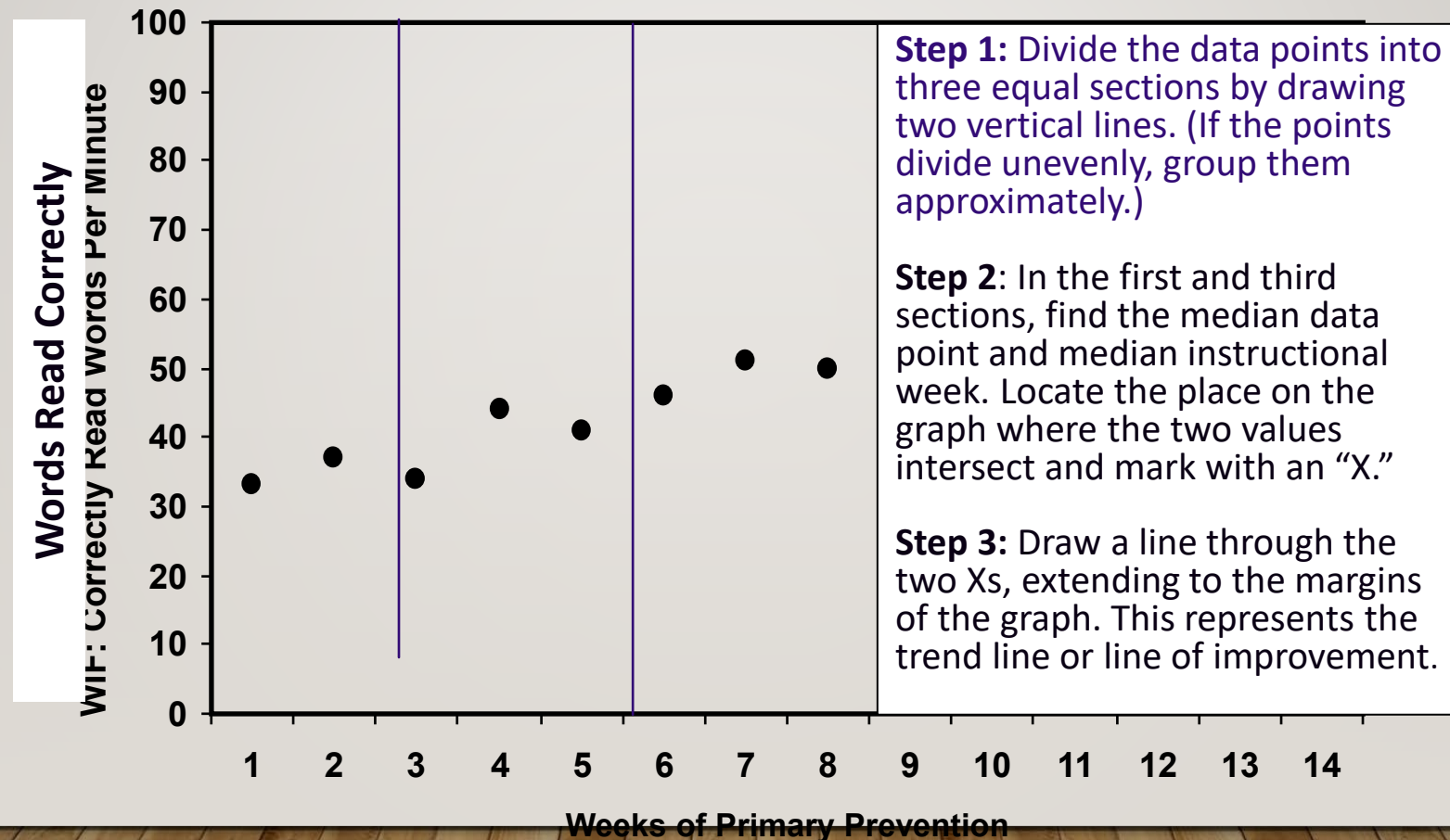


# DETERMINING A TREND LINE



# DRAW A TREND LINE

## Step 1 – Divide data points into 3 sections

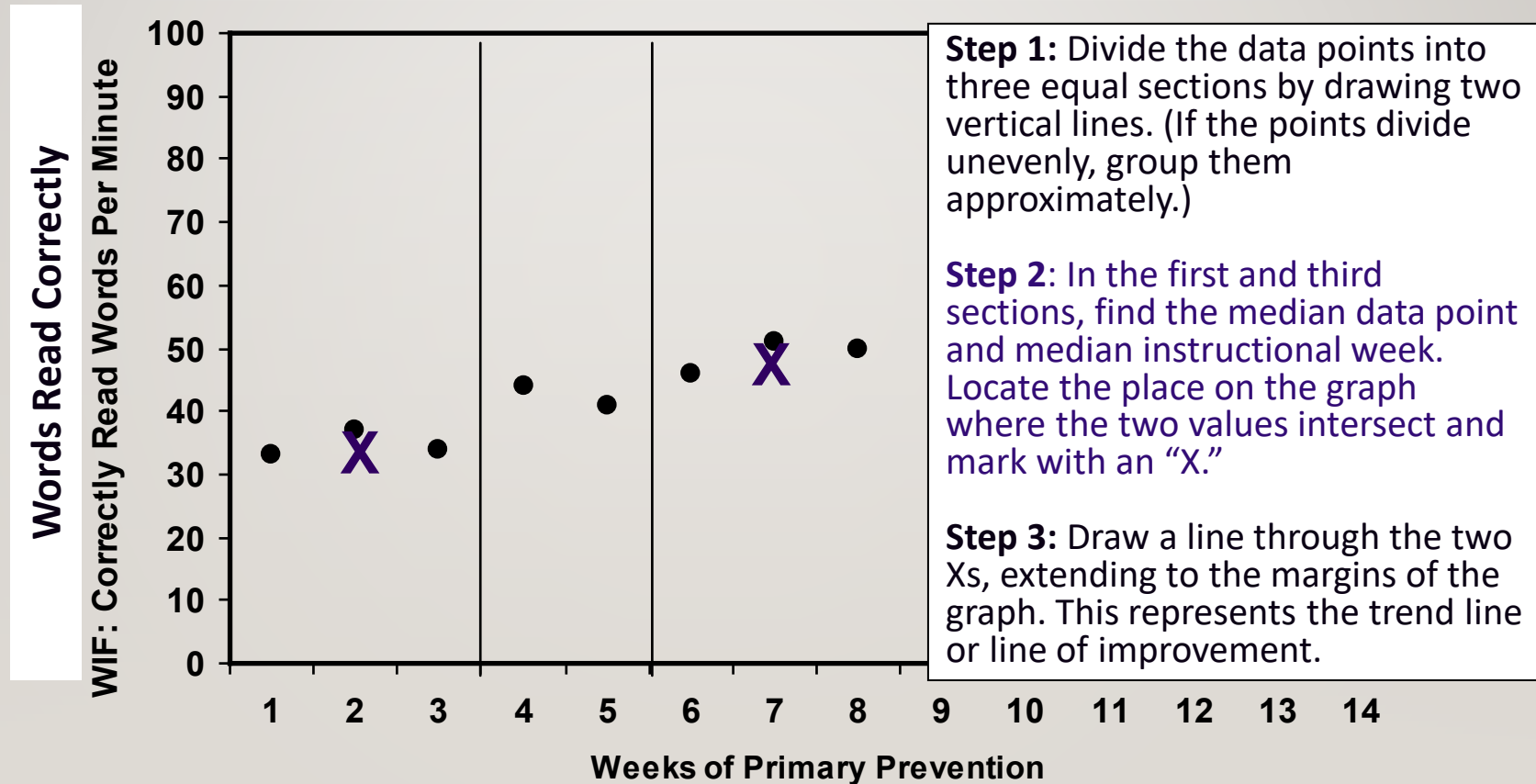


# DRAW A TREND LINE

23

## Step 2 –

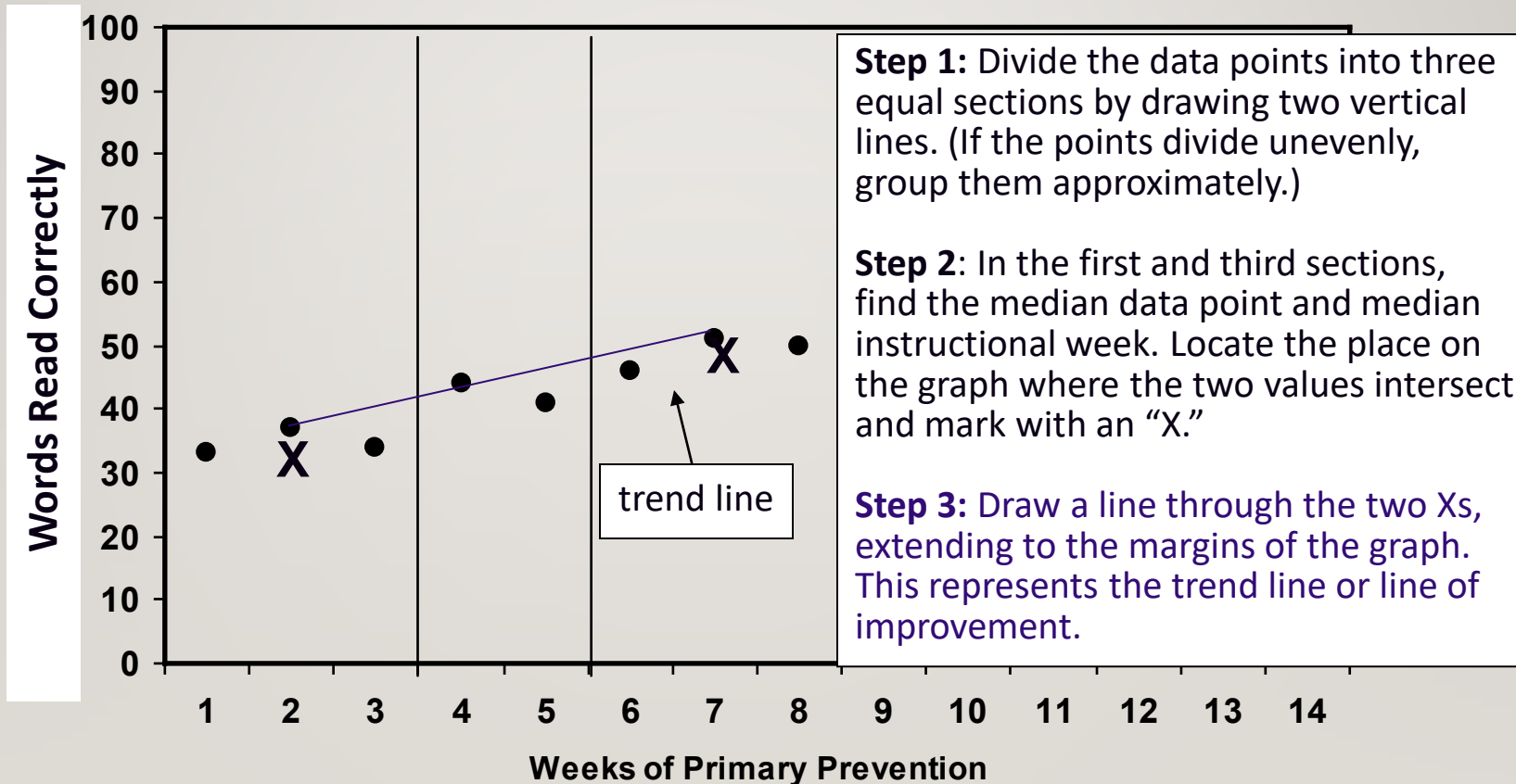
Find the median data points in sections 1 & 2



# DRAW A TREND LINE




24

## Step 3 – Draw a line through the 2 Xs





# PROGRESS MONITORING:TIER

	<p>Benchmark <b>all</b> students using CBM 3x per year for universal screening <b>and</b> progress monitoring and program evaluation</p> <p>At least through the first year of MTSS in low-risk communities</p>
	<p>Strategic monitoring of <b>below average</b> students 1x per month (repeat the benchmark assessment in non-benchmark months)</p>
	<p>Frequent monitoring <b>all</b> 6-8 significantly discrepant students or IEPs 1x per week</p>

# GOAL SETTING AND PROGRESS MONITORING

## THREE TIERS: SUMMARY CHART

TIER	GOAL MATERIAL	TIME FRAME AND FREQUENCY	CRITERION FOR SUCCESS
<b>TIER 1: BENCHMARK</b>	Grade-level materials	Benchmark to benchmark, 3 times per year	Adequate or better progress
<b>TIER 2: TARGETED</b>	Grade-level materials plus	Benchmark and monthly progress monitoring	Adequate or better progress Reduction of the gap
<b>TIER 3: INTENSIVE</b>	Individualized based on severity of need	Weekly progress monitoring	Accelerated progress Reduction of the gap

