



Elementary Reading Interventions

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Why Adequate Progress

- Connecting Blueprint to Adequate Progress
- Students making progress vs adequate progress...how much progress do students need to make to close gaps
- Interventions don't address adequate progress

Think-pair-share

- What systems does your school have in place to allow teachers to collaborate about students who struggle?
- How do you know if what you are doing to help struggling students is working?



Progress Monitoring

Brief, frequent assessments provided to make timely decisions about whether students are making progress in interventions.

Evidenced-Based Progress Monitoring Tools



Foundational Skill	DIBELS 8	Acadience	Easy CBM	FAST
Phonemic Awareness	PSF	FSF PSF	PS	Onset Sounds Word Segmenting
Phonics	NWF-CLS ORF-Accuracy WRF	NWF-CLS ORF-Accuracy	LS WRF-Accuracy PRF-Accuracy	Nonsense Words Decodable Words CBM Reading - Accuracy
Fluency	NWF-WWR WRF ORF	NWF-WWR ORF-Words Correct	WRF PRF	CBM Reading- Words per minute



Traits of Effective Progress Monitoring Tools

Consider these characteristics as you evaluate options.



Brief

1 minute



Simple

Train and support



Sensitive to Growth

Measures the target skill



Valid

Same level of difficulty in all probes



Accurate

Research validated over time to predict reading proficiency

Best Practices for Progress Monitoring with DIBELS

- Uses evidence-based measures
- Matches measure to skill and level
- Follows recommended frequency
- Graph data with an aimline and specified goal
- Goals and progress could be shared with students

Article

Progress Monitoring: Mastery Measurement vs. General Outcome Measurement



Information Brief

Progress Monitoring: Mastery Measurement vs. General Outcome Measurement

Progress monitoring is a type of *formative assessment* in which student learning is evaluated on a regular basis to provide useful feedback about performance to both learners and teachers. It consists of frequently administered, brief measures (sometimes referred to as tests or probes). Although teachers score the tests to determine the extent of student progress, they do not use these scores to assign grades.

By frequently administering these measures, teachers can gather information about a student's progress and more effectively guide instruction in academic areas such as reading, writing, and mathematics. These formative assessments allow teachers to continually evaluate student learning and the effectiveness of instruction as well as to make necessary changes in a timely

FYI

Formative assessment: The frequent evaluation of student learning *during* instruction to provide continual feedback about performance to both learners and instructors. Information from the assessment can be used to guide instruction.

Summative assessment: A single evaluation administered *after*

Types of Progress Monitoring

- **Mastery Measurement** - Formative assessments that aim to determine what students have understood from the material taught in the intervention. Tests monitor acquisition of a specific skill. (i.e. SIPPS Mastery Tests, OG Weekly Spelling Tests, BAR Mastery Tests)
- **General Outcome Measurement (GOM)** - A formative assessment which is a quick assessment with standardized tools and administration protocols that tracks student growth across the year (i.e. DIBELS 8 Progress Monitoring).

Types of Progress Monitoring

Mastery Measurement



Mastery Test 4 (follows Lesson 40)

Date: _____

LETTERSOUNDS

"Tell me the sound of each letter."

ū ___ p ___ ī ___ g ___ ē ___

l ___ ō ___ b ___ ã ___

Number right: ____/9 Pass (7-9 right) or Not Pass

BLENDING (5-second limit per word)

"Sound out and read these words."

run ___ mod ___ fun ___ sick ___ him ___

Number right: ____/5 Good (4-5 right), Fair (3 right), or Poor (0-2 right)

General Outcome Measurement



Menu mCLASS® Beth Fahey | Log Out
Benchmark Progress Kindergarten Beginning of Year 08/06/20 - 10/11/20 Sync
Reading Cruz K
DIBELS®- Name Elizabeth Quentin 392 Above

Letter Sounds NWF-CLS

⊕ Benchmark Goal: 33 📍 Custom Goal Set: 28

Custom Goal Set displays if it is different from Benchmark Goal.
Click and drag the cursor to zoom in.



Partner Talk

- What is the difference between general outcomes measurements and mastery measurements, as defined here?
- Why are both important?

**TURN AND
TALK**



Zones of Growth

Amplify.

