Progress Monitoring

Evaluating Response to Reading Intervention

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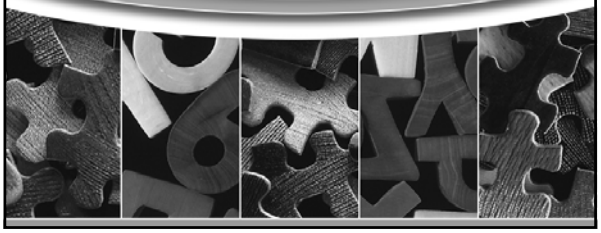


Difficulties cannot be due to…

- Lack of appropriate instruction in reading
- Lack of appropriate instruction in math
- Limited English proficiency

IDEA 2004 Final Regulations

- 300.310 (b) requires the eligibility group to decide to use information obtained from an observation in routine classroom instruction and *monitoring of the child's performance that was done before the child was referred for an evaluation. . .*

- 300.311(a)(7) . . .if the child has participated in a process that assesses the child's response to scientific, research-based intervention, the documentation must include the instructional strategies used and the student-center data collected, and documentation that the child's parents were notified about (A) the State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided, (B) strategies for increasing the child's rate of learning. . .

Tier 1

Core Instructional Interventions

- All students
- Preventive, proactive
- Universal screening

Tier 2

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Progress monitoring

Tier 3

Intensive, Individual Interventions

- Individual students
- Assessment-based
- High intensity
- Of longer duration
- Progress monitoring

Progress Monitoring

What is progress monitoring?

- **Progress monitoring** is when teachers assess students' academic performance on a regular basis (weekly or monthly) for two purposes: to determine whether children are profiting appropriately from the typical instructional program and to build more effective programs for the children who benefit inadequately from typical instruction.

Fuchs, Lynn S. and Fuchs, Douglas, "What Is Scientifically-Based Research on Progress Monitoring?", www.studentprogress.org

Curriculum-Based Measurement

CBM is one form of progress monitoring. Advantages:

- Research supports its uses.
- Reliable and valid for assessing the development of competence in reading.
- Assesses all the different skills covered in the annual curriculum.
- It's standardized.
- Easy and time-efficient to administer and score.
- Can be administered frequently.
- Facilitates communication with teachers and parents.

Research

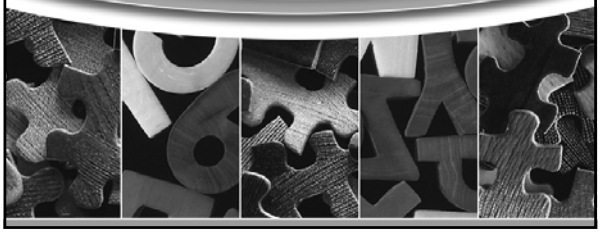
- Research shows that CBM can be used to prompt teacher concern about student progress and to signal the need for additional or different forms of instruction.
- Evidence strongly supports the use of graphed analysis of overall CBM scores to help teachers plan more effective programs, both in goal-setting and in determining whether and when instructional adjustments are necessary.
- The use of CBM skills profiles effects statistically better student learning.

Fuchs, L. and Fuchs, D., "What Is Scientifically-Based Research on Progress Monitoring?", www.studentprogress.org

Progress Monitoring within a Multitiered Intervention System

- Identifying students who require Tier 2
- Determining response to Tier 2 intervention
- Designing individualized programs at Tier 3
- Formulating decisions about when to exit Tier 3

Monitoring Progress in Reading



Why test oral reading fluency?

- Oral reading fluency is a quick, reliable measure that correlates highly with reading comprehension. Students who are fluent readers typically are good comprehenders; they are able to devote more attention to the meaning of the text. Fluency remains the single best predictor of reading comprehension.

Oral Reading Fluency Correlates Highly with Reading Comprehension

Measure	Validity Coefficients
Oral Recall / Retell	
Cloze	
Question Answering	
Oral Reading Fluency	

Fuchs, Fuchs, Hosp, and Jenkins, (2001). *Scientific Studies of Reading* 5(3)

Progress Monitoring:

- For ON-LEVEL students (Tier 1), repeat screening assessments three times a year (benchmark assessments).
- For Tier 2 and Tier 3 students, use CBM weekly or at a minimum two times a month (progress monitoring).

