



New York State Education Department  
Office of Special Education  
**Educational Partnership**





# Best Practices in Academic Progress Monitoring: Day 1

Effective Assessment for Improving Individual Student  
Outcomes

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Produced by the Technical Assistance Partnership for Academics



New York State Education Department  
Office of Special Education  
**Educational Partnership**

# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Today's Facilitators

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Name

# Module 1

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## Introduction



# Introduction & Objectives

Progress Monitoring

# Learning Expectations (In Person)

## BE RESPONSIBLE

- Make yourself **comfortable**
- Take care of your **needs** (water, food, restroom, etc.)
- **Action plan** to implement what you are learning
- **Follow through** on your action items

## BE RESPECTFUL

- Turn cell phones **off or to vibrate**
- **Listen** attentively while others are speaking
- Have only the **training materials** up on your computer/table/phone

## BE ENGAGED

- **Ask** what you need to know to understand and contribute
- **Contribute** to the group by sharing relevant information and ideas

# Learning Expectations (Virtual)

## BE RESPONSIBLE

- Take time to **test technology** in advance
- Take care of your **needs** (breaks, water, food, restroom, etc.)
- **Action plan** to implement what you are learning
- **Follow through** on your action items

## BE RESPECTFUL

- Find a **quiet place** to participate
- **Mute** your microphone when not speaking
- **Listen** attentively while others are speaking
- Turn **video on** when speaking
- Have only the **training materials** up on your computer/table/phone

## BE ENGAGED

- **Ask** what you need to know to understand and contribute
- **Contribute** to the group by sharing relevant information and ideas

# Introductions I



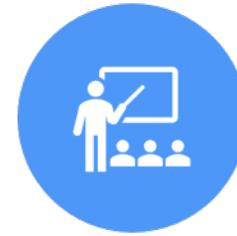
NAME



ROLE



DISTRICT



SCHOOL



POPULATION  
SERVED

# Learning

## Objectives

### Participants will:

Be able to describe the **purpose** of progress monitoring.

Be able to **define progress monitoring**.

Be able to identify steps for **implementing progress monitoring** of student growth at the individual level.



# Agenda

## Day 1

1. The Purpose of Progress Monitoring
2. Defining Progress Monitoring
3. Selecting a Progress Monitoring Measure
4. Implementing Progress Monitoring: Part 1

## Day 2

5. Implementing Progress Monitoring: Part 2
6. Independent Work Time



# Blueprint for Improved Results for Students with Disabilities I



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

"Progress monitoring is a form of assessment in which student learning is evaluated on a regular basis...to provide useful feedback about performance to both students and teachers."

The IRIS Center,  
Peabody College  
Vanderbilt  
University

## **Warm Up Discussion**

What are some ways in which you already measure student growth in your role now?

# The Purpose of Progress Monitoring

Effective Assessment of Student Growth

# The Purpose of Progress Monitoring - Benefits

What are some of the benefits of progress monitoring?

Measures the outcomes of the hard work

Leads to improved outcomes for students

Guides instructional decision-making

Identifies learning difficulties and their severity

Motivates students to study and learn

Informs collaboration with families

# The Purpose of Progress Monitoring - Definition

## A Definition of Equity

*The principle of altering current practices and perspectives to teach for social transformation and to promote equitable learning outcomes for students of all social groups.*

# The Purpose of Progress Monitoring - Equity

## Promoting Equity in Education

### What is the role of progress monitoring?

- Assess growth over time rather than one-time evaluations.
- Evaluate response to and inform decisions about evidence-based and individualized instruction.
- Reduce bias in decision-making by relying on measurable data.

# The Purpose of Progress Monitoring – CR-SE

## Culturally Responsive-Sustaining Education

- *Welcoming and Affirming Environments*
- *High Expectations and Rigorous Instruction*
- *Inclusive Curriculum and Assessment*
- *Ongoing Professional Learning*

# The Purpose of Progress Monitoring – Legality

## Legal Requirements for Progress Monitoring

**For students suspected of having a learning disability...**

"The individual evaluation must include information from an observation of the student in routine classroom instruction and monitoring of the student's performance...." Part 200.4(j)(1)(i)

The CSE must consider "data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents." Part 200.4(j)(1)(ii)(b)

# The Purpose of Progress Monitoring – Legality II

## Legal Requirements for Progress Monitoring II

"A student may be determined to have a learning disability if...the student does not achieve adequately for the student's age or to meet State-approved grade-level standards...and does not make sufficient progress to meet age or State-approved grade-level standards in one or more of the areas identified in this paragraph when using a process based on the student's response to scientific, research-based intervention Part 200(j)(3)(i)(a)"

# The Purpose of Progress Monitoring – Legality III

## Legal Requirements for Progress Monitoring III

**When using a Response to Intervention (RTI) approach to determine if a child demonstrates a learning disability...**

"A school district's process to determine if a student responds to scientific, research-based instruction shall include repeated assessments of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards. [8NYCRR §100.2(ii)(1)(iv)]"

# The Purpose of Progress Monitoring – Legality IV

## Legal Requirements for Progress Monitoring IV

### For students already identified...

"Approved preschool special education programs **shall conduct regular progress monitoring** of student achievement data over time..." Part 200.2(b)(7)(iii)

For school aged students with IEPs, "each annual goal shall include the evaluative criteria, evaluation procedures and schedules to be used to **measure progress toward meeting the annual goal** during the period beginning with placement and ending with the next scheduled review by the committee." Part 200.4(d)(2)(iii)(b)

# The Purpose of Progress Monitoring - Quote

*“...progress monitoring provides direct links between assessment and the instructional process. A large and substantial research literature has emerged showing how progress monitoring can be used across academic areas...to improve student outcomes (e.g., Jenkins & Terjeson, 2011).”*

## Let's Recap!

Please take a few moments and reflect on what is your Most Important Point (MIP) when thinking about the purpose of progress monitoring.

How does this align, or not align, with the progress monitoring strategies that you currently see or use?

Be ready to share!

# Defining Progress Monitoring

Definitions, Essential Vocabulary, and Essential Components

# Defining Progress Monitoring I

*“Progress monitoring is used to assess students’ academic performance, to quantify a student’s rate of improvement or responsiveness to instruction and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.”*

# Defining Progress Monitoring II

*“In progress monitoring, attention should focus on fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.”*

# Defining Progress Monitoring - Question

*What do we mean when we say...*

cultural and linguistic responsiveness?

# Defining Progress Monitoring - Evaluation

*Limiting Bias in the Evaluation Process...*

Progress monitoring is not the whole answer!

# Defining Progress Monitoring - Vocabulary

## Essential Vocabulary

**Cut Scores/Benchmarks:** Specific thresholds that have been found to be predictive of later deficits in a particular area and which designate a student as “at risk” or “not at-risk”

**Evidence-Based Tools:** Tools, such as interventions and assessments, that demonstrate strong evidence of effectiveness through direct research.

# Defining Progress Monitoring – Vocabulary (cont.)

## Essential Vocabulary (cont.)

**Fidelity of Implementation:** The degree to which a practice, procedure, or program is implemented in the way its developers intended.

**Rate of Improvement (ROI):** The speed at which a student improves their skill in a target area within a given amount of time.

- For example, a student who increases their Oral Reading Fluency (ORF) score by 1.25 words correct per minute per week can be said to have an ROI of 1.25.

# The Purpose of Progress Monitoring – Diagram



# Defining Progress Monitoring - Measures

## Common Types of Progress Monitoring Measures

Curriculum-Based Measures (CBM): Single Skill Measures

Examples:

- Single digit addition within 10
- Identifying letters A - E

Curriculum-Based Measures (CBM): General Outcome Measures

Examples:

- Oral Reading Fluency

Computer Adaptive Tests (CAT)

Examples:

- STAR reading and math assessments
- NWEA MAP assessments

# 1. Let's Recap!

Let's review what we've  
learned so far...

## 2. Let's Recap!

### True or False?

Research on progress monitoring has shown that its use is directly tied to improving student outcomes.

**TRUE!**

### 3. Let's Recap!



## True or False?

Progress monitoring is most effective in the area of reading.

**FALSE!**

## 4. Let's Recap!



## True or False?

Progress monitoring is specifically intended for use with students receiving special education.

**FALSE!**

## 5. Let's Recap!

### True or False?

Evaluations of students suspected of having a learning disability must include progress monitoring data.

**TRUE!**



## 6. Let's Recap!



## True or False?

Curriculum-based measures are intended to be used for just a short period of time until the specific skill that is targeted on that measure is mastered.

**FALSE!**

## 7. Let's Recap!



## True or False?

The use of progress monitoring is an essential step in ensuring equitable access to high quality education.

**TRUE!**

# Module I Questions



# BREAK Time



# Module 2

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## Selecting a Measure & Implementing Progress Monitoring: Part 1



# Selecting a Progress Monitoring Measure

A Brief Overview of Identifying High Quality Assessments

# Selecting a Progress Monitoring Measure - Questions

## Guiding Questions

1. Who is the target audience for this measure?
2. What data are already being collected?
3. Does this measure reflect the interventions/instruction being delivered?
4. Does this measure demonstrate reliability, validity, sensitivity to growth over time, and evidence of limited bias?
5. What resources and expertise are needed to adopt this measure?

# Selecting a Progress Monitoring Measure – Questions (cont.)

## Tool Charts & Other Resources

National Center on Intensive Intervention

<https://charts.intensiveintervention.org/chart/progress-monitoring>

IRIS Center: Identifying a Progress Monitoring Measure

[https://iris.peabody.vanderbilt.edu/module/ebp\\_03/cresource/q2/p02/#content](https://iris.peabody.vanderbilt.edu/module/ebp_03/cresource/q2/p02/#content)

RTI Action Network: General Information about Progress Monitoring

<http://www.rtinetwork.org/essential/assessment/progress>

# Selecting a Progress Monitoring Measure - Chart

## NCII Tools Chart Example

**FILTER RESULTS**

**Subject**

Mathematics

Reading

Spelling & Written Expression

**Grade**

Elementary (K-5)

Middle School (6-8)

High School (9-12)

Pre-K

**Apply** **Print Chart**

**Hide/Show Advanced Filters** **Clear Filters**

**Performance Level Standards** **Growth Standards** **Usability**

All	Title	Area	Grade	Measure	Reliability	Validity	Bias Analysis Conducted
<input type="checkbox"/>	Education Services, Inc. (formerly EdCheckup)	Standard Reading Passages	1	End Year Goal			<a href="#">Yes</a>
<input type="checkbox"/>	Children's Education Services, Inc. (formerly EdCheckup)	Standard Reading Passages	2	End Year Goal			<a href="#">Yes</a>
<input type="checkbox"/>	Children's Education Services, Inc. (formerly EdCheckup)	Standard Reading Passages	3	End Year Goal			<a href="#">Yes</a>
<input type="checkbox"/>	Children's Education Services, Inc. (formerly EdCheckup)	Standard Reading Passages	4	End Year Goal			<a href="#">Yes</a>
<input type="checkbox"/>	Children's Education Services, Inc. (formerly EdCheckup)	Standard Reading Passages	5	End Year Goal			<a href="#">Yes</a>
<input type="checkbox"/>	Children's Education Services, Inc. (formerly EdCheckup)	Standard Reading Passages	6	End Year Goal			<a href="#">Yes</a>

Basic information about the measure

Psychometric and usability information reviewed

Indication of quality/ comparison to standards

# Selecting a Progress Monitoring Measure – Grade Levels

## Progress Monitoring in Preschool

### Preschool Measures

- Individual Growth and Development Indicators
- Preschool Numeracy Indicators

### Information on Preschool Progress Monitoring

#### RTI Action Network

<http://www.rtinetwork.org/component/content/article/26/431-assessment-progress-monitoring-q1>

#### IRIS Center, Peabody College, Vanderbilt University

[https://iris.peabody.vanderbilt.edu/module/ebp\\_03/cresource/q2/p02/](https://iris.peabody.vanderbilt.edu/module/ebp_03/cresource/q2/p02/)

## Progress Monitoring in Middle & High School

Middle & High School Measures: easyCBM, iReady, STAR

### Information on High School Progress Monitoring

<https://rti4success.org/video/high-school-tiered-interventions-initiative-progress-monitoring>

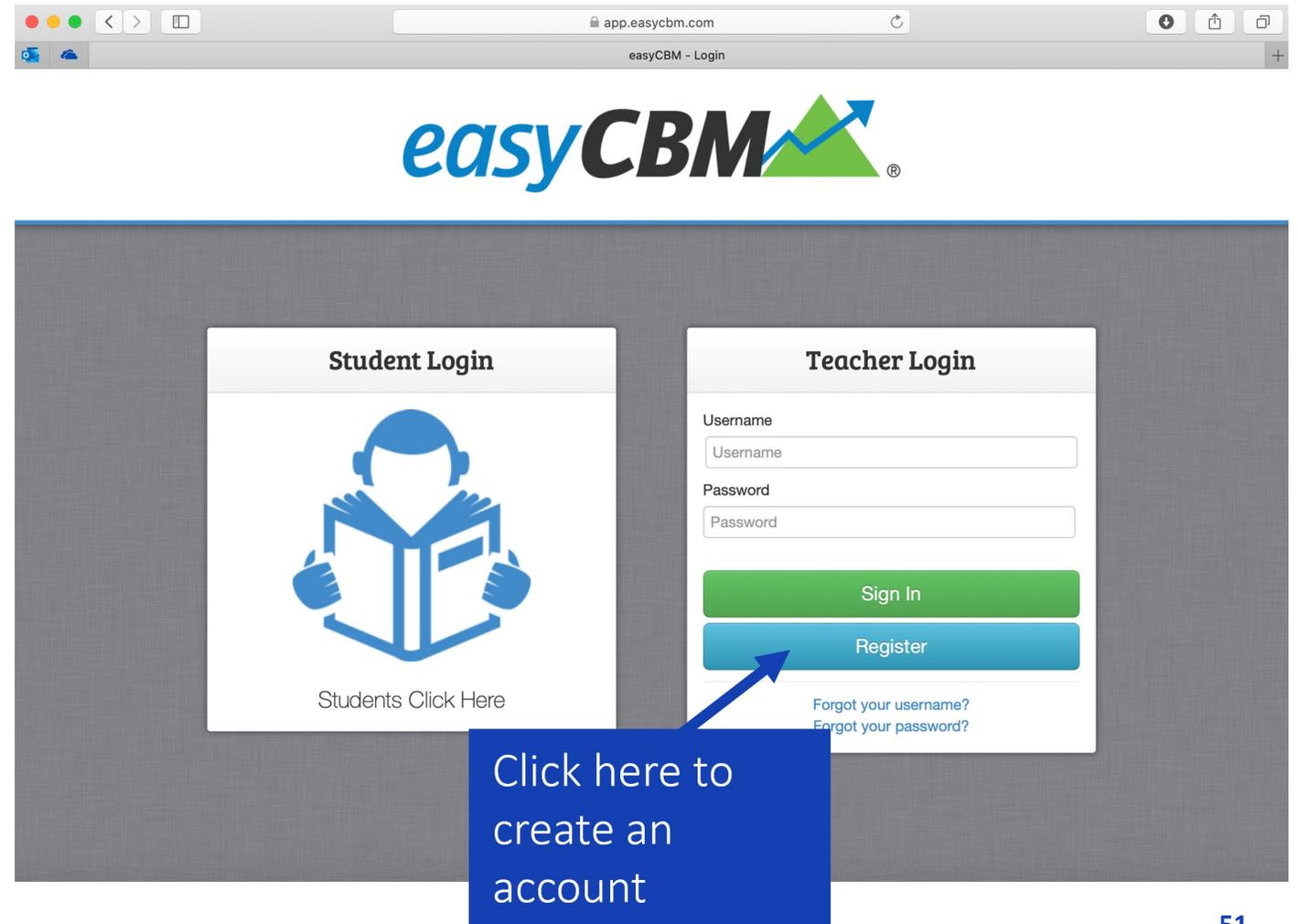
# Selecting a Progress Monitoring Measure - Disclaimer

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# Progress Monitoring System Example

Link to easyCBM: <https://app.easycbm.com>



The screenshot shows a web browser window with the URL [app.easycbm.com](https://app.easycbm.com). The page features the easyCBM logo at the top, which includes the text "easyCBM" and a green line graph with an upward-pointing arrow. Below the logo, there are two main login panels: "Student Login" and "Teacher Login". The "Student Login" panel contains a blue icon of a person reading a book and the text "Students Click Here". The "Teacher Login" panel includes input fields for "Username" and "Password", a green "Sign In" button, and a blue "Register" button. A blue arrow points from a blue callout box at the bottom to the "Register" button. The callout box contains the text "Click here to create an account". Below the "Register" button, there are links for "Forgot your username?" and "Forgot your password?".