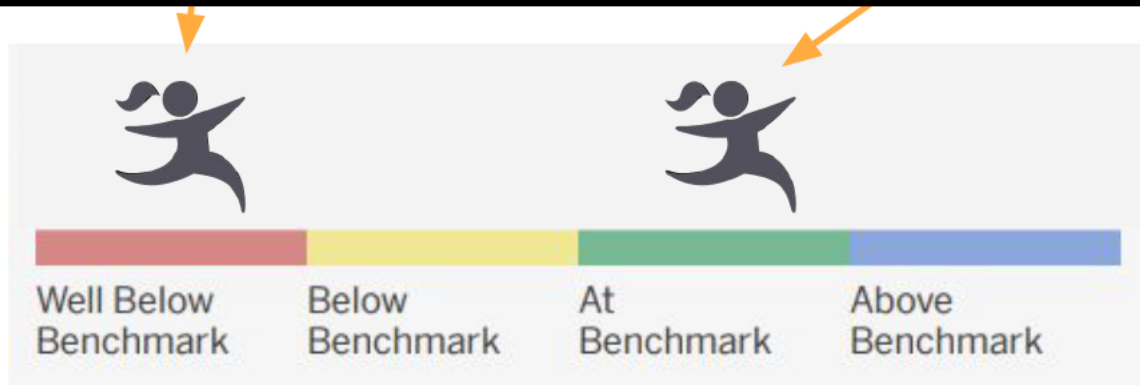
Zones of Growth
DIBELS 8th Edition



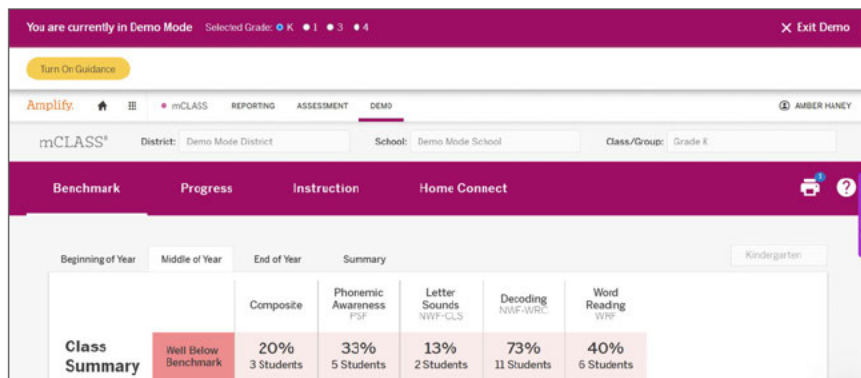
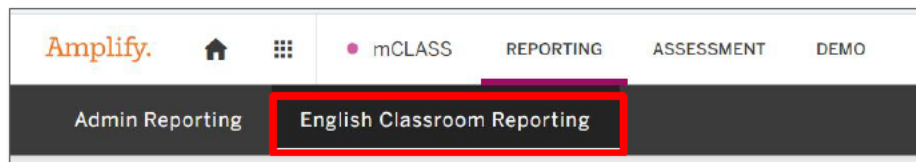
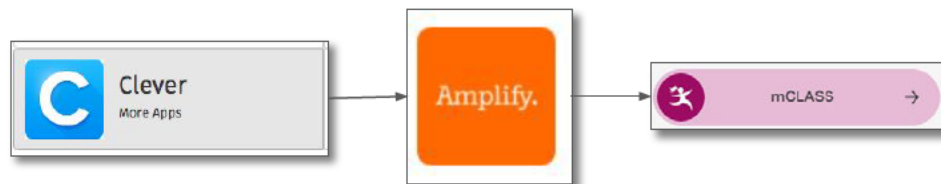
October 2013

Understanding Zones of Growth

Growth comparisons are with students who begin at the same place



Access through Clever



Hcpss.me

Select *Clever* (Staff View) & *Amplify* icon

Select *mCLASS* icon

Select **the** *English Classroom Reporting* & then *DEMO*

Several options are available in Demo mode. You can exit Demo mode any time.