Benchmarking Decisions

- Hasbrouck and Tindal recommend using the 50th percentile on their chart for benchmarking decisions. If a student's WCPM score is within 10 +/- of the 50th percentile score, the student is likely on track with reading. More than 10 words below may indicate the student is having difficulty. Between 5 and 10 words below may be considered a "yellow flag."

How do we start?

- Access or develop reading probes.
  Sources:
  - DIBELS—http://dibels.uoregon.edu
  - http://easycbm.com
  - AIMSweb—www.aimsweb.com
  - www.edcheckup.com
  - Local reading texts
  - TPRI—Probes available through 3rd grade
  - www.readnaturally.com

See www.studentprogress.org for review of tools

Kindergarten/1st Grade

DIBELS for Kg: Phoneme segmentation/letter naming

DIBELS for 1st grade: Nonsense word/Passage reading
OR Word Identification

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CBM in Reading at the Secondary Level

- In reading, to predict performance, you may use a 1-minute timed oral reading, or a 3-minute maze passage in which the number of correct choices are counted. For progress monitoring, only a 3-minute maze passages should be used. These passages may be constructed from human interest articles that appear in the newspaper. For a description of how to construct a maze passage, see Espin, C.A., & Foegen, A. (1996). Validity of three general outcome measures for predicting secondary students' performance on content-area tasks. Exceptional Children, 62, 497-514.

Information from Research Institute on Progress Monitoring (RIPM) www.progressmonitoring.net

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Secondary Reading

Graded content area passages are also available from:

www.ohioliteracyalliance.org

- Four sets of passages for grades 9-12
- Can be used throughout school year
- Have student page and examiner's page
- Includes 8-page manual
- Has expected fluency norms
- Includes prosody rubric and comprehension component

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Getting Started

- Administer reading probes and establish a baseline.
  - Present the student with a reading selection that represents year-end reading mastery. Tell the student where to begin reading aloud and time the student for one minute.
  - Record errors (omissions, mispronunciations, and transpositions).
    - Insertions are ignored.
    - Repetitions are ignored.
    - Self-corrections are counted as correct if supplied within 3 seconds. If the student pauses more than 3 seconds, supply the word but count it as an error.

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  - Count the total words read minus errors as words correct per minute. This is the score that is graphed. You may also figure the accuracy—percent of words read correctly. Baseline is the median of three scores.
  - If the student cannot read the passages with at least 90% accuracy, performance should be monitored at the grade level of text where the student *can* read with 90% accuracy.

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Getting Started

- Establish expected goal for intervention students.
  - Use fluency norms to set ambitious, yet realistic goals (www.readnaturally.com).
  - Connect average initial performance (baseline) to the end-of-year goal on the graph. This shows the rate of progress the student must maintain across the year in order to meet the goal. This is called the aim line.
  - Figure the necessary weekly rate of improvement by subtracting the average current performance from the long-term goal and dividing the difference by the number of weeks between baseline and goal.

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CBM Guidelines for Reading Goals

Grade	Realistic	Ambitious
First	2 words/wk	3 words/wk
Second	1.5 words/wk	2 words/wk
Third	1 word/wk	1.5 words/wk
Fourth	.85 word/wk	1.1 words/wk
Fifth	.5 word/wk	.8 word/wk
Sixth	.3 word/wk	.65 word/wk

Fuchs and Fuchs (1993)

