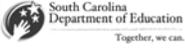


RtI and Progress Monitoring

①

**CURRICULUM-BASED ASSESSMENT
TO MONITOR CHILDREN'S PROGRESS
IN RESPONSE TO INSTRUCTION
PROVIDED**

JANE JOHNS, SALLY NOTTINGHAM, JO ANNE
SOLESBEE, AND JENNIFER YOUNG



South Carolina
Department of Education
Together, we can.

RtI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010

What is Progress Monitoring?

②

Progress monitoring is

- A scientifically-based practice
- that is used to assess students' academic and behavior performance
- and evaluate the effectiveness of instruction for individual students

SC RtI Guidance, Section IV, p. 1

RtI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010

Decisions

③

Decisions are made by a school-based leadership team with input from district leadership regarding

- Frequency of assessments
- Assessment tools
- Personnel responsible for progress monitoring

SC RtI Guidance, Section IV, p. 1

RtI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010

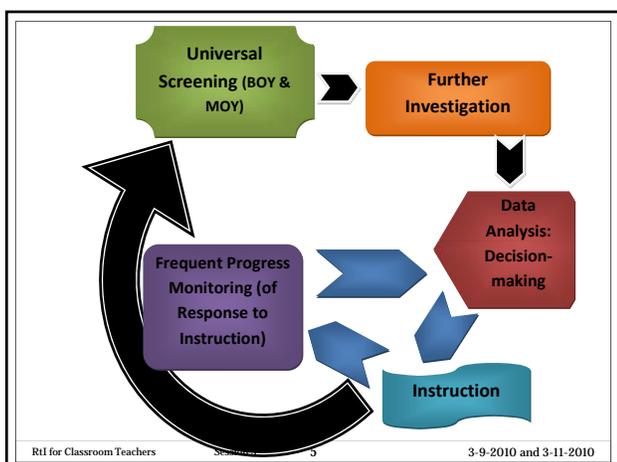
Progress monitoring instruments should be

④

- sensitive to small increments of growth,
- direct assessments of skills in academic standards and behavior,
- easily administered, scored, and interpreted,
- efficient for repeated administrations over short periods of time,
- comparable to benchmark assessment measures,
- brief and quantifiable,
- standardized in administration and scoring, and
- either norm- or criterion-referenced

SC RtI Guidance, Section IV, p. 1

RtI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010



Recall that to identify student needs...

⑥

- Use diagnostic and formative assessments
- With high construct validity—that is, related directly to what you are teaching and what students need to learn and learn to do

RtI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010

Plot individual goals relative to age-based expectations

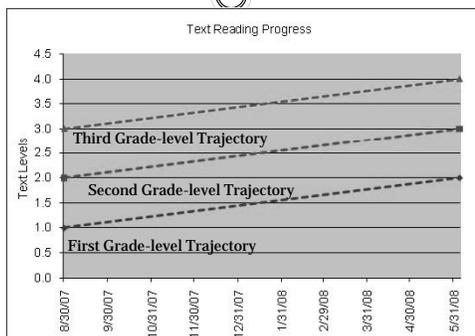
7

EXAMPLE 1: TEXT READING LEVELS FOR A THIRD GRADER

RTI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010

Step 1: Plot age based expectations

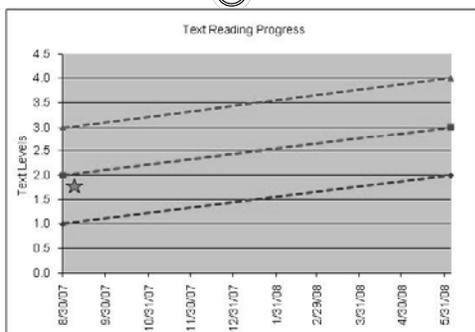
8



RTI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010

Step 2: Plot the child's current level

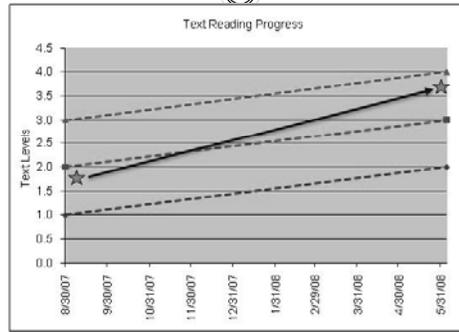
9



RTI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010

Step 3: Plot a goal line

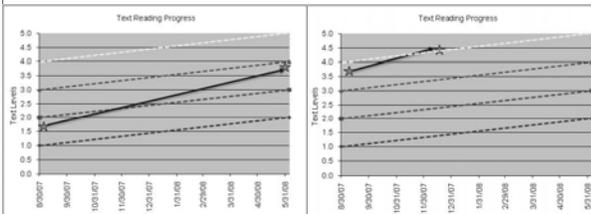
10



RTI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010

Step 3: Plot a goal line (cont.)