Steps to Finding Progress Monitoring Graphs

Select mCLASS

Select the **English Classroom Reporting**

Select school and teacher's class/group

Select **Progress**

Select **Progress Monitoring**

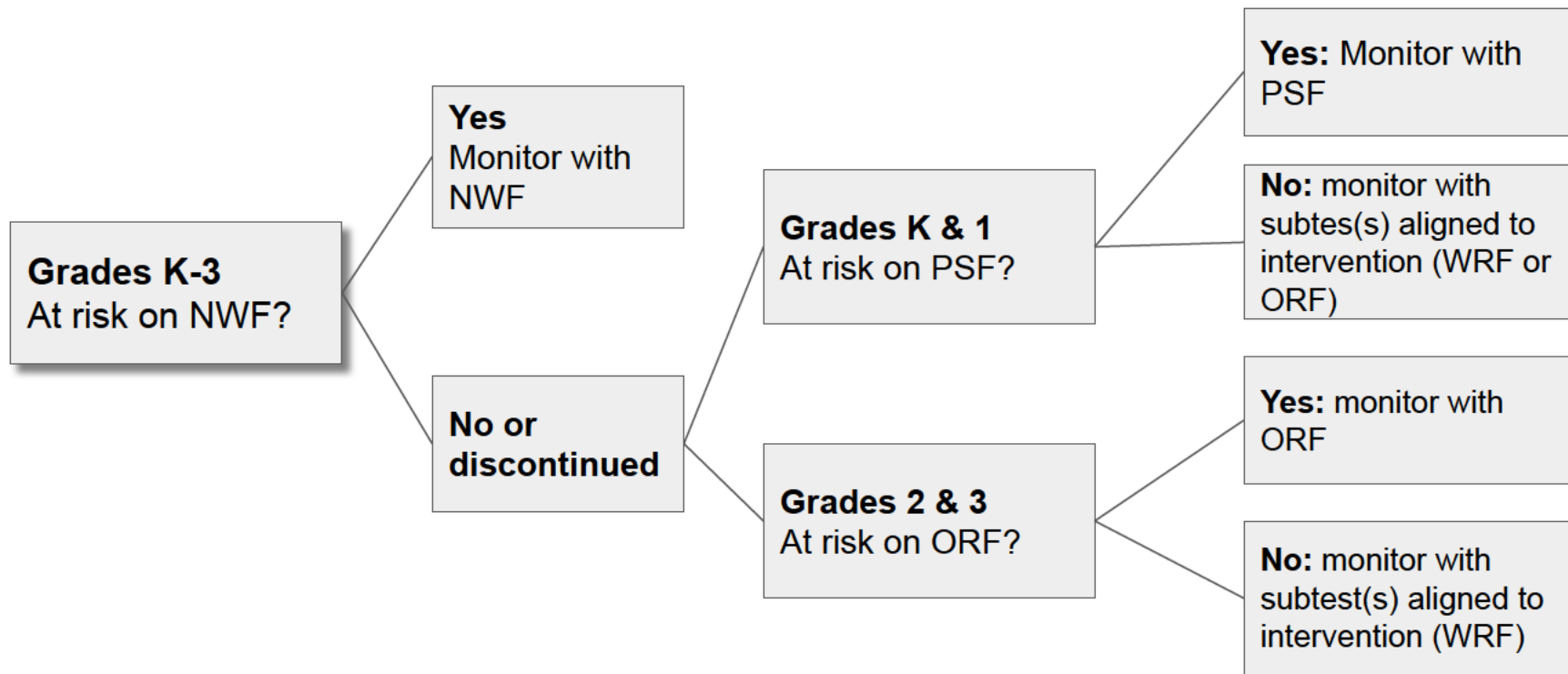
The screenshot shows the mCLASS web interface. At the top, there is a navigation bar with 'mCLASS' and a right arrow. Below this, a dark grey menu bar contains 'Admin Reporting' and 'English Classroom Reporting', with the latter highlighted by a red box. Underneath, a purple navigation bar has 'Benchmark', 'Progress', 'Instruction', and 'Home Connect', with 'Progress' highlighted by a red box. Below the purple bar, a light grey bar contains 'Progress Monitoring', 'Goal Setting', and 'Growth Outcomes', with 'Progress Monitoring' highlighted by a red box. The main content area shows a 'Time frame' section with 'BOY-MOY', 'MOY-EOY', and 'After EOY' buttons, with 'MOY-EOY' selected. Below this is a table titled 'Progress Monitoring' for 'Grade 1'. The table has columns for 'Last Name, First Name', 'MOY Composite', 'Skill', 'MOY', 'Last 3 PM Scores', 'EOY Goal', 'Goal Set', 'Aiming to Goal Set', and 'Last Assessed'. The first row shows a student named 'Last, First' with a composite score of 383 (Below) and three skills: 'Word Reading WRF' (12 Well Below), 'Letter Sounds NWF-CLS' (49 Below), and 'Decoding NWF-WRC' (13 Below).

