Module Home



**Outline­**

**Progress Monitoring**:

Reading

* Module Description: This resource introduces users to progress monitoring in reading, a type of formative assessment in which student learning is evaluated to provide useful feedback about performance to both learners and educators (est. completion time: 2 hours).

Challenge

* Video: This is Ms. Chee, a fourth-grade teacher at Pueblo Elementary....

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Initial Thoughts

* How can educators systematically identify when to adjust instruction for struggling students?
* How can educators determine whether students are making appropriate progress?

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Perspectives & Resources

* Module Objectives
* Identify the different types of classroom assessments
* Understand how progress monitoring, in particular general outcome measurement (GOM), can inform instruction
* Administer, score, and graph GOM measures
* Evaluate student data to make informed instructional decisions
* Use graphs to facilitate communication with students, parents, and other educators

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* Page 1: Formative Assessment
* Reading is not only a critical learning skill used across the whole academic curriculum…
  + Link: high-quality reading instruction [definition]
  + Type/Purpose/Definition/Examples [table]
    - Link: exit ticket [definition]
    - Note on diagnostic assessment
* Did You Know?
  + Link: Every Student Succeeds Act (ESSA) [definition]
  + Link: Individuals with Disabilities Education Act (IDEA) [definition]
* Diagnostic assessments
* Formative assessments
  + More specifically, formative assessments... [bullet points]
  + Research Shows
* Summative assessments

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* Page 2: Progress Monitoring
* Progress monitoring is a type of formative assessment... [bullet points]
* For Your Information
  + Link: Progress Monitoring: Mastery vs. General Outcome Measurement [IRIS Information Brief]
* Did You Know?
  + Link: Progress Monitoring: Mathematics [IRIS Module]
* In addition to those already mentioned, educators can use... [bullet points]
* Did You Know?
  + Link: Florida Center for Reading Research [website]
  + Link: Reading Rockets [website]
  + Link: 10 Key Reading Practices for All Elementary Schools… [PDF]
  + Link: 10 Key Reading Practices for All Middle and High… [PDF]
* Research Shows
* Educators can use GOM data to… [bullet points]
  + Link: individualized education program (IEP) [definition]
* Audio: Lynn Fuchs describes the importance of using curriculum-based…
* For Your Information
  + Link: individualized education program (IEP) [definition]
  + Link: RTI (Part 2): Assessment [IRIS Module]
  + Link: meta-analysis [definition]
  + Link: Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization [IRIS Module]
* The GOM Process
  + Select a measure… [bullet points]

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* Page 3: Select a Measure
* The first step in the progress monitoring process is to select a measure....
* Regardless of who is making the choice... [bullet points]
* Reading measures listed by grade level [drop-down menus]
  + Kindergarten: Letter Sound Fluency
  + 1st Grade: Word Identification Fluency
  + Mid-1st–6th Grade: Oral Reading Fluency
  + 4th–6th Grade: Maze
* Research Shows
  + Link: maze [definition]
* For Your Information
  + Link: standardized measures [definition]
  + Link: National Center on Intensive Intervention tools… [web page]
* If they do not, the educator should... [bullet points]
  + Link: median [definition]
* Example
* Words Correct in One Minute/Rules for Selecting an Appropriate… [table]

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* Page 4: Create a Graph
* Having selected a measure, the educator should next prepare to...
* Sample GOM graph
* Benefits for Educators/Benefits for Students [table]
* Educators can obtain blank GOM graphs in several ways [bullet points]
  + For Your Information
    - Link: Student Progress Monitoring… [NCII resource, Excel]
* Examples of the range of scores for common reading measures [table]
* Audio: Lynn Fuchs describes the ways in which students can use CBM...

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* Page 5: Create a Goal Line
* To more quickly evaluate a student’s performance over time…
* Establish a Baseline
* Determine the Expected Goal
  + Grade/Reading Measure/Typical End-of-Year Benchmark [table]
* Draw the Goal Line
  + Link: rate of improvement (ROI) [definition]
* Example
  + Sample goal line graph
* For Your Information
  + Goal line graph
* Activity: Plot Madison’s goal line on the graph
* Determining Individualized Goals for Students
  + Step/Actions/Example [table]
  + Keep in Mind
    - Link: Monitoring Student Progress toward Meeting IEP Goals [IRIS Info Brief]
  + Activity: Help Ms. Chee by calculating the information needed in…

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* Page 6: Administer, Score, and Graph
* After preparing a graph for each student, now the educator is ready to...
  + Link: fidelity of implementation [definition]
* Administer Measures
  + Link: fidelity of implementation [definition]
  + Reading measures can be administered in a variety... [bullet points]
  + For Your Information
  + Tips for Administering Probes
* Score Measures
* Tip
* Demonstration of Administering and Scoring CBM Probes
  + Video: Ms. Chee administers and scores José’s word…
  + Video: Ms. Chee administers and scores Sidney’s passage…
  + Video: Ms. Chee administers and scores Madison’s maze…
* Activity: Practice administering and scoring reading CBM probes.
* Graph Scores
* Sample progress monitoring graph

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* Page 7: Make Data-Based Instructional Decisions
* Once a student’s data have been plotted on the graph...
* Click here to learn more about the necessity of… [drop-down menu]
  + Sample graphs
* Four-Point Method
  + Position of the Four Most Recent Data Points/Instructional Response [table]
* Trend Line Analysis
  + Evaluating Student Performance Using a Trend Line Analysis: The Tukey Method [IRIS Info Brief]
* For Your Information
  + Link: The National Center on Intensive Intervention [website]
  + Link: Vaughn Gross Center for Reading and Language… [website]
* High-Leverage Practices
  + Link: TeachingWorks [website]
  + Link: High-Leverage Practices for Students with… [website]
* Graphing Reflecting Instructional Change
  + Sample graph
* For Your Information
* Activity: Ms. Chee is ready to evaluate her students’ performance...

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| NOTES |  |

* Page 8: Communicate Progress
* While continuing to evaluate student performance and make...
  + Students
  + Parents
  + Other Professionals
    - Link: individualized education program (IEP) team [definition]
* High-Leverage Practices
  + Link: TeachingWorks [website]
  + Link: High-Leverage Practices for Students with… [website]
* Audio: Lynn Fuchs describes how teachers can communicate with...
* Audio: Jessica Sellers describes how CBM graphs have helped her...
* Activity: Describe three things Ms. Chee can tell José’s parents about...

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| NOTES |  |

* Page 9: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 10: Credits
* Content Experts
* Module Developers
* Module Production Team
* Media Production Team
* Media
* Expert Interviews

Wrap Up

* Summary of the module
* Steps/Keep in Mind [table]
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.

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| NOTES |  |

You Have Completed This Module

* Give Us Your Feedback
  + Link: Module Feedback Form
* Professional Development Hours
  + Link: IRIS PD Options
* Related Resources [links]