# Selecting a Progress Monitoring Measure – Other Resources

Other free resources similar to easyCBM that can be used for screening:

Acadience (previously DIBELS Next/Math)

DIBELS 8<sup>th</sup> Edition

# Implementing Progress Monitoring

Planning, Collecting and Utilizing Progress Monitoring Data

# Implementing Progress Monitoring Video

What does implementation of progress monitoring look like?



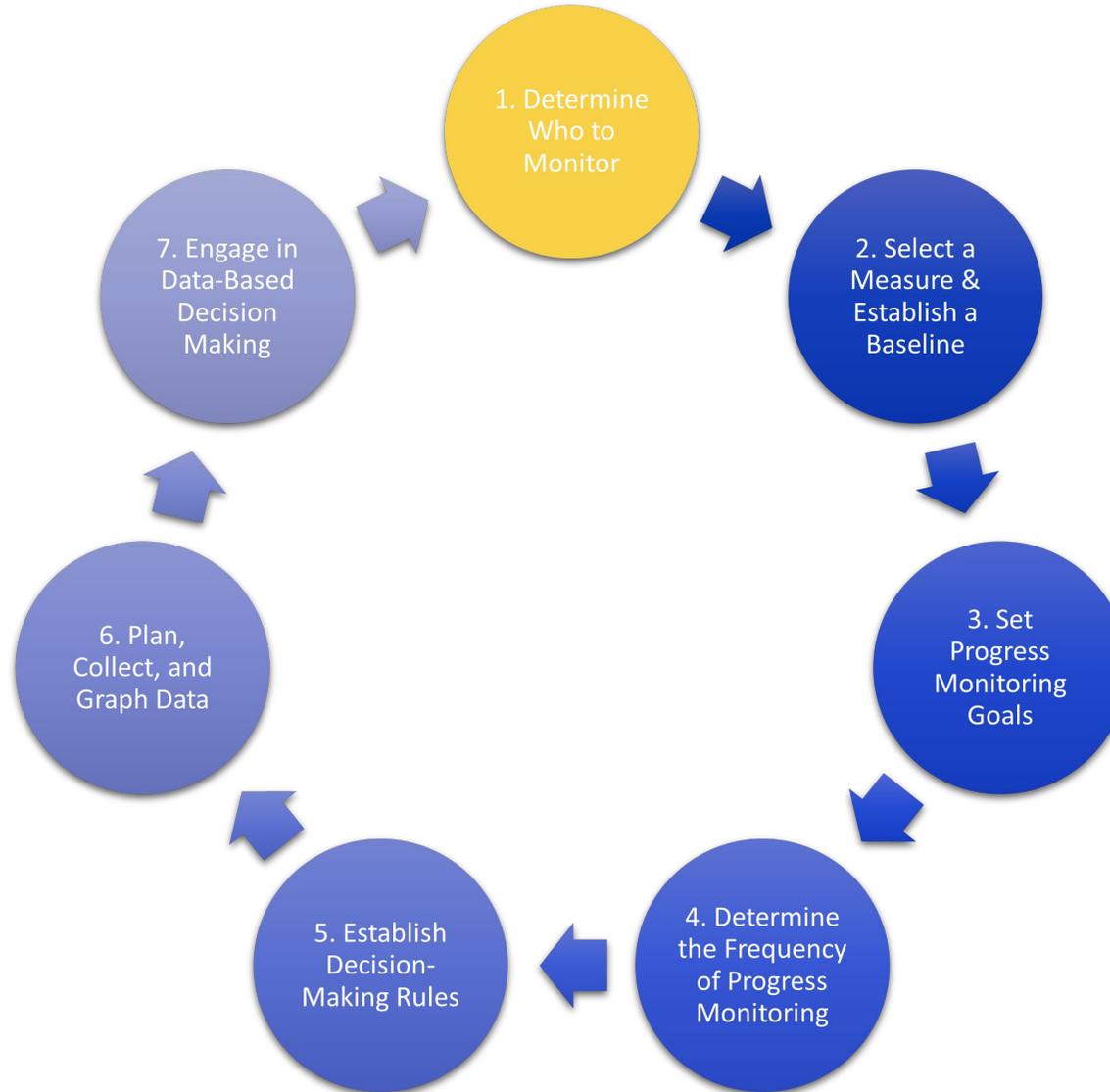
# Implementing Progress Monitoring Measure – Pre-Questions

## Questions to Answer Before Progress Monitoring

1. “Is the time frame defined?”
2. “Are the measurement conditions clear?”
3. “Is the [learning] behavior to be measured defined?”
4. “Are the criteria for success designated?”

# Implementing Progress Monitoring 1<sup>st</sup> Step

## Steps for Implementation



## Step 1: Determine Who to Monitor

- a) *Students considered at-risk who require intervention*
- b) *Students considered at-risk, but not yet receiving interventions*
- c) *Students requiring special education services*

# Implementing Progress Monitoring Step 1

# Step 1: Determine Who to Monitor (cont.)

- a) *Who might be considered at-risk and in need of intervention?*
- b) *Who might be considered at-risk, but not yet receiving intervention?*
- c) *Which students might be receiving special education services?*

Student Name	ORF	NWF	PSF	LSF	LNf
AI	0	0	1	0	0
AH	2	5	3	4	9
AM	8	12	24	14	22
AE	9	15	12	14	36
AJ	10	20	38	22	42
AO	11	28	33	29	51
AD	13	31	42	30	58
AL	22	33	52	37	68
AB	14	35	44	38	57
AC	19	38	48	41	63
AK	25	38	39	44	72
AP	24	46	42	48	65
AA	33	48	66	51	70
AN	37	51	72	60	67
AQ	44	52	70	78	71
AF	48	53	93	82	78
AG	50	72	87	89	81

- Based on AIMSweb Grade 1 Measures

# Step 1: Case Study

## Determine Who to Monitor

*New entrant with no prior interventions*

*Making gains on classroom assessments*

*Requires a high level of teacher support*

Student Name	ORF	NWF	PSF	LSF	LNF
AI	0	0	1	0	0
AH	2	5	3	4	9
AM	8	12	24	14	22
AE	9	15	12	14	36
AJ	10	20	38	22	42
AO	11	28	33	29	51
AD	13	31	42	30	58
AL	22	33	52	37	68
AB	14	35	44	38	57
AC	19	38	48	41	63
AK	25	38	39	44	72
AP	24	46	42	48	65
AA	33	48	66	51	70
AN	37	51	72	60	67
AQ	44	52	70	78	71
AF	48	53	93	82	78
AG	50	72	87	89	81

- Based on AIMSweb Grade 1 Measures

# Step 1: Case Study (cont.)

## Adele's Intervention

- 1. Adele's assessment performance suggests skill deficits with basic decoding and letter-sound knowledge.*
- 2. An intervention, word building, is used to teach:*
  - Identifying sounds*
  - Blending sounds into words*
  - Reading words in isolation and simple sentences*

# Step 1 Application Activity p. 1

## Activity: Determine Who to Monitor

Second Grade Universal Screening Data: FALL Benchmark			
Student Name	MCRC	PRF	WRF
AI	0	0	0
AH	0	0	1
AM	1	2	5
AD	2	22	16
AJ	3	27	22
AB	3	31	24
AC	4	33	25
AK	5	36	28
AP	5	37	34
AE	6	40	38
AO	6	44	41
AL	7	48	44
AA	8	49	48
AN	8	50	52
AQ	9	57	55
AF	10	68	68
AG	11	72	77

*Who might be considered at-risk and in need of intervention?*

*Who might be considered at-risk, but not yet receiving intervention?*

*Which students might be receiving special education services?*

# Step 1 Application Activity p. 2

## Activity: Determine Who to Monitor (p. 2)

Second Grade Universal Screening Data: FALL Benchmark			
Student Name	MCRC	PRF	WRF
AI	0	0	0
AH	0	0	1
AM	1	2	5
AD	2	22	16
<b>AJ</b>	<b>3</b>	<b>27</b>	<b>22</b>
AB	3	31	24
AC	4	33	25
AK	5	36	28
AP	5	37	34
AE	6	40	38
AO	6	44	41
AL	7	48	44
AA	8	49	48
AN	8	50	52
AQ	9	57	55
AF	10	68	68
AG	11	72	77

*AJ is at low risk in Word Reading Fluency and Vocabulary*

*His Passage Reading Fluency is significantly below grade level expectations*

*Reading fluency deficits are likely impacting AJ's comprehension*

**Step 1**  
**Application**  
**Activity p. 3**

## Activity: AJ's Intervention (p. 3)

1. *AJ's assessment performance suggests he has an oral reading fluency deficit.*
2. *After collecting additional data to confirm the problem, an intervention, class wide peer tutoring, is implemented to provide practice with immediate feedback.*

# Step 1: Application Activity p. 4

The screenshot shows the easyCBM Lite dashboard interface. At the top, the browser address bar displays 'app.easycbm.com'. The page header includes the 'easyCBM Lite' logo on the left and 'ExampleAccount Account | Logout | Help' on the right. A navigation bar below the header contains 'Dashboard', 'Students', 'Measures', and 'Reports' menu items, with 'Students' highlighted in orange. On the right side of the navigation bar, there are 'Resources' and 'Admin' links. The main content area features six dashboard tiles: 'Students' (with a group of people icon and description: 'Manage your list of students and organize students into groups'), 'Measures' (with a pencil icon and description: 'Administer benchmarks and progress monitoring measures to assess student progress'), 'Reports' (with a bar chart icon and description: 'View and analyze your students' performance or progress'), 'Interventions' (with a document icon and description: 'Create and manage instructional interventions for students'), 'Resources' (with a play button icon and description: 'Access training, download guides, watch videos, and more'), and 'Account' (with a gear icon and description: 'View and update your account information'). The 'Students' menu item and its corresponding dashboard tile are circled in orange.

# Step 1: Application Activity p. 5

## Managing your Students

Add new Groups or Students by clicking the + button. Students in the currently selected group will have a dark background and their checkbox will be checked. Note that students cannot be removed from the default "All Students" group. Clicking the 🔍 icon will open a student's assessment history in a new tab. The ✎ button will allow you to edit a student's profile information, while the 🗑 button will allow you to remove a student.

### Groups



All Students

Students: 1 / 200 max



Delete all selected students →



# Step 1: Application Activity p. 6

The screenshot shows the 'Create Student' modal form in the easyCBM Lite application. The form contains the following fields and options:

- Student ID: Auto-generated if left blank
- First Name: AJ
- Last Name: (empty)
- Grade: 2
- Gender: (Male/Female icons)
- Race: (dropdown menu)
- Ethnicity: (dropdown menu)
- Special Education: Yes/No
- ELL: Yes/No

At the bottom right of the form, there are two buttons: 'Close' and 'Create'. The 'Create' button is highlighted with an orange circle.

# Step 1: Application Activity p. 7

## Managing your Students

Add new Groups or Students by clicking the + button. Students in the currently selected group will have a dark background and their checkbox will be checked. Note that students cannot be removed from the default "All Students" group. Clicking the 🔍 icon will open a student's assessment history in a new tab. The ✎ button will allow you to edit a student's profile information, while the 🗑️ button will allow you to remove a student.

### Groups



All Students

### Students: 1 / 200 max



Example, AJ



Delete all selected students



# Implementing Progress Monitoring 2<sup>nd</sup> Step

## Steps for Implementation



## Step 2: Select a Measure & Establish a Baseline

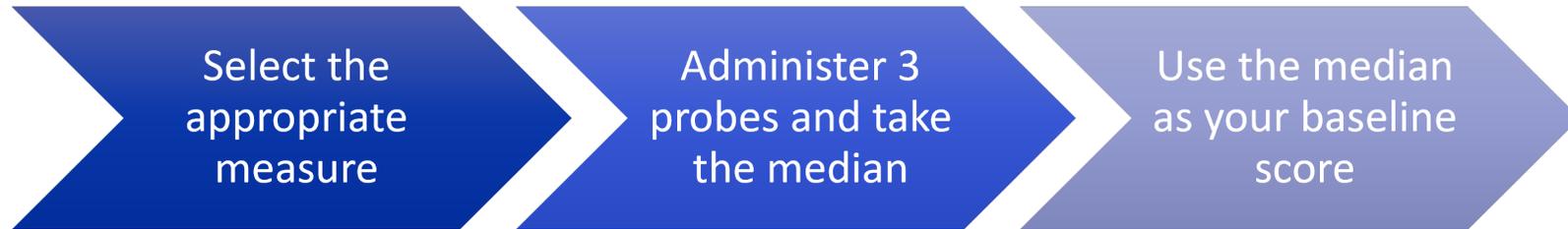
*Knowing our starting point is essential to planning the journey.*



## Implementing Progress Monitoring Step 2

# Step 2: Select a Measure & Establish a Baseline (cont.)

## Single Skill & Curriculum-Based Measures



## Computer Adaptive Tests



# Step 2: Case Study

## Select a Measure & Establish a Baseline Case Study

1. NWF identified as the most appropriate measure
2. Reviewed NWF directions with Adele and emphasized attempting all sounds
3. Administered 3 probes and identified the median

Assessment	Score	Percentile
NWF Probe 1	30 SC	10th
NWF Probe 2	31 SC	11th
NWF Probe 3	24 SC	6th

- Based on AIMSweb Grade 1 NWF

**Step 2:  
Practice  
Activity p. 1**

**Practice Activity:  
Select a Measure p. 1**

Which Measure?

Multiple Choice Reading  
Comprehension

Passage Reading Fluency

Vocabulary

Word Reading Fluency

**A: Passage Reading Fluency**

# Step 2: Application Activity p. 2

## Activity: Application p. 2

Establish a Baseline

How do I establish baseline?