Grade 1	MOY Composite	Skill	MOY	Last 3 PM Scores	EOY Goal	Goal Set	Aiming to Goal Set	Last Assessed
Last, First	383 Below	Word Reading WRF	12 Well Below	23 19	25	24	🚩	04/18/2023
		Letter Sounds NWF-CLS	49 Below	60 62	55	63	🚩	04/18/2023
		Decoding NWF-WRC	13 Below	19 20	15	18	🚩	04/18/2023

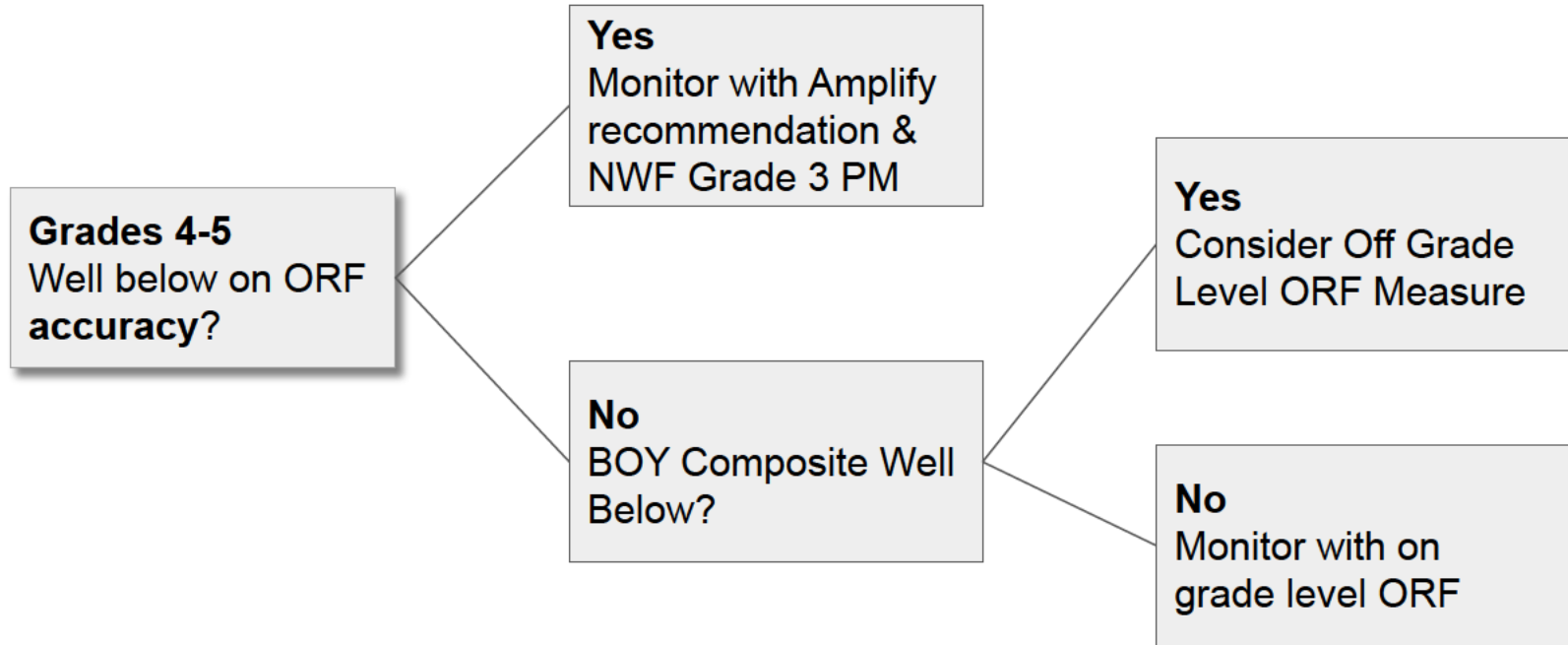
Choosing a Subtest for Progress Monitoring

- Never choose a subtest to progress monitor where the student does not demonstrate risk
- Never use LNF to progress monitor
 - Letter naming proficiency is used for benchmark assessments since it's a good indicator of risk, but should not be monitored or drilled between benchmarks because it is *not* an early reading skill.
- NWF and ORF are the strongest measures for capturing change over time
- Subtest used for progress monitoring should be aligned to the focus of intervention for the student
- Recommend using WRF for a student who is receiving intervention focused on improving sight word recognition, but who is a strong decoder
- Using Maze is *not recommended* because reading comprehension does not improve rapidly enough, even with intensive intervention. If selected, only PM up to 3-4 times between benchmark intervals.