# PROGRESS MONITORING **RESOURCES**

---



## VIDEO

Watch the progress monitoring process

[https://www.youtube.com/watch?time\\_continue=238&v=-fymJDViFVM](https://www.youtube.com/watch?time_continue=238&v=-fymJDViFVM)

## Digital Resource

Some schools use technological progress-monitoring tools such as AIMSweb or DIBELS. Further information is listed on the CORE website

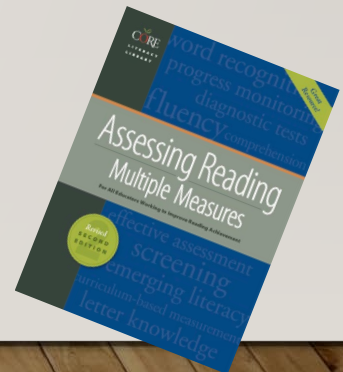
<https://www.corelearn.com/resource-posts/cbm-growth-calculator>

# REMINDER – UNIVERSAL SCREENER MAZE AND CORE PHONICS SURVEY

28



Students who are receiving regular progress monitoring should still receive regular universal screening 3 times a year on the Maze and CORE Phonics Survey to monitor their progress in relation to the performance of students working in grade level material.





# SUMMARY: PROGRESS MONITORING

---



- Implement sound and simple progress monitoring practices.
- The goal of Tier 1 progress monitoring is to ensure growth and development.
- The goal of Tier 2, Tier 3, and special education is to reduce the gap!

**Note: A seamless basic skills progress-monitoring plan across tiers, is the goal.**



# OBJECTIVES

---

- Understand the need for and importance of progress monitoring
- Review the steps for frequent progress monitoring
- Use progress monitoring and universal screeners to make informed instructional decision.



*It was my pleasure to be able to share information related to using assessment as a means to identify approximate interventions designed to accelerate students reading levels. It is evident that everyone is working together to help ensure that each student receives a quality education and that you are willing to use assessment to make sound instructional decisions. If you have questions about any of these assessments please feel free to contact me.*

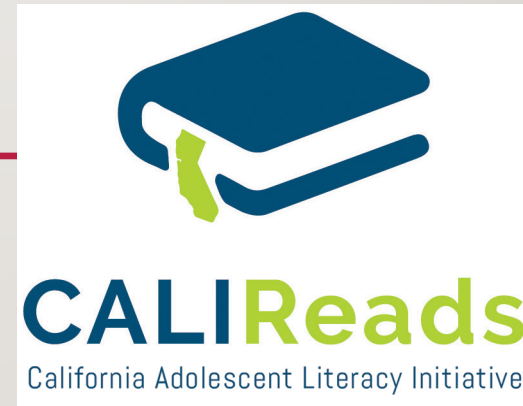
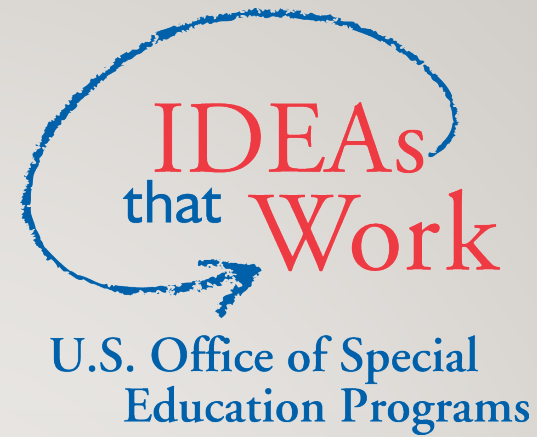


*Susan*

[suvanzant@aol.com](mailto:suvanzant@aol.com)

760-315-0142





CALI Reads is a project funded by the Office of Special Education Programs in partnership with the California Department of Education, Special Education Division. The project is coordinated and administered through the Napa County Office of Education. The contents of this website were developed under a State Personnel Development Grant (SPDG) from the US Department of Education (CALI/Award #H323A170011), Project Officer, david.guardino@ed.gov. However, the contents of this site not necessarily represent the policy of the US Department of Education and no assumption of endorsement by the Federal government should be made.