CBM

- Administer three probes
- Select the median as the baseline

CAT

- Administer the test once
- Use the resulting score as the baseline

Assessment	Score	Percentile
PRF Probe 1	28 CWPM	11th
PRF Probe 2	33 CWPM	17th
PRF Probe 3	30 CWPM	13th

# Activity: Application p. 2

## Step 2: Application Activity p. 2

The screenshot shows the easyCBM Lite dashboard interface. At the top, the browser address bar displays 'app.easycbm.com'. The dashboard header includes the 'easyCBM Lite' logo on the left and 'ExampleAccount Account | Logout | Help' on the right. A navigation bar below the header contains 'Dashboard', 'Students', 'Measures', and 'Reports' tabs, with 'Measures' highlighted by an orange circle. To the right of the navigation bar are 'Resources' and 'Admin' links. The main content area consists of six white cards on a grey background:

- Students**: Manage your list of students and organize students into groups. (Icon: group of people)
- Measures**: Administer benchmarks and progress monitoring measures to assess student progress. (Icon: pencil writing on a notepad) - This card is highlighted by an orange oval.
- Reports**: View and analyze your students' performance or progress. (Icon: bar chart)
- Interventions**: Create and manage instructional interventions for students. (Icon: book)
- Resources**: Access training, download guides, watch videos, and more. (Icon: play button in a circle)
- Account**: View and update your account information. (Icon: gears)

# Step 2: Application Activity p. 3

## Activity: Application p. 3

easyCBM Lite

ExampleAccount Account | Logout | Help

Dashboard Students Measures Reports Resources Admin

### Measures on easyCBM

Select the grade level difficulty of the measure you want to access, then scroll to its section. For measures that can be administered by students, you will need to have your students visit the link below and follow the on-screen instructions. For Benchmark measures, you will need to upgrade to easyCBM Deluxe. For Progress Monitoring measures, mark the checkbox next to each measure you want listed for your students. An example of how to use the Benchmark measures is provided below.

<https://app.easycbm.com/ExampleAccount>

Progress Monitoring

K 1 2 3 4 5 6 7 8

Show: All

Reading (WRF | PRF | MCRC)

Math (NUMOP | MSMT | NUMOPALG)

### Reading: Passage Reading Fluency

Measure	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 2_1	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 2_2	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 2_3	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 2_4	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 2_5	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 2_6	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 2_7	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 2_8	Student Copy	Assessor Copy	Enter Scores
Passage Reading Fluency 2_9	Student Copy	Assessor Copy	Enter Scores

# Activity: Application p. 4

## Step 2: Application Activity p. 4

Dashboard Students Measures Reports Resources Admin

### Teacher Data Entry

Passage\_Reading\_Fluency\_Grade\_2\_Form\_1\_Assessor.pdf

Enter the Total Words Read as well as the Number of Errors for each student, and the Correct Words Per Minute (CWPM) will be automatically calculated. When you are finished entering data for a particular student, click the Save button.

Date students took measure: 9/10/19

Show Stopwatches

Student	Data Entry	Save
Example, AJ	<p>Passage Text Total Words</p> <p>Total Words Read: 28 # of Errors: 0</p> <p>CWPM: 28</p>	<p>PRF 2_1</p> <p>60 Start</p> <p>Save</p>

# Step 2: Application Activity p. 5

## Activity: Application p. 5

easyCBM Lite

ExampleAccount Account | Logout | Help

Dashboard Students Measures **Reports** Resources Admin

### Reports and Analysis

To view a **Group** report, click on the name of the group, and all of their active CBMs will appear below. Select a CB summary and list of student scores. Then click "View" to see a student's actual submission. Select the **Individuals** click access to system wide data by student.

Group **Individuals**

#### Students

	Student Name	Tests Complete	Goals
1	Example, AJ	3	Goals

[View All Individual Reports](#)

#### Students > All

Progress Monitoring Scoring Guidelines

Students > All  This Year  Last Year  All Data

Show:  All  PRF

#### AJ Example, Passage Reading Fluency

Grade 2, Passage Reading Fluency: AJ Example

CBM Name	View Test	Score
1 Passage Reading Fluency 2_1	<a href="#">View</a>	28 CWPM (100% Accuracy)
2 Passage Reading Fluency 2_2	<a href="#">View</a>	33 CWPM (100% Accuracy)
3 Passage Reading Fluency 2_3	<a href="#">View</a>	30 CWPM (100% Accuracy)

# Implementing Progress Monitoring 3<sup>rd</sup> Step

## Steps for Implementation



## Step 3: Set Progress Monitoring Goals

*Where are we trying to go from here?*



## Implementing Progress Monitoring Step 3

# Step 3: Set Progress Monitoring Goals - Balance

## Over Ambitious Goals V. Insufficiently Ambitious Goals



# Step 3: Set Progress Monitoring Goals - ROI

## Rate of Improvement (ROI)

Speed of skill improvement in a target area within a given amount of time

*For example, a student who increases his/her Oral Reading Fluency (ORF) score by 1.25 words correct per minute per week can be said to have an ROI of 1.25.*

Can be calculated and used any time during the school year

# Step 3: Set Progress Monitoring Goals - Criteria

## Criterion for Success

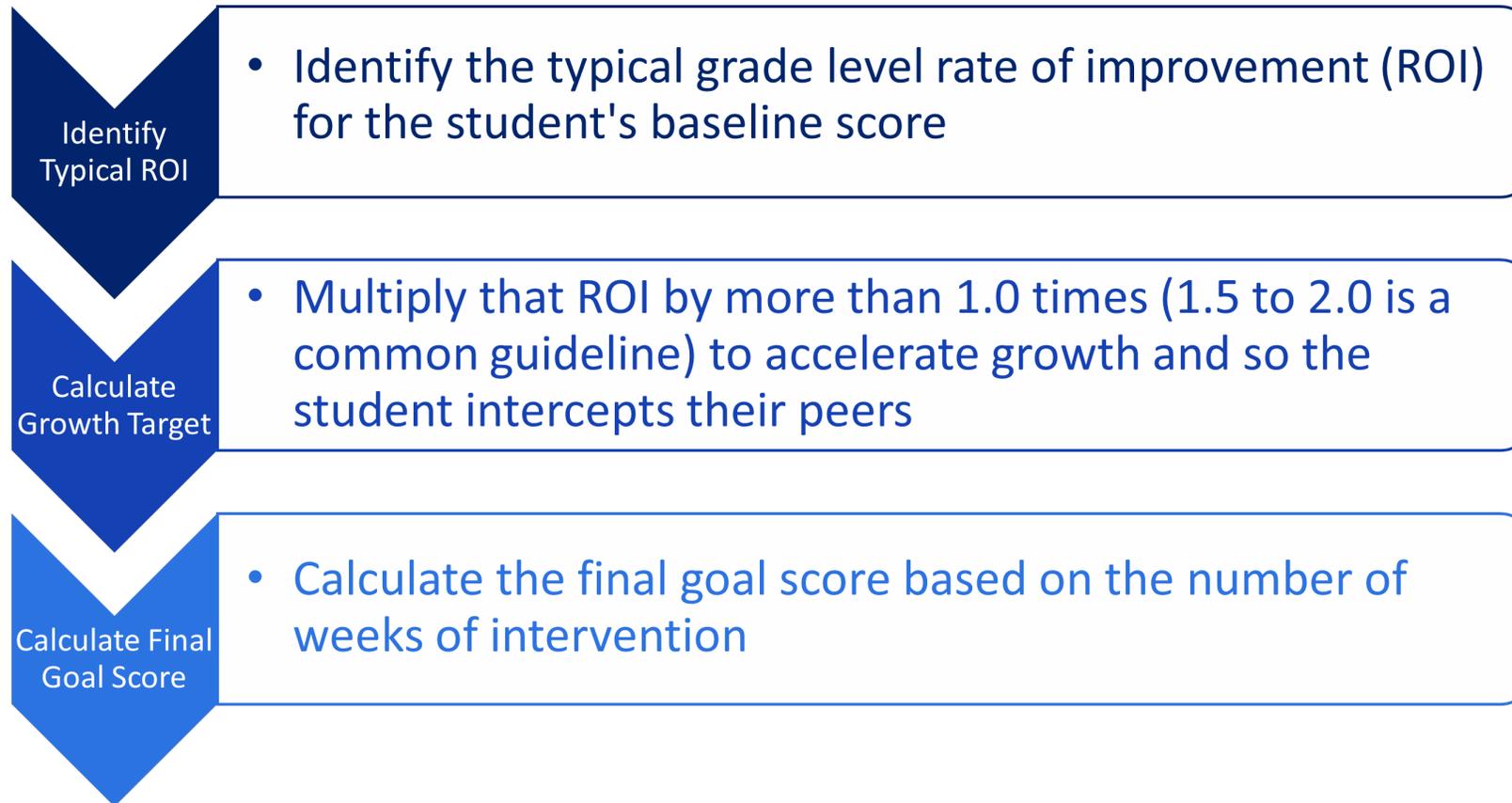
Normative Goals

Benchmark Goals



# Step 3: Set Progress Monitoring Goals – Normative

## Normative Goal-Setting



# Step 3: Case Study - Normative

## Normative Goal Setting

AIMSweb® National Norms Table  
Nonsense Word Fluency

Grade	%ile	Fall		Winter		Spring		Group ROI
		Num	SC	Num	SC	Num	SC	
K	90	0	-	42104	50	42104	71	1.17
	75		-		37		53	0.89
	50		-		25		40	0.83
	25		-		15		28	0.72
	10		-		4		18	0.78
	Mean		-		27		43	0.89
	StdDev		-		19		24	0.28
1	90	25099	71	25099	106	25099	128	1.58
	75		49		73		95	1.28
	50		34		54		68	0.94
	25		22		40		51	0.81
	10		13		30		38	0.69
	Mean		39		61		75	1.00
	StdDev		20		22		33	0.28

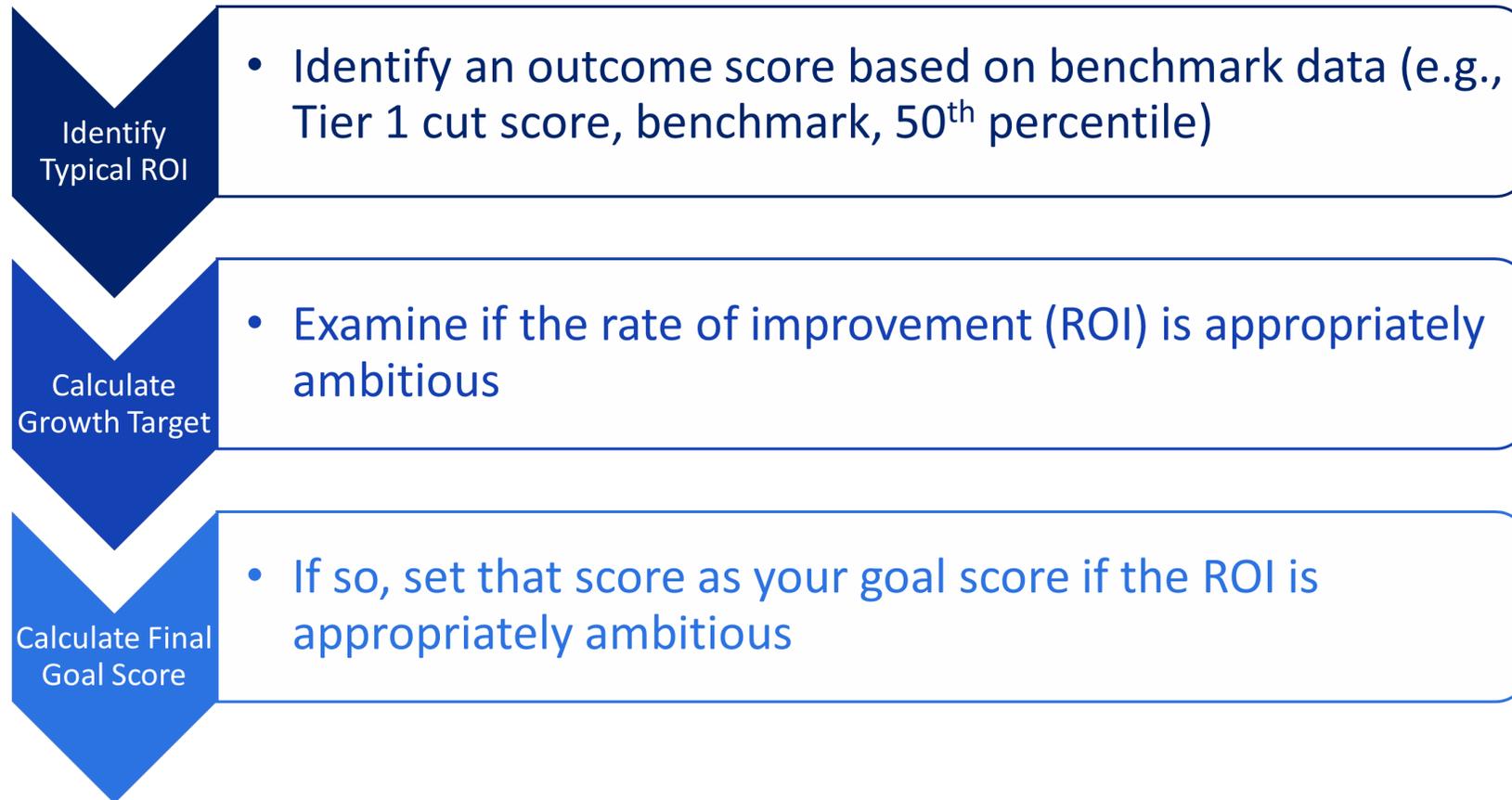
Num = Number of Students SC = Sounds Correct ROI = Rate Of Improvement  
ROI is Spring Score minus Fall Score (or Winter minus Fall) divided by 36 weeks (or 18 weeks).

User norms will be used when national norms are unavailable.



# Step 3: Set Progress Monitoring Goals – Benchmark

## Benchmark Goal-Setting



# Step 3: Case Study - Benchmark

## Benchmark Goal Setting

Identify Score

- Tier 1 Spring NWF Cut Score = **57 SC**

Examine ROI

- $57 \text{ SC (goal)} - 30 \text{ SC (current score)} = \mathbf{27 \text{ SC Increase}}$
- $27 \text{ SC}/18 \text{ weeks} = \mathbf{1.5 \text{ SC/week (goal ROI)}}$
- $1.5 \text{ SC (goal ROI)}/0.69 \text{ SC (typical ROI)} = \mathbf{x2.17 \text{ typical ROI}}$

Decide Whether to Adopt

- 2.17 times the ROI of a typical 1<sup>st</sup> grader is ambitious, but close to the normative goal
- Adopt this goal! New Goal = **57 SC**

	Grade 1							
	LNF		LSF		PSF		NWF	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall	30	40	16	25	21	35	17	27
Winter	35	49	28	40	35	45	34	45
Spring	41	56	34	46	40	49	43	<b>57</b>