Next steps

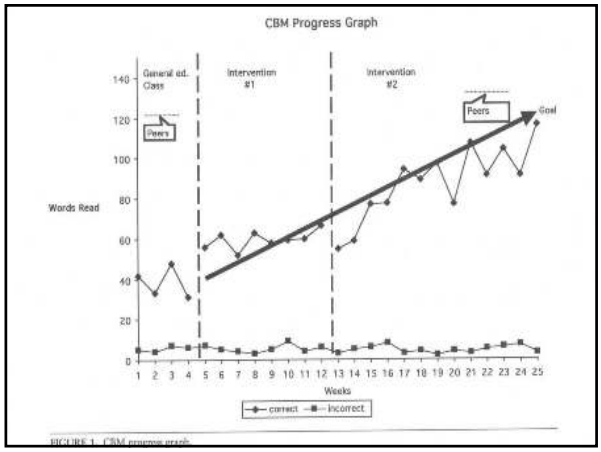
- Administer reading probes at least weekly.
  - Chart correct words per minute.
  - Evaluate student's progress after approximately 9 weeks of intervention.
  - Compare the rate of improvement (trend line) for CBM scores against the goal line at regular intervals to determine whether student progress appears adequate for goal attainment.
  - If trend of CBM progress is steeper than the goal line, raise the year-end goal. If the trend is less steep than the goal line, modify instruction in some way to better address individual student needs. Mark teaching changes with solid vertical line on graph.

Graphing

- University of Washington Slope Calculator
  - www.fluentreader.org
- www.interventioncentral.org
  - Chartdog
- Plot on paper graph

Evaluating Progress

- 3 data point decision rule
  - If student's score falls below aimline for 3 consecutive measurements, change the intervention (e.g., more time, smaller group, different methodology)
  - If 3 consecutive points are above the aimline, adjust the aimline upward or change material to a higher level
  - If 3 consecutive points are around the aimline, no changes are needed



Ongoing Procedures

- Continue to administer reading probes.
- Graph results and share with students.
- Analyze results.
  - Is progress sufficient?
  - Is instructional strategy appropriate?
  - If not, change strategy, amount of intervention, size of group, time of day, etc.
- Best results occur with CBM with a goal-raising rule and a "change the program" decision rule.
- Analysis of CBM skills profiles significantly improves student learning.

What is "Good" Response to Intervention?

- ***Positive Response***
  - Gap is closing
  - Can extrapolate point at which target student will "come in range" of peers—even if this is long range
- ***Questionable Response***
  - Rate at which gap is widening slows considerably, but gap is still widening
  - Gap stops widening but closure does not occur
- ***Poor Response***
  - Gap continues to widen with no change in rate

Dr. George M. Batsche, University of South Florida

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Decision Rules

- Positive, Questionable, Poor Response
- Intervention Decision Based on RTI (General Guidelines)
  - ***Positive***
    - Continue intervention until student reaches benchmark (at least)
    - Fade intervention to determine if student has acquired functional independence
  - ***Questionable***
    - Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving.
  - ***Poor***
    - Return to problem solving for new intervention

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Instructional Changes

- Progress monitoring does not in and of itself tell how instruction should be adjusted. Exactly how it should change is left to teacher's professional judgment.

  Consider:
  - Intensity (more time allotted to instruction)
  - Redistribute instruction and practice to different aspects of reading (e.g., decoding, vocabulary, comprehension strategies)
  - Revise motivational procedures (e.g., rewarding diligence, providing more interesting text for instruction)
  - Redesign the general instructional approach

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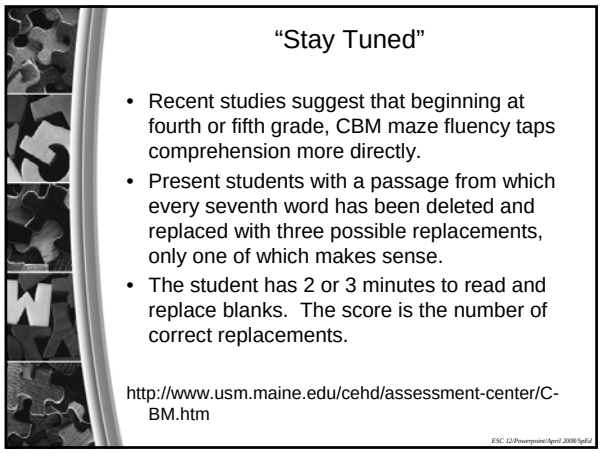
"Stay Tuned"
• Recent studies suggest that beginning at fourth or fifth grade, CBM maze fluency taps comprehension more directly.
• Present students with a passage from which every seventh word has been deleted and replaced with three possible replacements, only one of which makes sense.
• The student has 2 or 3 minutes to read and replace blanks. The score is the number of correct replacements.
http://www.usm.maine.edu/cehd/assessment-center/C-BM.htm
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