11



Third Grade

Fourth Grade

RTI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010

Provide instruction and progress monitor at regular intervals

12

- Assess progress toward goals
- Use curriculum based measures sensitive to small increments of growth
- Plot growth over time
- Assess rate of learning relative to goals
- Adjust instruction and/or context when rate of learning is not increasing

RTI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010

The school-based team determines how often progress monitoring will take place.

13

- Typically, the literature available indicates that Tier 2 students should be monitored frequently, either:
 - Monthly
 - Biweekly
 - Weekly
 - Twice a week
- Frequency of progress monitoring is in proportion to the intensity of student needs
- Students most in need are monitored more frequently in order to gather information about progress sooner so that instructional changes may be made more quickly

SC RtI Guidance, Section IV, p. 1

RtI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010

Plot individual goals relative to age-based expectations

14

EXAMPLE 2: FLUENT READING FOR A THIRD GRADER

RtI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010

Measuring response to repeated reading as an intervention: Rate

15

Rate of Reading Targets

Grade Level	Target Number of Correct Words Per Minute
Second half of first grade	60
Second grade	90
Third grade	100
Fourth grade	110
Fifth grade	120
Sixth grade and higher	140

RtI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010

Step 1: Plot age based expectations

16

RtI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010

Step 2: Plot the child's current level

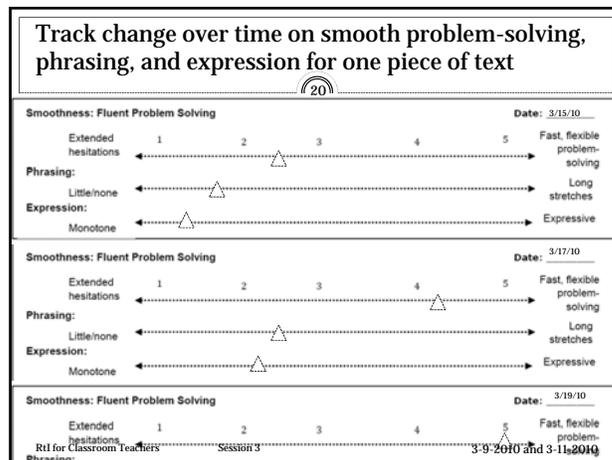
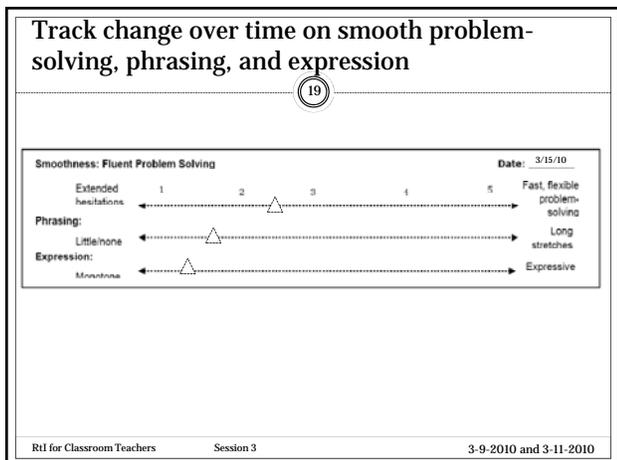
17

RtI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010

Step 2: Plot subsequent readings of the same text

18

RtI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010



- ### Progress Monitoring
- (21)
- Is curriculum-based—intended to provide information about how a child is responding to instruction
 - Should be sensitive to small increments of change
 - Should be easy enough to administer frequently
 - Should be organized to provide information about learning relative to age-based standards
 - Should provide information that allows you, the teacher to plan, modify, extend, or discontinue instruction
- RTI for Classroom Teachers Session 3 3-9-2010 and 3-11-2010