## Step 3: Application Activity p. 1

### Application Activity:

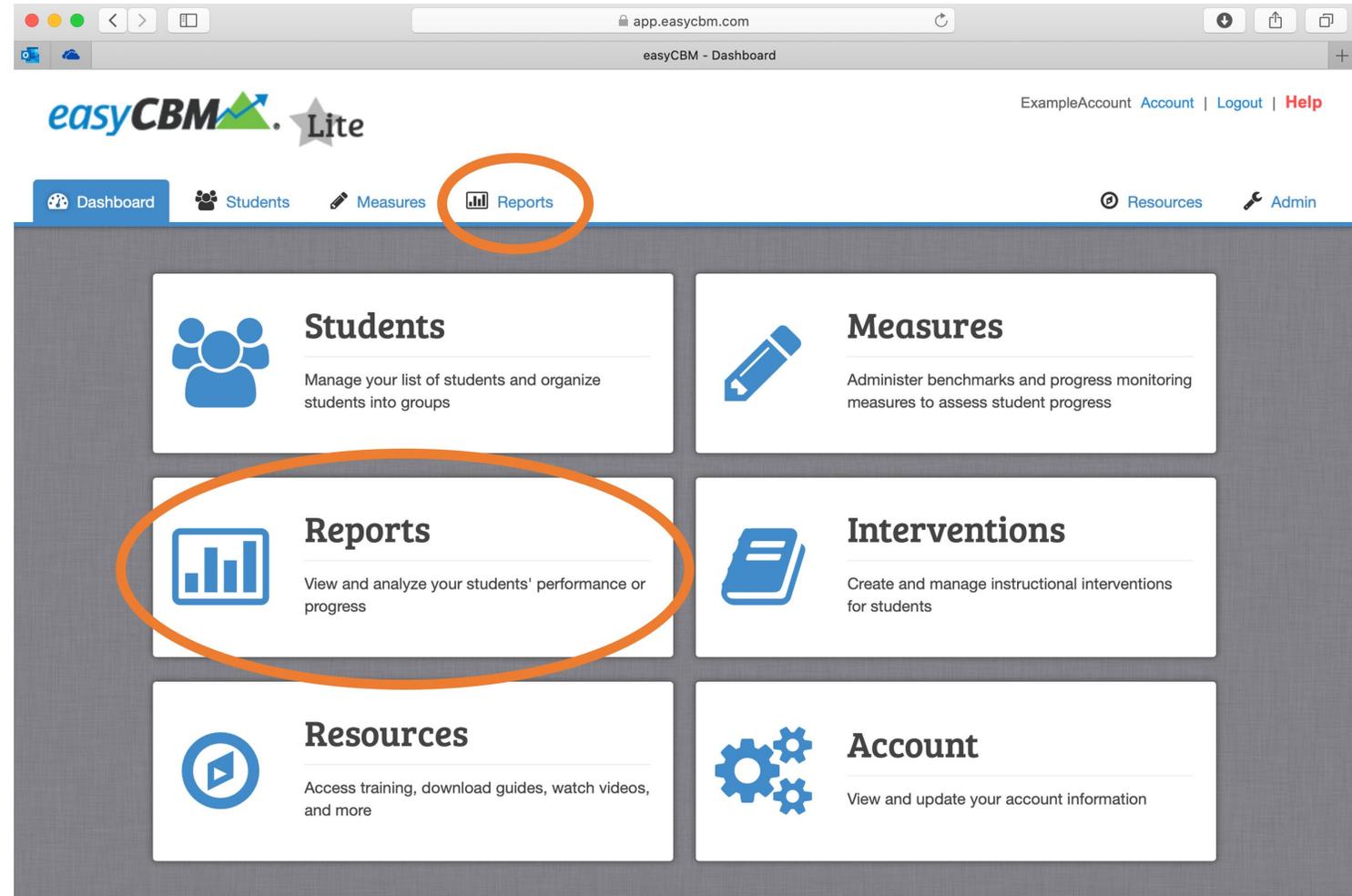
Identify the Criterion for Success p. 1

- Normative Goals
- Benchmark Goals

Normative

# Activity: Application p. 2

## Step 3: Application Activity p. 2



The screenshot shows the easyCBM Lite dashboard interface. At the top, the browser address bar displays 'app.easycbm.com'. The dashboard header includes the 'easyCBM Lite' logo on the left and user information 'ExampleAccount Account | Logout | Help' on the right. A navigation bar below the header contains icons for 'Dashboard', 'Students', 'Measures', 'Reports', 'Resources', and 'Admin'. The 'Reports' menu item is circled in orange. The main content area features six dashboard tiles: 'Students' (Manage your list of students and organize students into groups), 'Measures' (Administer benchmarks and progress monitoring measures to assess student progress), 'Reports' (View and analyze your students' performance or progress), 'Interventions' (Create and manage instructional interventions for students), 'Resources' (Access training, download guides, watch videos, and more), and 'Account' (View and update your account information). The 'Reports' tile is also circled in orange.

# Step 3: Application Activity p. 3

## Activity: Application p. 3

easyCBM Lite

ExampleAccount Account | Logout | Help

Dashboard Students Measures Reports Resources Admin

### Reports and Analysis

To view a Group report, click on the name of the group, and all of their active CBMs will appear below. Select a CBM name to see a summary and list of student scores. Then click "View" to see a student's actual submission. Select the Individual subsection for easy one-click access to system wide data by student.

Progress Monitoring Scoring Guidelines Detailed Percentiles Table

Groups Individuals

#### Groups

	Group Name	Student Count	Data Export
1	All Students	1	<a href="#">Export CSV</a>

#### CBMs

	CBM Name	Tests Complete	Avg Scores

#### Summary

### Grade 2 Reading Measures – English Language and Spanish Language

Percentile	Word Reading Fluency			Passage Reading Fluency			MC Reading Comprehension			Vocabulary			Spanish Word Reading Fluency			Spanish Sentence Reading Fluency		
	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr
10 <sup>th</sup>	13	17	31	26	34	40	3	5	5	4	6	7	9	18	25	11	24	27
25 <sup>th</sup>	25	33	49	39	59	70	5	7	8	6	9	10	19	29	36	23	40	38
50 <sup>th</sup>	42	52	66	63	86	101	7	9	10	9	10	12	33	43	46	39	58	56
75 <sup>th</sup>	59	70	80	87	110	130	9	11	11	11	12	12	43	58	58	60	79	71
90 <sup>th</sup>	73	82	91	113	131	155	11	12	12	12	12	12	56	67	70	76	102	91

### Grade 2 NCTM Math Measures

Percentile	Number & Operations			Measurement			Number, Operations & Algebra			Math Benchmark		
	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr	Fall	Win	Spr
10 <sup>th</sup>	5	6	8	5	6	9	4	6	7	17	18	18
25 <sup>th</sup>	7	9	9	6	8	12	6	8	10	20	25	24
50 <sup>th</sup>	9	12	12	8	10	14	8	12	13	25	33	29
75 <sup>th</sup>	11	14	15	10	13	15	10	15	15	30	39	32
90 <sup>th</sup>	13	16	16	12	15	16	12	16	16	35	43	34

### Grade 2 CCSS Math Measures

Percentile	Progress Monitoring			CCSS Math Benchmark		
	Fall	Win	Spr	Fall	Win	Spr
10 <sup>th</sup>	9	11	12	14	16	18
25 <sup>th</sup>	12	14	16	17	21	24
50 <sup>th</sup>	15	17	20	22	25	29
75 <sup>th</sup>	19	21	22	26	29	32
90 <sup>th</sup>	22	23	24	30	32	34



# Activity Application p. 5

## Normative Goal-Setting

### Step 3: Application Activity p. 5

easyCBM Detailed Norms 22

Score	Percentile	Score	Percentile	Score	Percentile	Score	Percentile	Score	Percentile
2, winter	3	3	11	32	5	9	38	24	
math_numop	4	7	12	42	6	14	39	25	
Math Progress	5	14	13	53	7	19	40	26	
Monitoring	6	24	14	67	8	26	41	26	
0	0	8	37	15	82	9	34	42	27
1	0	9	51	16	94	10	47	43	28
2	0	9	64			11	63	44	29
3	0	10	78	2, fall		12	84	45	30
4	2	11	85	mcr				46	30
5	4	12	91	Multiple Choice				47	31
		13	95	Reading		2, fall		48	32
				Comprehension		prf		49	34
						Passage Reading		50	36
						Fluency		51	37
						0	0	52	39
						1	0	53	40
						2	0	54	42
						3	1	55	42
						4	1	56	43
						5	1	57	44
						6	1	58	44
						7	1	59	45
						8	1	60	46
						9	2	61	47
						10	2	62	48
						11	3	63	51
						12	3	64	52
						13	3	65	54
						14	4	66	55
						15	4	67	56
						16	5	68	58
						17	5	69	59
						18	5	70	60
						19	6	71	61
						20	6	72	62
						21	7	73	62
						22	8	74	64
						23	8	75	65
						24	9	76	66
						25	9	77	67
						26	10	78	67
						27	10	79	68
						28	11	80	69
						29	12	81	70
						30	13	82	71
						31	14	83	72
						32	16	84	73
						33	17	85	73
						34	19		



### easyCBM

#### DETAILED PERCENTILE LOOKUP TABLE

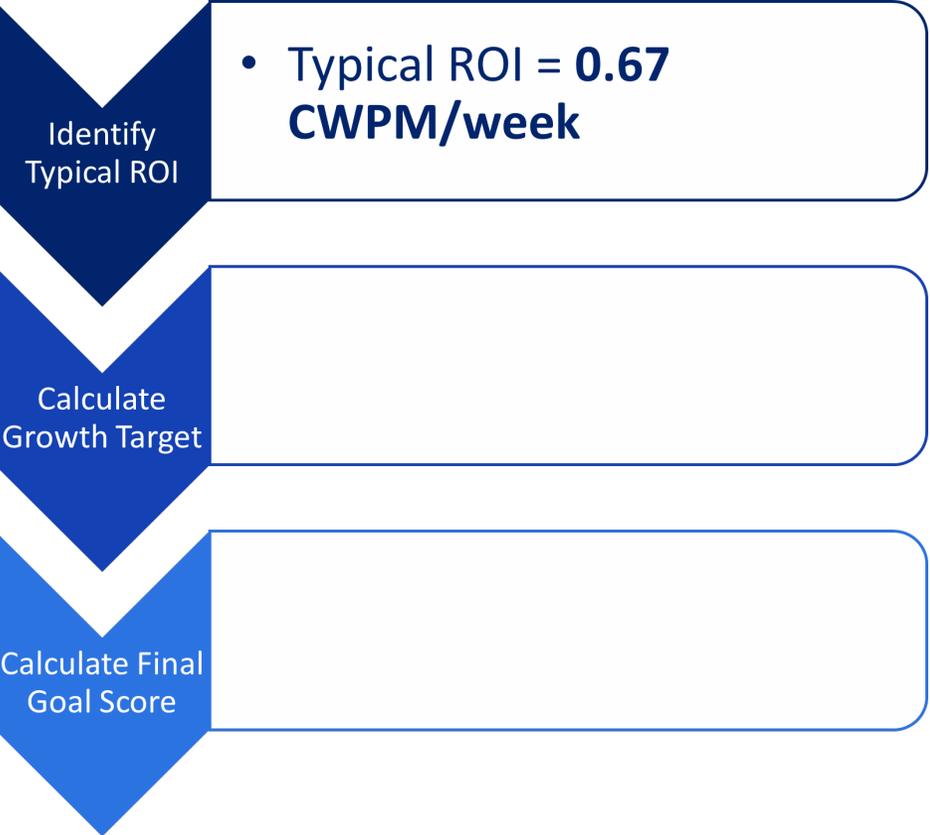
updated: August 6, 2014

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The percentiles and scores for the English language reading and mathematics tests in this document were calculated using a nationally-representative stratified norm sample, with 500 students drawn from each of four regions (West, Midwest, Northeast, Southeast), for a total sample of 2000 students per measure. These norms were developed in 2013 - 2014 and will be updated in 2020 (and on a five year rotation thereafter). More detailed information about the norming process, including specific scores for the various demographic groups included in the sample, can be found in Saven et al. (2014) (available on [brtprojects.org](http://brtprojects.org)).

The percentiles for the Spanish language reading tests were calculated from a much smaller sample of students, K - 2, who took the Spanish-language reading tests in School Year 2012 - 2013. The Spanish norms should be used with caution, as the norm group had only a few hundred students, rather than several thousand.

The two sets of norms (district use and teacher use) may differ slightly as they have been based on different random samples of students from each region. This slight variation provides greater generalization to the outcomes and should remind teachers and administrators that all measurement contains some minor amount of error and score values are best represented in confidence bands (the range of scores within which we can be confident a specific score is present). Note also that the IPRs are sampled proportionately by region not by race-ethnicity- gender.



# Activity Application p. 5

## Normative Goal-Setting

### Step 3: Application Activity p. 7



### easyCBM

#### DETAILED PERCENTILE LOOKUP TABLE

updated: August 6, 2014

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easyCBM Detailed Norms

22

Score	Percentile	Score	Percentile	Score	Percentile	Score	Percentile	Score	Percentile
2, winter	3	3	11	32	5	9	38	24	
math_runop	4	7	12	42	6	14	39	25	
Math Progress Monitoring	5	14	13	53	7	19	40	26	
	6	24	14	67	8	26	41	26	
	7	37	15	82	9	34	42	27	
0	0	8	51	16	94	10	47	43	28
1	0	9	64			11	63	44	29
2	0	10	76	2, fall		12	84	45	30
3	0	11	85	mrcr				46	30
4	2	12	91	Multiple Choice Reading Comprehension		2, fall prf		47	31
5	4	13	95			Passage Reading Fluency		48	32
								49	34
								50	36
								51	37
								52	39
								53	40
								54	42
								55	42
								56	43
								57	44
								58	44
								59	45
								60	46
								61	47
								62	48
								63	51
								64	52
								65	54
								66	55
								67	56
								68	58
								69	59
								70	60
								71	61
								72	62
								73	62
								74	64
								75	65
								76	66
								77	67
								78	67
								79	68
								80	69
								81	70
								82	71
								83	72
								84	73
								85	73

Identify Typical ROI

- Typical ROI = **0.67 CWPM/week**

Calculate Growth Target

- Accelerated Growth = **0.67 x 2.0 = 1.34 CWPM/week**

Calculate Final Goal Score

# Activity Application p. 6

## Normative Goal-Setting

### Step 3: Application Activity p. 6

easyCBM Detailed Norms 22

Score	Percentile	Score	Percentile	Score	Percentile	Score	Percentile	Score	Percentile
2, winter	3	3	11	32	5	9	38	24	
math_runop	4	7	12	42	6	14	39	25	
Math Progress Monitoring	5	14	13	53	7	19	40	26	
	6	24	14	67	8	26	41	26	
	7	37	15	82	9	34	42	27	
0	0	8	51	16	94	10	47	43	28
1	0	9	64			11	63	44	29
2	0	10	76	2, fall		12	84	45	30
3	0	11	85	mrcr				46	30
4	2	12	91	Multiple Choice Reading Comprehension		2, fall prf		47	31
5	4	13	95			Passage Reading Fluency		48	32
								49	34
								50	36
								51	37
								52	39
								53	40
								54	42
								55	42
								56	43
								57	44
								58	44
								59	45
								60	46
								61	47
								62	48
								63	51
								64	52
								65	54
								66	55
								67	56
								68	58
								69	59
								70	60
								71	61
								72	62
								73	62
								74	64
								75	65
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								80	69
								81	70
								82	71
								83	72
								84	73
								85	73



### easyCBM

DETAILED PERCENTILE LOOKUP TABLE  
updated: August 6, 2014

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Identify Typical ROI

- Typical ROI = **0.67 CWPM/week**

Calculate Growth Target

- Accelerated Growth = **0.67 x 2.0 = 1.34 CWPM/week**

Calculate Final Goal Score

- $1.34 \times 18 \text{ weeks} = 24.12 \text{ CWPM increase}$
- Winter Goal = 30 CWPM + 24 CWPM = **54 CWPM**

# Activity: Application p. 7

## Step 3: Application Activity p. 7

The screenshot shows the easyCBM Lite dashboard interface. At the top, the browser address bar displays 'app.easycbm.com'. The dashboard header includes the 'easyCBM Lite' logo on the left and user information 'ExampleAccount Account | Logout | Help' on the right. A navigation menu below the header contains 'Dashboard', 'Students', 'Measures', 'Reports', 'Resources', and 'Admin'. The 'Reports' menu item is circled in orange. The main content area features six dashboard tiles: 'Students' (Manage your list of students and organize students into groups), 'Measures' (Administer benchmarks and progress monitoring measures to assess student progress), 'Reports' (View and analyze your students' performance or progress), 'Interventions' (Create and manage instructional interventions for students), 'Resources' (Access training, download guides, watch videos, and more), and 'Account' (View and update your account information). The 'Reports' tile is also circled in orange.

