

Progress Monitoring: Reading

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **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 teachers (est. completion time: 2 hours).
- **Link:** IRIS PD Certificate for this module
- **Link:** Play the Kahoot!
- **STAR Legacy Cycle**
- **Related to This Module**
 - **Link:** Module Outline
 - **Link:** Navigating an IRIS *STAR Legacy* Module
 - **Link:** IRIS and Adult Learning Theory
 - **Link:** Wrap-Around Content Map

Challenge

- **Video:** This is Ms. Chee, a 4th-grade teacher at Pueblo Elementary. Her classroom of 25 students has a diverse range of reading skills. Many of them are reading at or above grade level, while more than a few are reading below it. Of course, Ms. Chee understands that it is her responsibility to ensure that every student makes sufficient progress.

Notes

Initial Thoughts

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

Notes

Progress Monitoring: Reading

Perspectives & Resources

❖ Module Objectives

- By completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
 - 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 student, parents, and other educators
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Formative Assessment

- Reading is a critical learning skill, one used throughout the academic curriculum
- Explanation of classroom assessment
 - The three most common types of assessment [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
- Summative assessments
- Formative assessments
 - More specifically, formative assessment... [bullet points]
- Research Shows

Notes

Progress Monitoring: Reading

❖ Page 2: Progress Monitoring

- Progress monitoring allows teachers to... [bullet points]
- For Your Information
 - Link: [Mastery Measurement vs. General Outcome Measurement \[PDF\]](#)
- There are two types progress monitoring
- Explanation of general outcome measurement (GOM)
 - Definition of “measure” or “probe”
 - Definition of “alternate version”
 - Audio: Lynn Fuchs describes the curricular sampling approach and the overall indicator approach
- Teachers can use GOM data to... [bullet points]
 - Link: [maintenance \[definition\]](#)
- Did You Know?
 - Link: [Florida Center for Reading Research](#)
 - Link: [Reading Rockets](#)
 - Link: [10 Key Reading Practices for All Elementary Schools With Strong Evidence of Effectiveness From High-Quality Research \[Meadows Center resource\]](#)
 - Link: [10 Key Reading Practices for All Middle and High Schools With Strong Evidence of Effectiveness From High-Quality Research \[Meadows Center resource\]](#)
- Research Shows
- GOM and Struggling Students
 - Teachers can use GOM data to... [bullet points]
 - Audio: Lynn Fuchs describes the importance of using CBM with at-risk students and those with disabilities
- For Your Information
 - Link: [meta-analysis \[definition\]](#)
 - Link: [RTI \(Part 2\): Assessment \[IRIS Module\]](#)
 - Link: [Intensive Intervention \(Part 2\): Collecting and Analyzing Data for Data-Based Individualization \[IRIS Module\]](#)
- The GOM Process

Progress Monitoring: Reading

❖ Page 3: Select a Measure

- The first step in the progress monitoring process is to select a measure
 - Important factors to keep in mind when selecting a GOM measure [bullet points]
- Reading measures listed by grade level [drop-down menus with sample probes]
 - Kindergarten: Letter Sound Fluency
 - 1st Grade: Word Identification Fluency
 - Mid-1st–6th Grade: Passage Reading Fluency
 - 4th–6th Grade: Maze
- Research Shows
- For Your Information
 - Link: standardized measures [definition]
 - Link: National Center on Intensive Intervention (NCII) tools chart
- Selecting Measures for Struggling Students
 - Procedure for selecting an appropriate grade-level probe for struggling students [numbered list]
 - Link: median [definition]
 - Rules for Selecting an Appropriate-Level Measure [table]
 - Example [box]

Notes

❖ Page 4: Create a Graph

- Having selected a measure, the teacher should next prepare to collect and document student data
 - Sample GOM graph
 - Benefits of using a graph
 - Benefits for Teachers / Benefits for Students [table]
- Educators can obtain blank GOM graphs in several ways [bullet points]
 - For Your Information
 - Link: Student Progress Monitoring Tool for Data Collection and Graphing [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 graphs

Progress Monitoring:
Reading

Notes

❖ Page 5: Create a Goal Line

- Definition of “goal line”
- Establishing a Baseline
 - Definition of “baseline”
 - Definition of “median score”
 - Sample Graph: Median Base Line Data Point
- Determine the Expected Goal
 - The importance of setting long-term goals for every student
 - Sample Graph: Median Base Line Data Point with Goal
 - Typical end-of-year benchmarks for common grade-level reading measures [table]
- Draw the Goal Line
 - Explanation of “rate of improvement (ROI)”
 - Sample Graph: Median Base Line Data Point with Goal and Goal Line
- For Your Information
- Activity: Plot Madison’s Goal Line
- Determining Goals for Struggling Students
 - Intra-Individual Framework: Step / Actions / Example [table]
 - Activity: Use the intra-individual framework to determine José’s end-of-year goal

Notes

Progress Monitoring: Reading

❖ Page 6: Administer, Score, and Graph

- The teacher is ready to administer and score GOM mathematic measures
 - Link: fidelity of implementation [definition]
- Administer Measures
 - Reading measures can be administered in a variety of ways [bullet points]
 - Tips for Administering Probes
- Score Measures
 - IRIS Tip
- Demonstration of Administering and Scoring CBM Probes
 - Video: Ms. Chee administers and scores José’s word identification fluency measure
 - Video: Ms. Chee administers and scores Sidney’s passage reading fluency measure
 - Video: Ms. Chee administers and scores Madison’s maze fluency measure
- Activity: Practice administering and scoring reading CBM probes
- Graph Scores
 - Sample progress monitoring graph

Notes

❖ Page 7: Make Data-Based Instructional Decisions

- Before she can obtain a clear picture of the student’s performance, the teacher should...
- Learn more about the necessity of collecting enough data to establish a clear picture of a student’s performance [drop-down menu]
 - Sample graphs
- Once at least six data points have been collected...
- Definition of “Four-Point Method”
- Position of the Four Most Recent Data Points / Instructional Response [table]
- For Your Information
 - Link: The National Center on Intensive Intervention
 - Link: Vaughn Gross Center for Reading and Language Arts
- High-leverage practices [box]
- Graphing the Data of Struggling Students
 - Definition of “phase change line”
 - Sample graph

Progress Monitoring: Reading

- Activity: Ms. Chee is ready to evaluate her students' performance and make instructional decisions based on their GOM graphs

Notes

❖ Page 8: Communicate Progress

- The importance of communicating student progress with others
 - Students
 - Parents
 - Other Professionals
 - Link: individualized education program (IEP) [definition]
 - Link: IEP team [definition]
- High-leverage practices [box]
- Research Shows
- Audio: Lynn Fuchs describes how teachers can communicate with others through the use of CBM graphs
- Audio: Jessica Sellers describes how CBM graphs have helped her communicate student performance with parents and other professionals
- Activity: Help Ms. Chee communicate with José's parents about his reading performance

Notes

Progress Monitoring: Reading

❖ Page 9: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 10: Credits

- Suggested module citation
- Content Contributor
- Reviewers
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- Six steps for collecting and interpreting GOM data to monitor progress and guide instruction [table]
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Progress Monitoring: Reading

Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]