

## **SECTION IV**

### **Progress Monitoring**

Progress monitoring is defined as a scientifically-based practice that is used to assess students' academic and behavior performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

#### **Guidelines for Progress Monitoring**

The following information provides recommended guidelines and considerations for completing effective progress monitoring within the Response to Intervention (RTI) framework.

The school-based leadership team, with input from district leadership, makes decisions regarding frequency, tools, and personnel responsible for progress monitoring. The team determines who will monitor progress of students identified for Tier II instruction. Typically, the person(s) responsible for Tier II instruction completes progress monitoring, but other trained school personnel may provide progress monitoring support. Training in administration and interpretation of progress monitoring tools is essential.

The team must first determine what measures will be used to progress monitor. The best progress monitoring measures have the following characteristics:

- 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.

The team determines how often progress monitoring will take place. Typically, the literature available indicates that Tier II students should be monitored either biweekly, weekly, or every two weeks. Six to eight data points are needed before critical decisions (e.g., referral for an evaluation) can be made regarding a student's progress toward goals. When data are collected frequently (such as twice per week), decisions about the response to intervention can be made with improved confidence (Response to Intervention Policy Considerations and Implementation, NASDSE, 2007).

Frequency of progress monitoring is in proportion to the intensity of student needs. In other words, a student who is most needy may be monitored twice weekly in order to gather information about progress sooner so that instructional changes may be made more quickly.

The following list describes various types of progress monitoring measures and may include universal screening measures, as well. The South Carolina State Department of Education does not mandate the use of a particular measure, and the following list is not exhaustive. The National Center on Student Progress Monitoring provides a chart of progress monitoring tools, the subject areas assessed within those tools, and their progress monitoring standards. In addition, intervention programs may have built-in progress monitoring tools.

This information can be found at <http://www.studentprogress.org/chart/chart.asp>

#### [Edcheckup](#)

<http://www.edcheckup.com>

This site offers an assessment system for screening student performance and measuring student progress toward goals in reading. These generic passages, which are independent from any particular basal reading series, also may be used to evaluate the effectiveness of reading instruction through the graphing of student reading data. Browsers must pay to view materials from this site.

#### [EdProgress](#)

<http://www.edprogress.com/index.htm>

EdProgress focuses on assessment, large-scale testing and accountability, and systemic reform. With research-proven training materials, measurement tools, reporting systems, and teacher training interventions, EdProgress helps teachers become more focused on teaching and learning for all students. Browsers must pay to view materials from this site.

#### [Evidence-Based Progress Monitoring and Improvement System](#)

<http://www.aimsweb.com>

AIMS web(R) is a formative assessment system that informs the teaching and learning process by providing continuous student performance data in reading, math, and writing for grades kindergarten through eight and by reporting improvement to students, parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction. Browsers must pay to view materials from this site.

#### [Dominie Reading & Writing Assessment Portfolio](#)

<http://www.pearsonschool.com/index.cfm?locator=PSZ1Vt&PMDbSiteId=2781&PMID>

Based on National Reading and Writing Standards and Best Practices Research, the *Dominie Reading & Writing Assessment Portfolios* features original fiction and nonfiction stories, leveled books, rubrics for story writing and reading fluency, case studies, essential phonics and spelling components, convenient reproducible assessment forms, and a scoring guide for spelling accuracy that is based on an

analysis of developmental spelling tests. The *Dominie Reading & Writing Assessment Portfolios* assesses comprehension of fiction and nonfiction as well as phonics, phonemic awareness, writing, and spelling. It provides both oral and written assessments and includes stanines. Browsers must order and pay for materials from this site.

#### [The Dynamic Indicators of Basic Early Literacy Skills \(DIBELS\)](#)

<http://dibels.uoregon.edu/>

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

#### [Intervention Central](#)

<http://www.interventioncentral.org>

This web site offers free tools and resources to help school staff and parents promote positive classroom behaviors and foster effective learning for all children and youth. The web site was created by Jim Wright, a school psychologist from Syracuse, N.Y. Materials on this site are free.

#### [Monitoring Basic Skills Progress \(MBSP\)](#)

[http://www.proedinc.com/store/index.php?mode=product\\_detail&id=0840](http://www.proedinc.com/store/index.php?mode=product_detail&id=0840)

Developed by Lynn Fuchs, Carol Hamlett and Douglas Fuchs, MBSP is a computer program for automatically conducting curriculum-based measurement and for monitoring student progress in reading, math computation, and math concepts and applications. The computer program provides immediate feedback to students about their progress and provides individual and class-wide reports to teachers to help them plan more effective instruction. Browsers must order and pay for materials from this site.

#### [National Center for Learning Disabilities \(NCLD\)](#)

<http://www.nclid.org/index.php?option=content&task=view&id=571>

NCLD works to ensure that the nation's 15 million children, adolescents, and adults with learning disabilities have every opportunity to succeed in school, work, and life. Materials on this site are free.

#### [National Center on Student Progress Monitoring](#)

<http://www.studentprogress.org>

This center's mission is to provide technical assistance to states and districts and disseminate information about progress monitoring practices proven to work in different academic content areas (grades K-5). Materials on this site are free.

#### [Reading Success Lab](#)

<http://www.readingsuccesslab.com>

The Reading Success Lab provides software solutions for identifying reading problems and improving reading skills. Some screening materials on this site are free while browsers must order and pay for other materials from this site.

## **Professional Development**

- In order to ensure reliability of administration, individuals who progress monitor must attend formal administration training provided at the school or district level.
- Members who will analyze data need specific training at the school or district level in order to make decisions and effectively communicate results.
- Ongoing professional development and consultation regarding progress monitoring measures and analysis should be available throughout the year at the school and/or district level.

## **Considerations**

- School should consider the materials required to complete progress monitoring, including copying, timers, clipboards, desks/chairs, and areas for monitoring.
- School should consider the time needed for progress monitoring of at-risk students. Progress monitoring tools require the inputting of data into a spreadsheet or graph in order to communicate results. The school should consider available resources for management of data created by progress monitoring, whether through a school or district-developed program or commercially available program.
- Staff should notify parents when recommending a child for Tier II instruction and should keep parents informed of performance on progress monitoring measures throughout instruction at Tier II.

## **Data Analysis and Goal Setting**

Examples of Progress Monitoring Using Dominic Reading and Writing Portfolio

### **Text Reading Growth in Second Grade**

Graphs below show Beginning, Middle and End-of-year progress for four students in Text Reading (Comprehension, Fluency, Pace, and Accuracy) with indications of second grade (yellow line) and end-of-year third grade (red line) expectations. Student A (NSI) made significant progress with intervention services, coming near end-of-year first grade from kindergarten level at the beginning of the year. Student B (NAI) also made significant progress, moving close to grade level expectation for end-of-year second grade. Student C began the year At Grade Level (AGL) and completed the year meeting At Grade Level expectations. Student D is proficient and made growth during the year as well.