# Activity: Application p. 8

## Step 3: Application Activity p. 8

**easyCBM**  Lite

ExampleAccount Account | Logout | Help

Dashboard Students Measures Reports Resources Admin

### Reports and Analysis

[Print](#) [Progress Monitoring Scoring Guidelines](#) [Detailed Percentiles Table](#)

To view a **Group** report, click on the name of the group, and all of their active CBMs will appear below. Select a CBM name to see a summary and list of student scores. Then click "View" to see a student's actual submission. Select the **Individuals** subsection for easy one-click access to system wide data by student.

[Groups](#) [Individuals](#)

[Progress Monitoring Tutorial](#)   
[Goal Setting Tutorial](#) 

#### Students

	Student Name	Tests Complete	Goals	Interventions
1	Example, AJ	3	<a href="#">Goals</a>	<a href="#">Interventions</a>

[View All Individual Reports](#)

# Step 3: Application Activity p. 9

## Activity: Application p. 9

The screenshot shows the 'Reports and Analysis' section of the easyCBM Lite interface. The breadcrumb trail is 'Students > Goals for Example, AJ'. Below this is a table with columns for 'Measure Grade', 'Measure Type', 'Goal Date', and 'Goal Score'. A 'New Goal' button is located at the bottom right of the table area and is circled in orange.

Measure Grade	Measure Type	Goal Date	Goal Score
---------------	--------------	-----------	------------

The screenshot shows the 'Goal' modal form in the easyCBM Lite interface. The form is titled 'Goal' and contains the following fields: 'Student Name' (AJ Example), 'Measure Grade' (2), 'Measure Type' (prf), 'Goal Date' (Jan 28 2020), 'Goal Score' (54), and 'Goal Description' (a text area). The 'Save' button is at the bottom right. The entire modal form is circled in orange.

**Goal**

Student Name: AJ Example

Measure Grade: 2

Measure Type: prf

Goal Date: Jan 28 2020

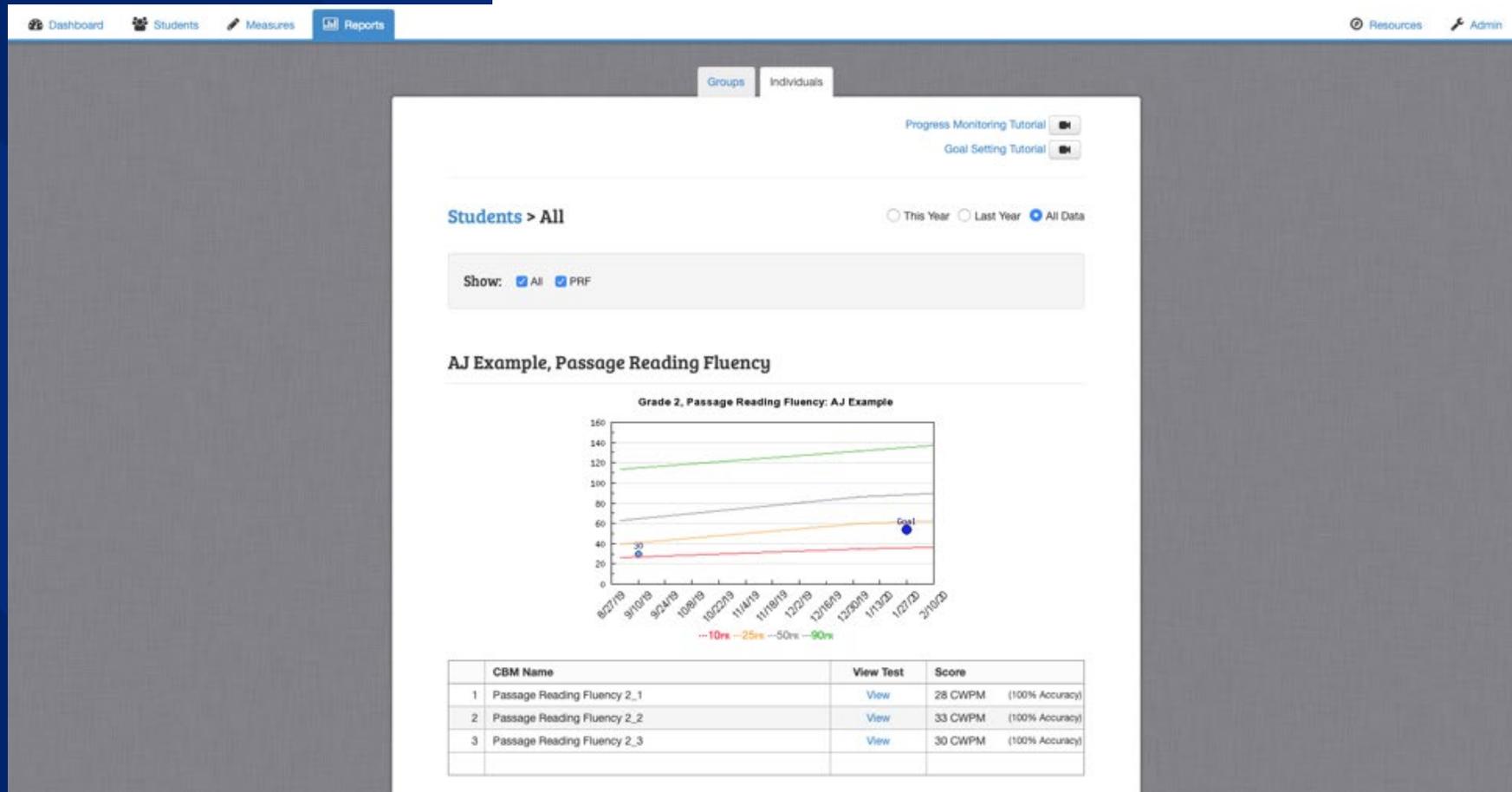
Goal Score: 54

Goal Description:

Cancel Save

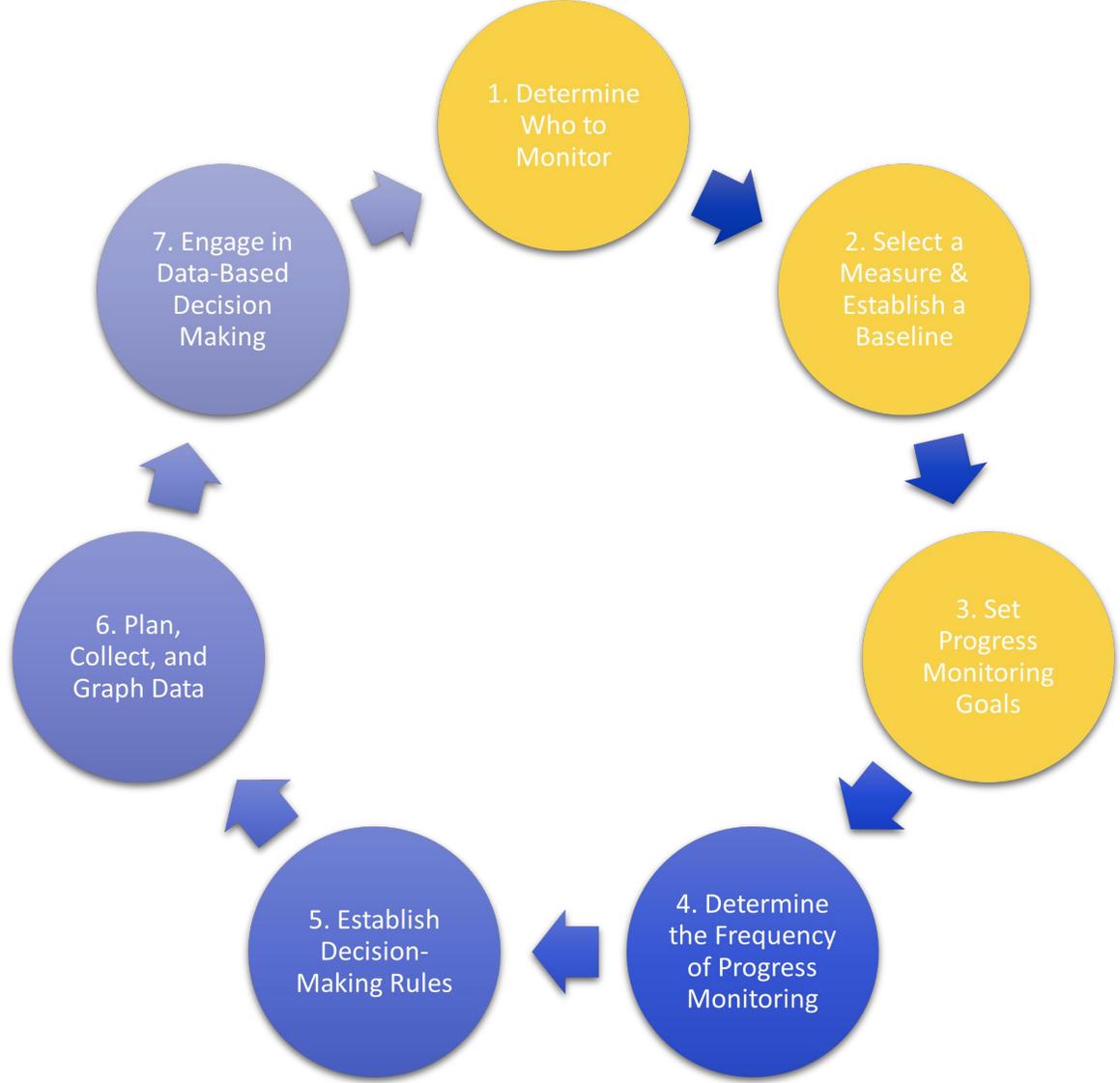
# Step 3: Application Activity p. 10

## Activity: Application p. 10



# Implementing Progress Monitoring 3 Steps Reviewed

## Steps for Implementation



# Module II Questions





# Best Practices in Academic Progress Monitoring: Day 2

Effective Assessment for Improving Individual Student  
Outcomes

---

Produced by the Technical Assistance Partnership for Academics

# Module 3

---

## Implementing Progress Monitoring: Part 2



# Learning Expectations (In Person)

## BE RESPONSIBLE

- Make yourself **comfortable**
- Take care of your **needs** (water, food, restroom, etc.)
- **Action plan** to implement what you are learning
- **Follow through** on your action items

## BE RESPECTFUL

- Turn cell phones **off or to vibrate**
- **Listen** attentively while others are speaking
- Have only the **training materials** up on your computer/table/phone

## BE ENGAGED

- **Ask** what you need to know to understand and contribute
- **Contribute** to the group by sharing relevant information and ideas

# Learning Expectations (Virtual)

## BE RESPONSIBLE

- Take time to **test technology** in advance
- Take care of your **needs** (breaks, water, food, restroom, etc.)
- **Action plan** to implement what you are learning
- **Follow through** on your action items

## BE RESPECTFUL

- Find a **quiet place** to participate
- **Mute** your microphone when not speaking
- **Listen** attentively while others are speaking
- Turn **video on** when speaking
- Have only the **training materials** up on your computer/table/phone

## BE ENGAGED

- **Ask** what you need to know to understand and contribute
- **Contribute** to the group by sharing relevant information and ideas

# Introductions – Module 3



NAME



ROLE



DISTRICT



SCHOOL



POPULATION  
SERVED

# Learning Objectives

## Module 3

### Participants will:

Be able to describe the **purpose** of progress monitoring.

Be able to **define progress monitoring**

Be able to identify steps for **implementing progress monitoring** for student growth at the individual level



# Agenda Module 3

## Day 1

1. The Purpose of Progress Monitoring
2. Defining Progress Monitoring
3. Selecting a Progress Monitoring Measure
4. Implementing Progress Monitoring: Part 1

## Day 2

5. Implementing Progress Monitoring: Part 2
6. Independent Work Time





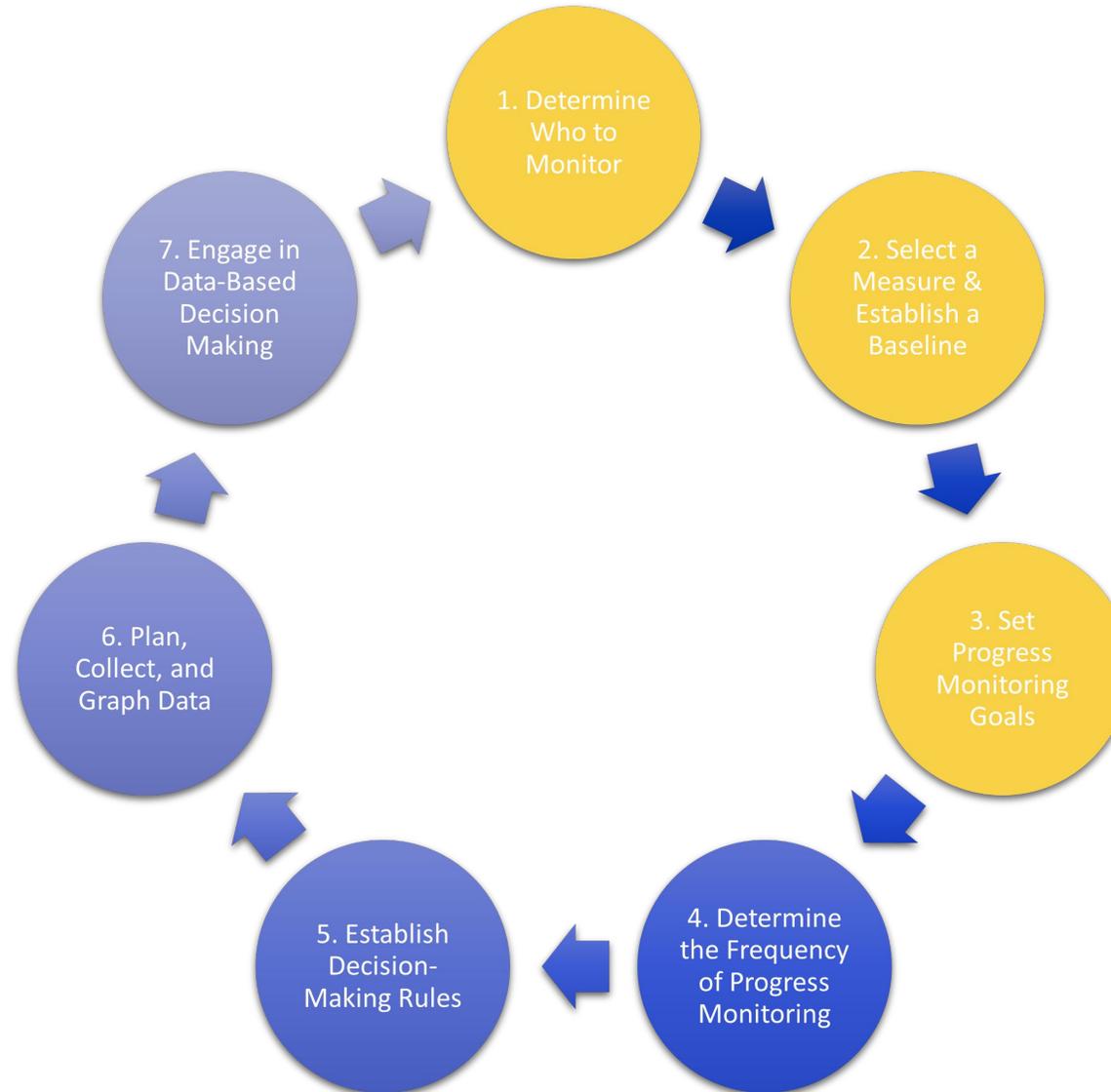
New York State Education Department  
Office of Special Education  
**Educational Partnership**

# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Implementing Progress Monitoring Step Review

## Steps for Implementation



# Implementing Progress Monitoring 4<sup>th</sup> Step

## Steps for Implementation



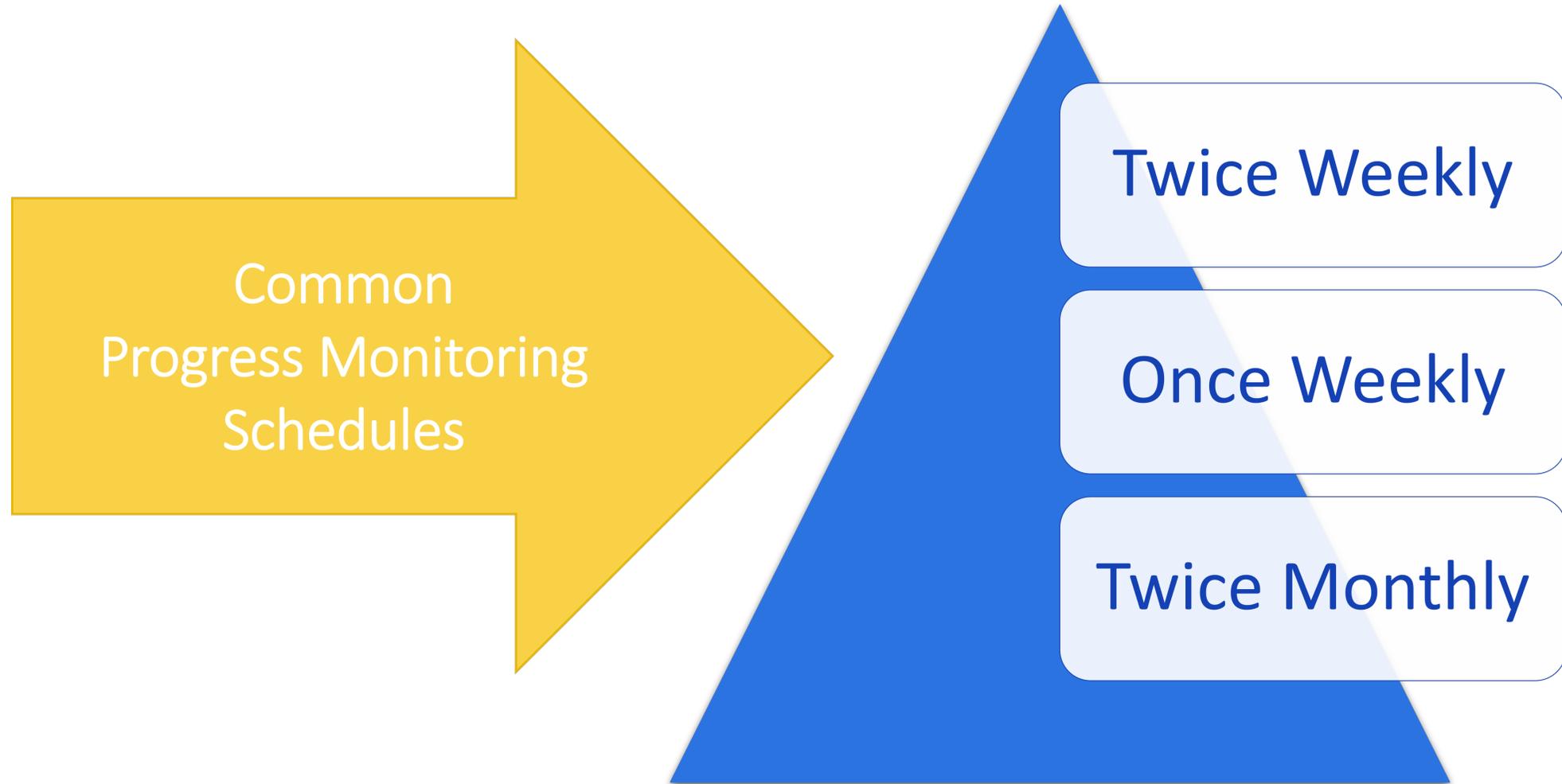
## Step 4: Determine the Frequency of Progress Monitoring

- a) *How intensive are the needs of the student and the intervention?*
- b) *What kinds of decisions are being made using these data?*



## Implementing Progress Monitoring Step 4

# Step 4: Determine Frequency of Progress Monitoring – Schedules



# Step 4: Determine Frequency of Progress Monitoring

## Keep in mind...

*Confidence in data increases with frequency of assessment.*

*With less frequent data collection, you will need to collect data for a longer period of time for the same degree of confidence in decision making.*

*Less frequent data collection, therefore, might delay instructional decision making.*

## Step 4: Case Study

### Frequency of Progress Monitoring

*a) How intensive are Adele's needs and the nature of intervention?*

Needs support learning basic early reading skills, but appears to be making progress

Receiving Tier 2 supports for letter sound, decoding and reading fluency skill development

*b) What Kinds of decisions are being made using these data?*

Learning more about Adele's skills

May need to intensify intervention if she does not respond

**Step 4:  
Application  
Activity p. 1**

## Application Activity:

Frequency of Progress Monitoring p. 1

- a) How intensive are AJ's needs and the nature of intervention?*
- b) What kinds of decisions are being made using these data?*

*How often should we monitor AJ's progress?*

## Step 4: Application Activity p. 2

# Application Activity:

## Frequency of Progress Monitoring p. 2

- a) *How intensive are AJ's needs and the nature of intervention?*

Has some basic reading skills but is developing fluency with oral reading.

Is making progress in the classroom, and there is reason to suspect that lack of instruction may be contributing to his difficulties.

Receiving Tier 2 intervention for reading fluency

- b) *What kinds of decisions are being made using these data?*  
*Learning more about AJ's skills*

May need to intensify intervention if he does not respond

*Let's plan to monitor AJ's progress once weekly.*

# Implementing Progress Monitoring 5<sup>th</sup> Step

## Steps for Implementation



## Step 5: Establish Decision-Making Rules

- a) *What rule will we use?*
- b) *How much data/how long will we collect data before a decision is made?*



## Implementing Progress Monitoring Step 5

# Step 5: Establish Decision-Making Rules

## Common Decision Rules...

### 1. *Trend Line Rule*

Comparing actual rate of improvement (trend line) to the goal rate of improvement (goal line/aim line)

### 2. *Median Data Point Rule*

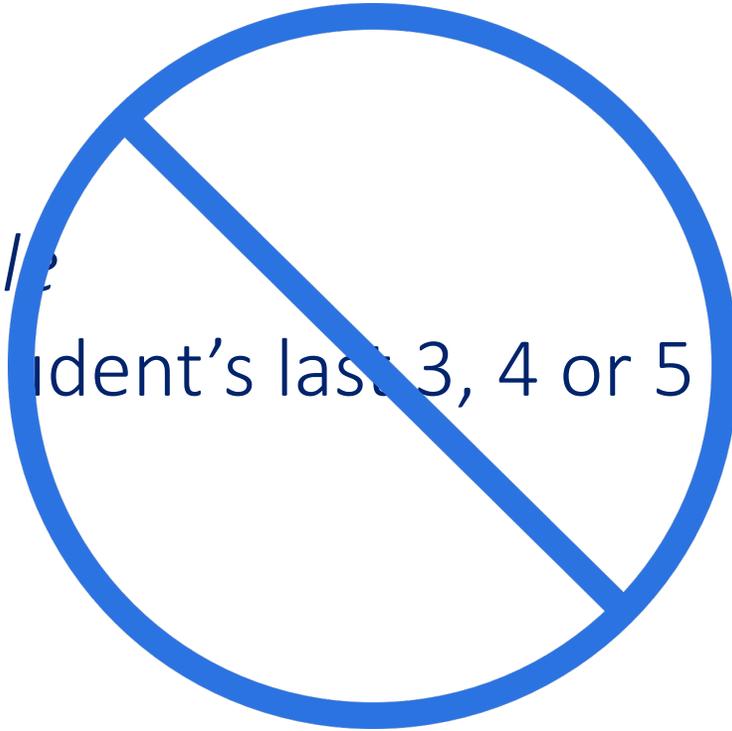
- \Comparing median value of the last three scores to the value on the goal line

# Step 5: Establish Decision-Making Rules

## No Longer Recommended

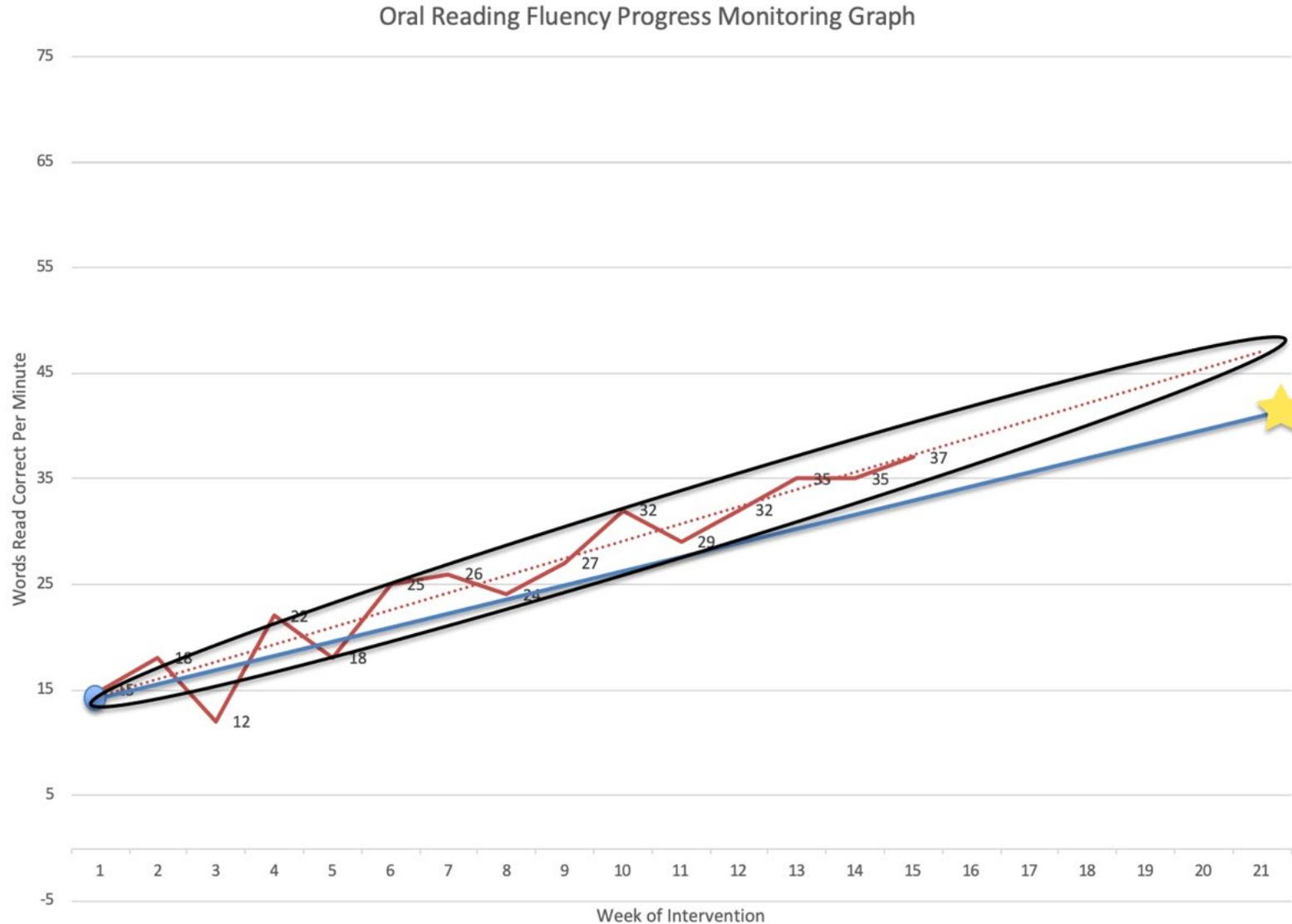
1. *3-4 or 5-Point Rule*

Comparing the student's last 3, 4 or 5 data points to the goal line



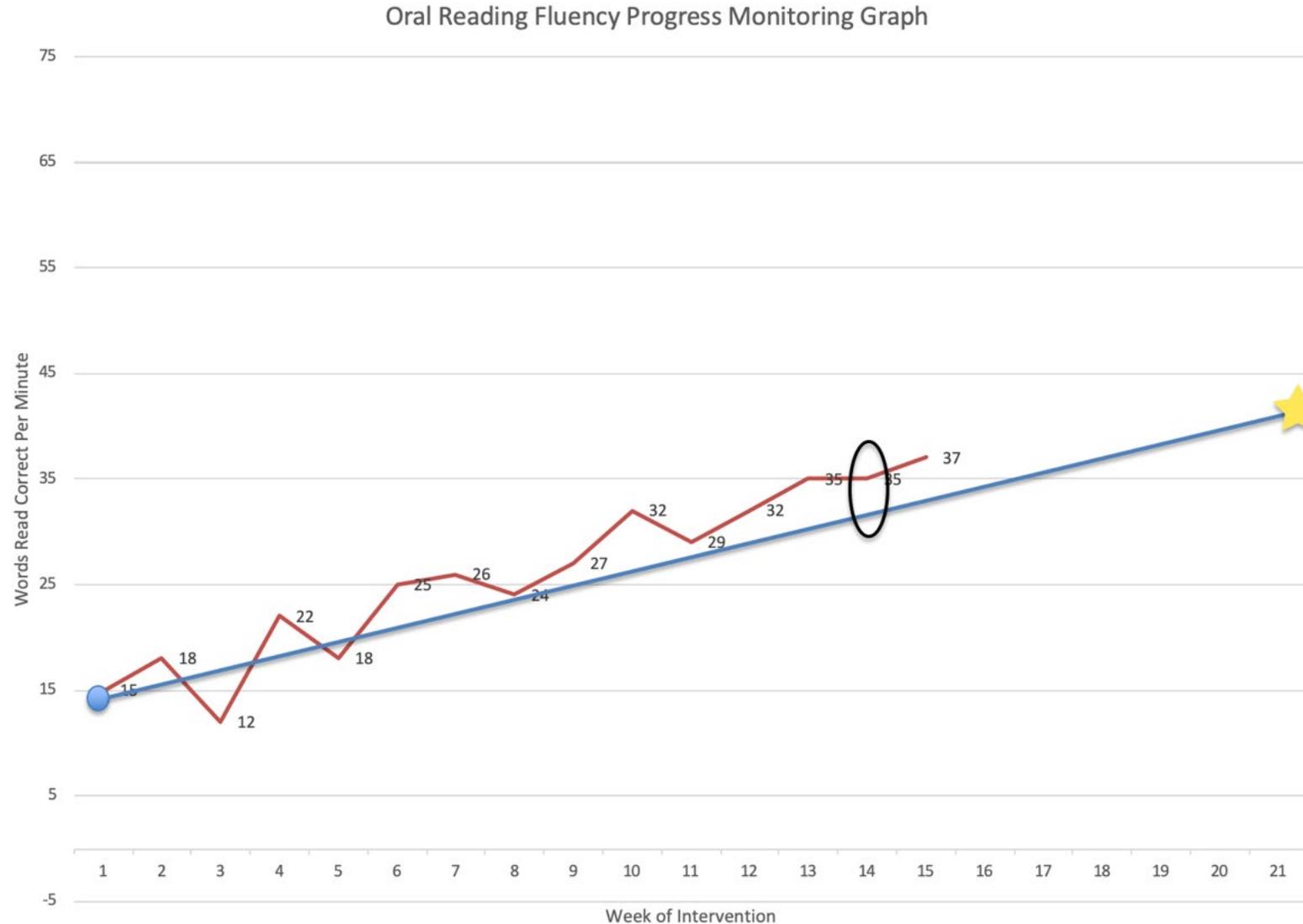
# Step 5: Establish Decision-Making Rules – Trend Line

## Trend Line Rule



# Step 5: Establish Decision-Making Rules – Median Data Point

## Median Data Point Rule



# Step 5: Establish Decision-Making Rules - Timeline

## Common Decision Rules: How long should I monitor?

- 1. Minimum of 8 data points*
- 2. At least 6-8 weeks of intervention with periodic progress monitoring to make intervention/instructional decisions*
- 3. Minimum of 12 weeks of intervention with periodic progress monitoring for special education eligibility decisions*

## Step 5: Case Study

### Establish Decision-Making Rules

a) *What rule will we use?*

*Access to a system of CBM has been purchased.*

*System automatically graphs PM data with a trend line.*

b) *How much data/how long will we collect data before a decision is made?*

*Data/grade level team meets monthly to review PM data.*

*Adele's progress is currently monitored once weekly.*

**Step 5:  
Application  
Activity p. 1**

## Application Activity:

Establish Decision-Making Rules p. 1

- a) What rule will we use?*
  
- b) How much data/how long will we collect data before a decision is made?*

## Step 5: Application Activity p. 2

### Application Activity:

Establish Decision-Making Rules p. 2

*a) What rule will we use?*

**Trend line rule**

*b) How much data/how long will we collect data before a decision is made?*

Let's plan to review progress monitoring data after **9 weeks**

# Implementing Progress Monitoring 6<sup>th</sup> Step

## Steps for Implementation



## Step 6: Plan, Collect and Graph Data

- a) *When and where will progress monitoring take place, and by whom?*
- b) *How will I record and store the data?*
- c) *How will I graph the data?*



## Implementing Progress Monitoring Step 6

# Step 6: Plan, Collect and Graph Data - Questions

## Questions to Answer Before Proceeding...

1. “Is the time frame defined?”
2. “Are the measurement conditions clear?”
3. “Is the learning behavior to be measured defined?”
4. “Are the criteria for success designated?”

# Step 6: Plan, Collect and Graph Data – Additional Considerations and Possible Obstacles

## How do I...

1. Find time to progress monitor the student?
2. Deal with schedule changes?
3. Manage frequent student absences?

## Step 6: Case Study

### Planning, Collecting and Graphing Data for Adele

a) *When and where will progress monitoring take place, and by whom?*

*Mr. Gomez keeps 1-2 students after intervention for a few minutes each day.*

b) *How will I record and store the data?*

*Measures can be administered electronically.*

c) *How will I graph the data?*

*Scores are automatically graphed.*

## Step 6: Application Activity p. 1

### Application Activity:

Planning, Collecting and Graphing Data for AJ p. 1

- a) *When and where will progress monitoring take place, and by whom?*
- b) *How will I record and store the data?*
- c) *How will I graph the data?*

## Step 6: Application Activity p. 2

### Application Activity:

Planning, Collecting and Graphing Data for AJ p. 2

a) *When and where will progress monitoring take place, and by whom?*

*Paraprofessional available to conduct progress monitoring one morning per week*

b) *How will I record and store the data?*

*EasyCBM provides data collection and storage system*

c) *How will I graph the data?*

*Scores automatically graphed using easyCBM*

# Application Activity p. 3:

## Step 6: Application Activity p. 3

The screenshot shows the easyCBM Lite dashboard interface. At the top, the browser address bar displays 'app.easycbm.com'. The dashboard header includes the 'easyCBM Lite' logo on the left and 'ExampleAccount Account | Logout | Help' on the right. A navigation bar below the header contains 'Dashboard', 'Students', 'Measures', and 'Reports' tabs, with 'Measures' highlighted by an orange circle. To the right of the navigation bar are 'Resources' and 'Admin' links. The main content area features six cards: 'Students' (Manage your list of students and organize students into groups), 'Measures' (Administer benchmarks and progress monitoring measures to assess student progress), 'Reports' (View and analyze your students' performance or progress), 'Interventions' (Create and manage instructional interventions for students), 'Resources' (Access training, download guides, watch videos, and more), and 'Account' (View and update your account information). The 'Measures' card and its corresponding navigation tab are both circled in orange.

# Step 6: Application Activity p. 4

## Application Activity p. 4:

The screenshot displays the easyCBM Lite application interface. At the top, the navigation bar includes the logo, user information (ExampleAccount / Account | Logout | Help), and menu items (Dashboard, Students, Measures, Reports, Resources, Admin). The main content area is titled "Measures on easyCBM" and provides instructions on how to select a grade level and measure. A link is provided: <https://app.easycbm.com/ExampleAccount>.

The "Progress Monitoring" section is active, showing a grade level selector with "2" selected. Below this, the "Show:" filter is set to "All", and the "Reading (WRF | PRF | MCRC)" measure is selected. The "Math (NUMOP | MSMT | NUMOPALG)" measure is also visible.

The "Reading: Passage Reading Fluency" section displays a list of measures. The row for "Passage Reading Fluency 2\_4" is highlighted, and the "Student Copy", "Assessor Copy", and "Enter Scores" links are circled in orange.

Grade	Measure	Student Copy	Assessor Copy	Enter Scores
K				
1				
2				
3				
4				
5				
6				
7				
8				
	Reading (WRF   PRF   MCRC)			
	Math (NUMOP   MSMT   NUMOPALG)			
	Passage Reading Fluency 2_1	Student Copy	Assessor Copy	Enter Scores
	Passage Reading Fluency 2_2	Student Copy	Assessor Copy	Enter Scores
	Passage Reading Fluency 2_3	Student Copy	Assessor Copy	Enter Scores
	Passage Reading Fluency 2_4	Student Copy	Assessor Copy	Enter Scores
	Passage Reading Fluency 2_5	Student Copy	Assessor Copy	Enter Scores
	Passage Reading Fluency 2_6	Student Copy	Assessor Copy	Enter Scores
	Passage Reading Fluency 2_7	Student Copy	Assessor Copy	Enter Scores
	Passage Reading Fluency 2_8	Student Copy	Assessor Copy	Enter Scores
	Passage Reading Fluency 2_9	Student Copy	Assessor Copy	Enter Scores

# Step 6: Application Activity p. 5

## Application Activity p. 5

### AJ's Progress Monitoring Data

Date	Measure	Score
9/10/2019	PRF 2_3	30
9/17/2019	PRF 2_4	32
9/24/2019	PRF 2_5	33
10/1/2019	PRF 2_6	36
10/8/2019	PRF 2_7	37
10/15/2019	PRF 2_8	42
10/22/2019	PRF 2_9	45
10/29/2019	PRF 2_1	45
11/5/2019	PRF2_2	46

# Application Activity p. 6

## Step 6: Application Activity p. 6

easyCBM<sup>®</sup> Lite

ExampleAccount Account | Logout | Help

Dashboard Students Measures Reports Resources Admin

### Teacher Data Entry

Passage\_Reading\_Fluency\_Grade\_2\_Form\_4\_Assessor.pdf

Enter the Total Words Read as well as the Number of Errors for each student, and the Correct Words Per Minute (CWPM) will be automatically calculated. When you are finished entering data for a particular student, click the Save button.

Date students took measure: 9/17/19

Show Stopwatches

Student	Data Entry	Save
Example, AJ	<p>Passage Text Total Words</p> <p>Total Words Read: 32 # of Errors: 0</p> <p>CWPM: 32</p>	<p>60 Start</p> <p>Save</p>

Home | Measures | Reports

Save All

# Step 6: Application Activity p. 7

## Application Activity p. 7

The screenshot displays the 'easyCBM Lite' application interface. The top navigation bar includes 'Dashboard', 'Students', 'Measures', and 'Reports'. The 'Students' menu item is circled in orange. Below the navigation bar, the 'Managing your Students' section is visible, containing a text box with instructions and a 'Groups' section with a '+ All Students' button. The 'Students: 1 / 200 max' section shows a list of students, with the 'Example, AJ' entry selected and its search, edit, and delete icons circled in orange. To the right, the 'Profile' section displays student information: Student ID 8000591, First Name AJ, Last Name Example, Grade 2, Gender, Race, Ethnicity, and Special Education (English Language Learner). Below the profile is the 'Assessment History' section, which is circled in orange and contains a table of assessment results. The table has columns for Test Title, Entry Method, Entry Date, Finish Date, IP Address, Score, and Completed. The 'Completed' column contains red icons for each row, with the top-right icon circled in orange.

ExampleAccount Account | Logout | Help

Dashboard Students Measures Reports Resources Admin

### Managing your Students

Add new Groups or Students by clicking the + button. Students in the currently selected group will have a dark background and their checkbox will be checked. Note that students cannot be removed from the default "All Students" group. Clicking the Q icon will open a student's assessment history in a new tab. The G button will allow you to edit a student's profile information, while the X button will allow you to remove a student.

**Groups** +

All Students

**Students: 1 / 200 max** +

Example, AJ

Delete all selected students →

### Profile

Student ID 8000591

First Name AJ

Last Name Example

Grade 2

Gender

Race

Ethnicity

Special Education

English Language Learner

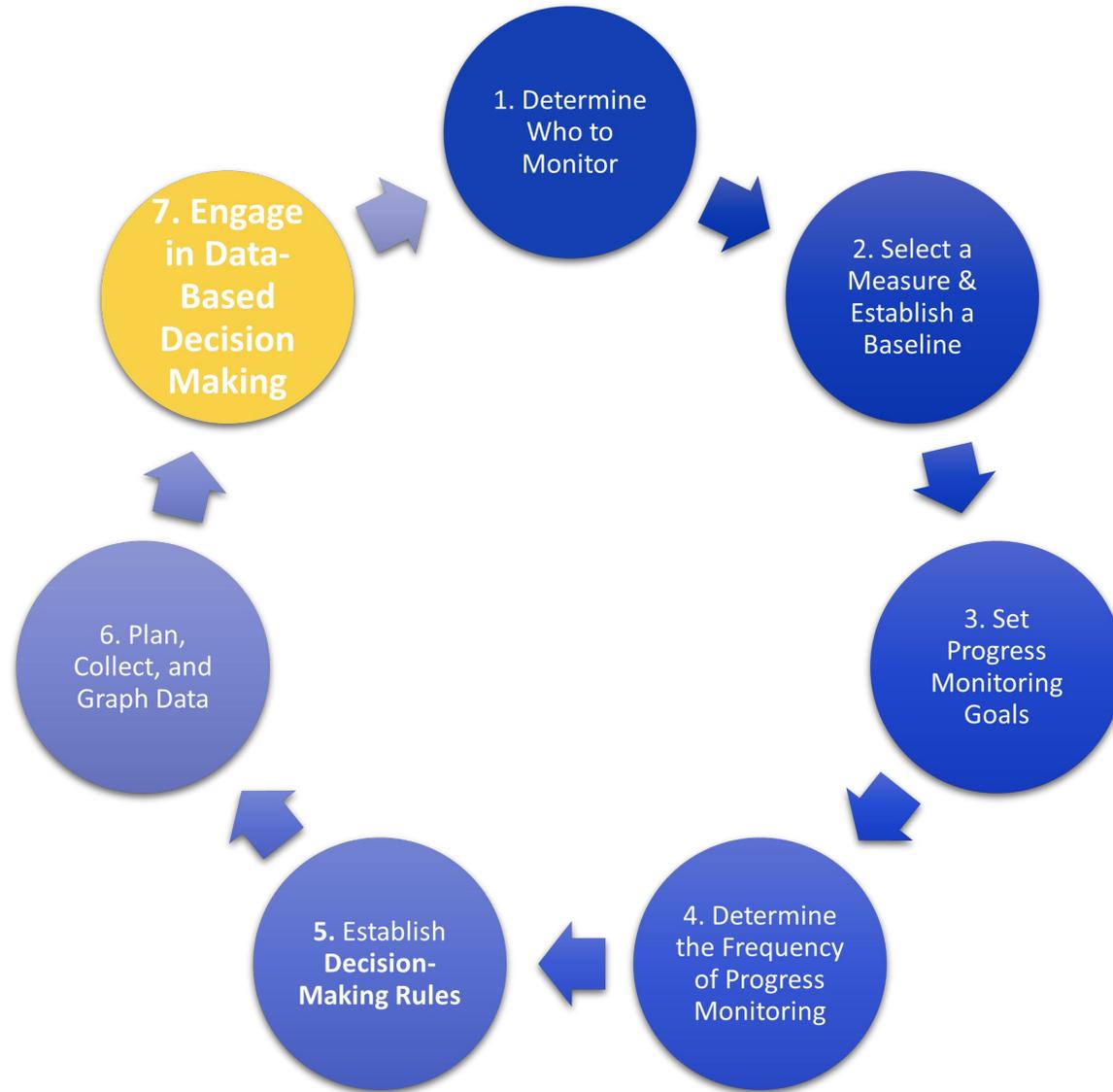
student profile information must be edited from the students page

### Assessment History

Test Title	Entry Method	Entry Date	Finish Date	IP Address	Score	Completed
Passage Reading Fluency 2_1	Teacher Data Entry	6/28/2020 11:27:11 am	10/29/2019 12:00:00 am	66.67.14.208	45	Yes
Passage Reading Fluency 2_2	Teacher Data Entry	6/28/2020 11:27:49 am	11/5/2019 12:00:00 am	66.67.14.208	46	Yes
Passage Reading Fluency 2_3	Teacher Data Entry	6/28/2020 11:28:15 am	9/10/2019 12:00:00 am	66.67.14.208	30	Yes
Passage Reading Fluency 2_4	Teacher Data Entry	6/29/2020 10:06:54 am	9/17/2019 12:00:00 am	66.67.14.208	32	Yes
Passage Reading Fluency 2_5	Teacher Data Entry	6/29/2020 10:08:09 am	9/24/2019 12:00:00 am	66.67.14.208	33	Yes
Passage Reading Fluency 2_6	Teacher Data Entry	6/29/2020 10:08:43 am	10/1/2019 12:00:00 am	66.67.14.208	36	Yes

# Implementing Progress Monitoring 7<sup>th</sup> Step

## Steps for Implementation



## Step 7: Engage in Data-Based Decision-Making

- a) Utilize a team approach*
- b) Rely on the data*
- c) Apply your decision-making rules*



## Implementing Progress Monitoring Step 7

# Step 7: Engage in Data-Based Decision-Making

## Engage in Data-Based Decision-Making

### Utilize a Team Approach

Ensure school has a team where decisions about progress monitoring are made collaboratively

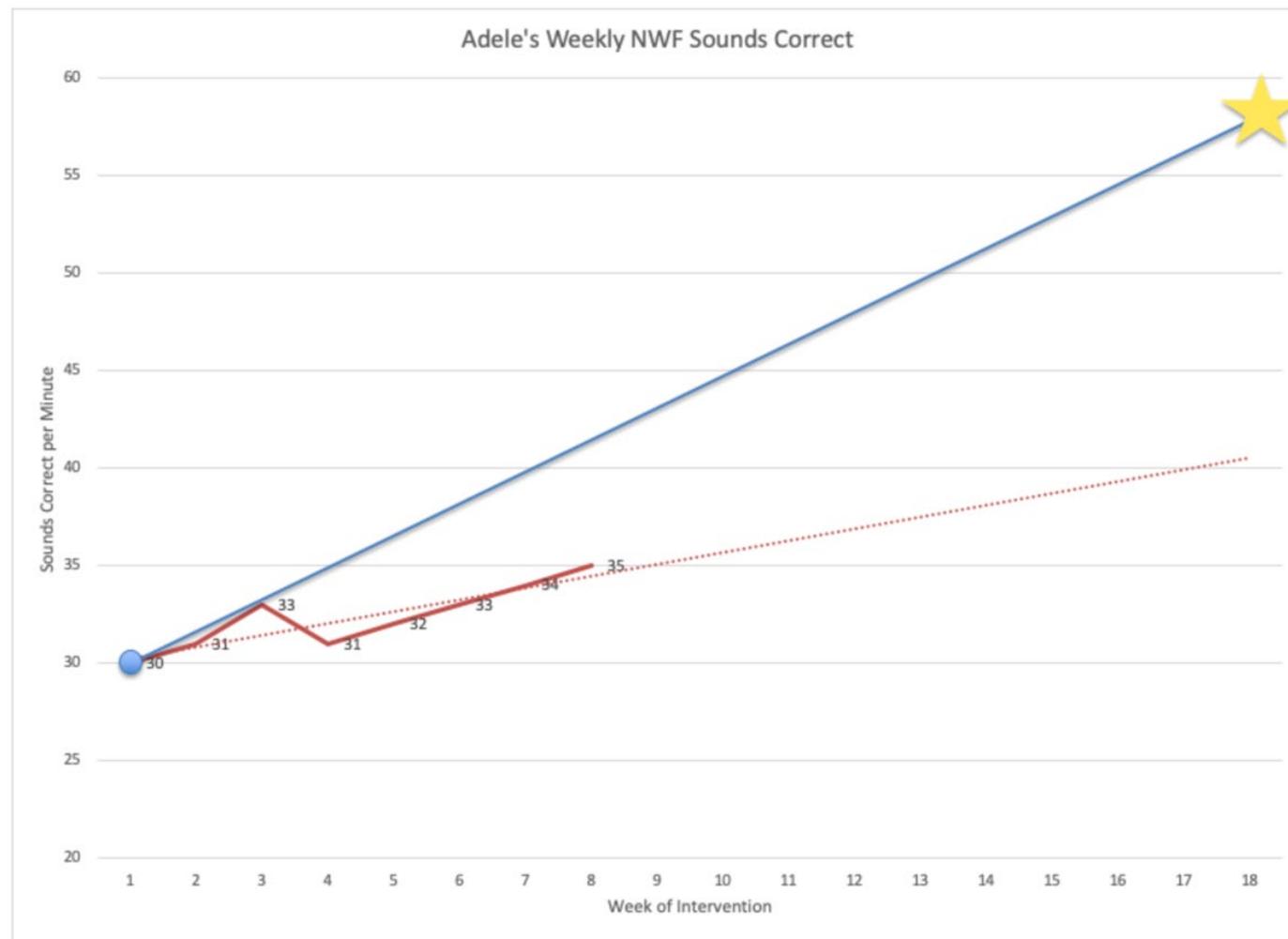
### Rely on the Data

All instructional decisions made using the data you have gathered and other reliable and valid sources

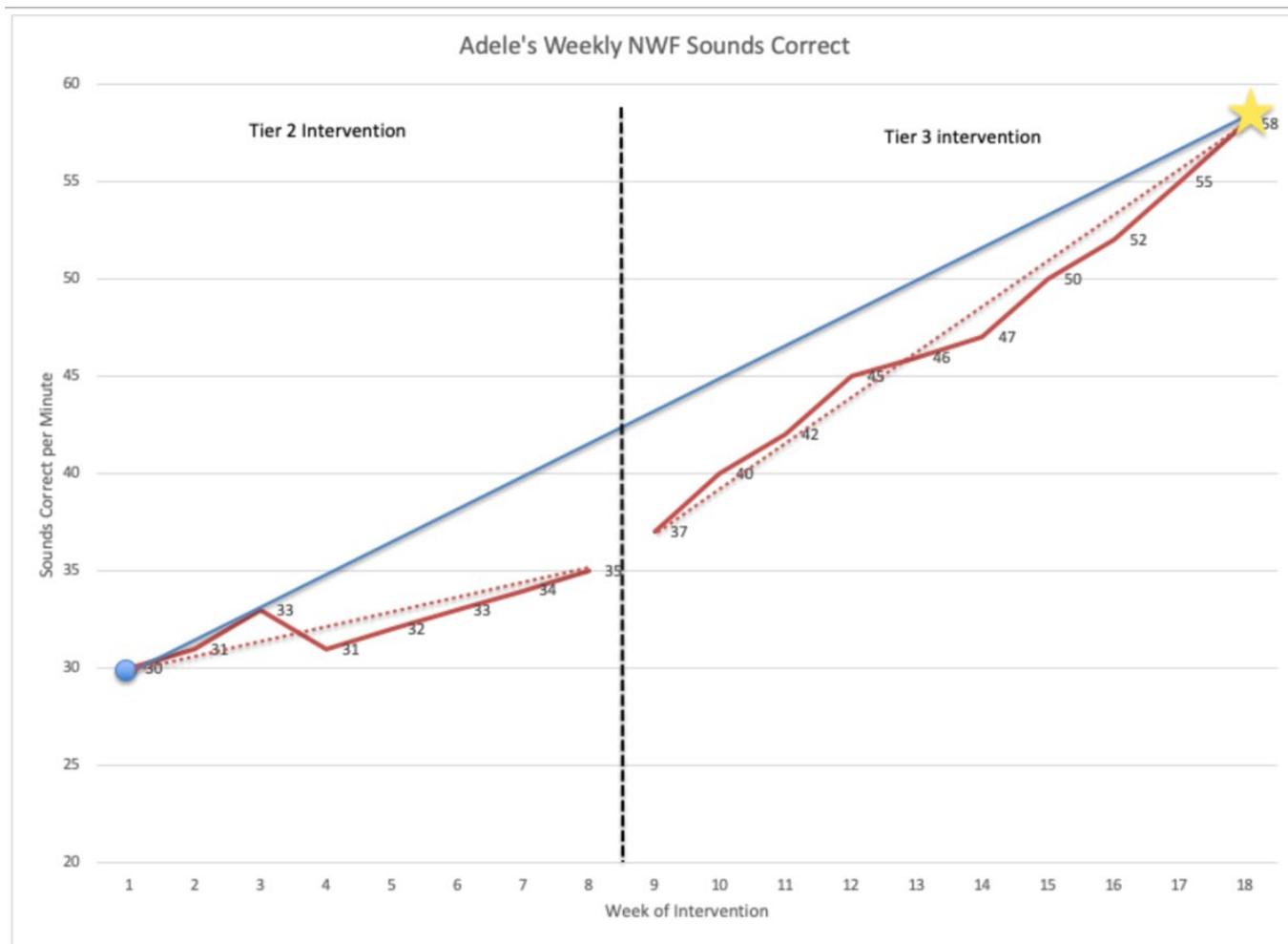
### Apply Your Decision-Making Rules

Follow the process you have identified for comparing student ROI to goal ROI and end goal for intervention

# Step 7: Case Study



# Step 7: Case Study p. 2



# Application Activity p. 1

## Step 7: Application Activity p. 1

easyCBM Lite

ExampleAccount Account | Logout | Help

Dashboard Students Measures **Reports** Resources Admin

### Reports and Analysis

To view a **Group** report, click on the name of the group, and all of their active CBMs will appear below. Select a CBM name to see a summary and list of student scores. Then click "View" to see a student's actual submission. Select the **Individuals** subsection for easy one-click access to system wide data by student.

Progress Monitoring Scoring Guidelines Detailed Percentiles Table

Groups **Individuals**

Progress Monitoring Tutorial Goal Setting Tutorial

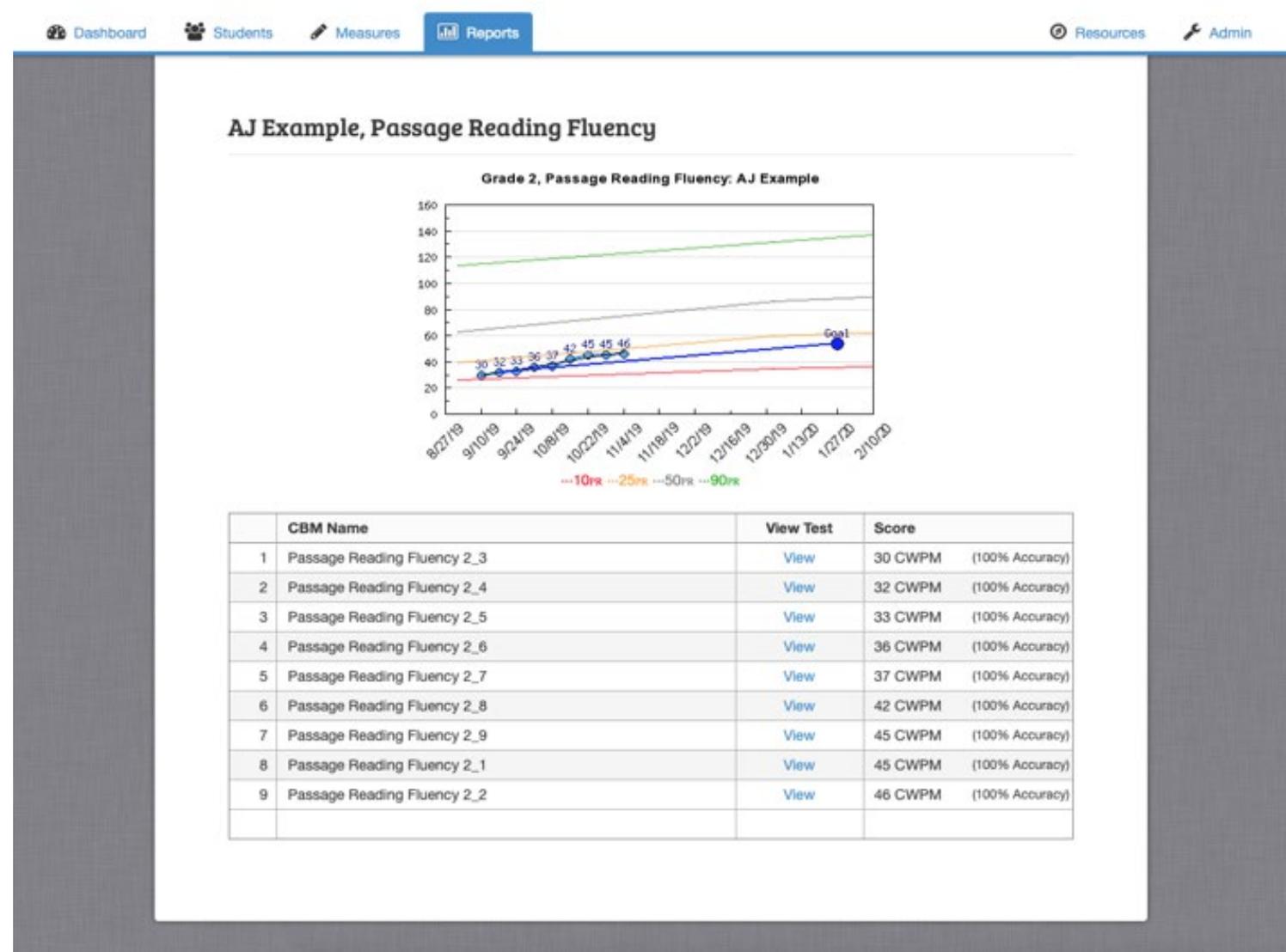
#### Students

	Student Name	Tests Complete	Goals	Interventions
1	Example, AJ	9	Goals	Interventions

[View All Individual Reports](#)

# Application Activity p. 2

## Step 7: Application Activity p. 2



# Step 7: Application Activity p. 3

## Application Activity p. 3

### Engage in Data-Based Decision-Making

a) Is there any additional information that you need?

Classroom assessments

Attendance

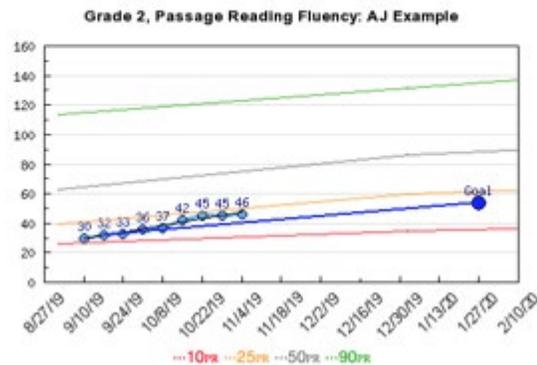
Behavior/engagement

Fidelity of implementation

b) What decision should be made?

Continue intervention

AJ Example, Passage Reading Fluency



	CBM Name	View Test	Score
1	Passage Reading Fluency 2_3	<a href="#">View</a>	30 CWPM (100% Accuracy)
2	Passage Reading Fluency 2_4	<a href="#">View</a>	32 CWPM (100% Accuracy)
3	Passage Reading Fluency 2_5	<a href="#">View</a>	33 CWPM (100% Accuracy)
4	Passage Reading Fluency 2_6	<a href="#">View</a>	36 CWPM (100% Accuracy)
5	Passage Reading Fluency 2_7	<a href="#">View</a>	37 CWPM (100% Accuracy)
6	Passage Reading Fluency 2_8	<a href="#">View</a>	42 CWPM (100% Accuracy)
7	Passage Reading Fluency 2_9	<a href="#">View</a>	45 CWPM (100% Accuracy)
8	Passage Reading Fluency 2_1	<a href="#">View</a>	45 CWPM (100% Accuracy)
9	Passage Reading Fluency 2_2	<a href="#">View</a>	46 CWPM (100% Accuracy)

# Module III Questions



# BREAK Time



# Module 4

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## Independent Application/Work Time



# Independent Work Time

Applying Newly Learned Skills

# Independent Work Time Next Steps

## Next Steps

1. Who is the target audience for this measure?

Your own data

Case example

2. Begin working through the progress monitoring steps

Refer to training materials

3. Reach out with questions

# Independent Work Time - Confidentiality

## A note about confidentiality...

1. Take precautions to maintain confidentiality at all times according to FERPA guidelines.
2. Only share student information with those who have a need to know!

# Interested in Learning More?

Consider these trainings...

Best Practices in Screening for Academic Deficits

The National Reading Panel Report: Implications for Instruction

Identifying and Intensifying Instruction: What to Do and How to Do It

Plus, more to come!

Selecting a Progress Monitoring Measure

Advanced Progress Monitoring Training

Developing and Monitoring Progress of IEP Goals

Implementing Progress Monitoring at the Group Level



# Ticket Out the Door

**Share a take-away with your neighbor.**

What has been most useful about today?

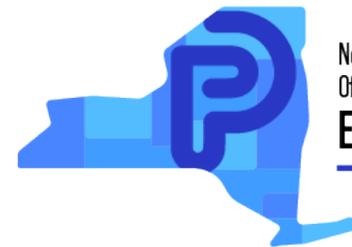
What is your next step in implementing or improving your use of progress monitoring?

Other final thoughts or questions?

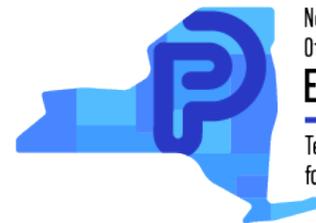
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