Choosing a Subtest for Progress Monitoring (K-3)



Choosing a Subtest and/or Off-Grade Level ORF for Progress Monitoring (4-5)

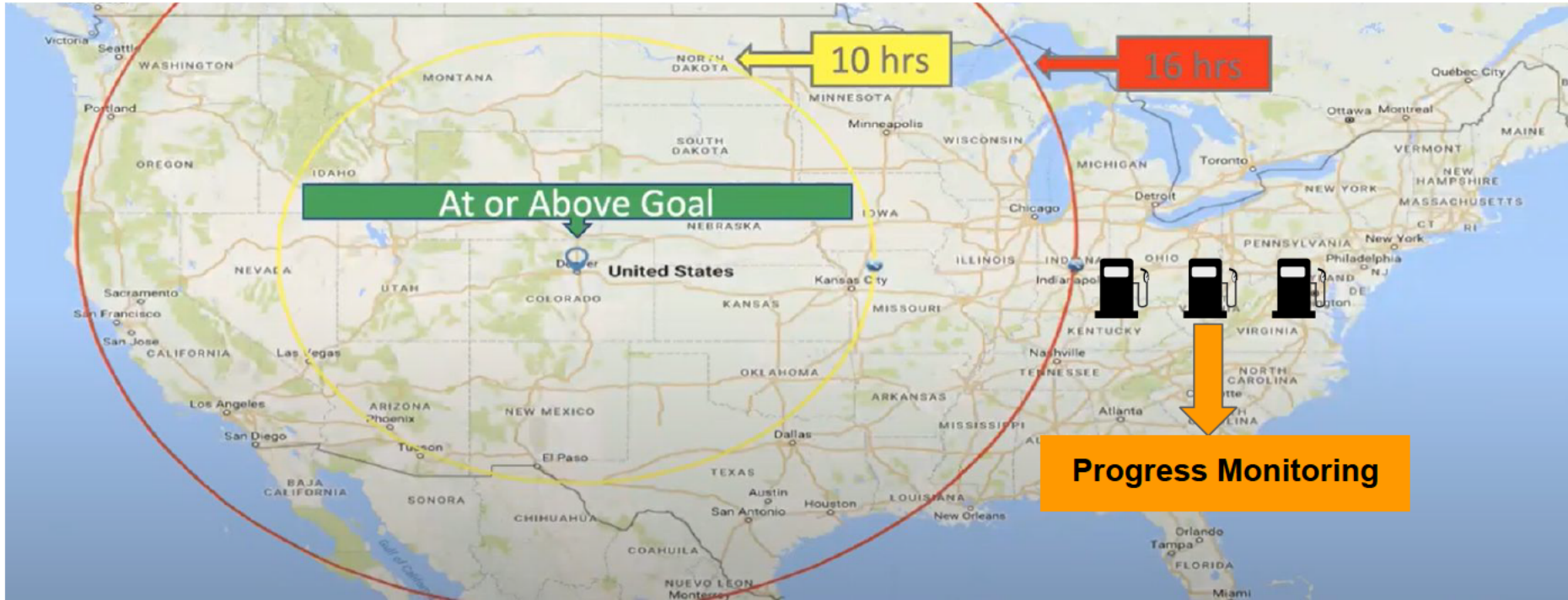


Off Grade Progress Monitoring for ORF in Grades 4-5

- Consider an off grade PM measure if the student scored Well Below on BOY composite score
- Start with one grade below and give a PM measure, if the student continues to test Well Below, go down an additional grade level
 - The results can be found in the individual student Progress chart
- At MOY, consider going down a grade level if the last 3 ORF administrations are below the aimline
- If the student is demonstrating progress on off grade level forms, administer an on grade level form every 4-6 weeks
- Once a student meets the end of year benchmark goal for the off-grade level with which they are being progress monitored, the student should be moved to on-grade level progress monitoring

[*From DIBELS Administration and Scoring Guide](#)

What's Happening on the Trip to Denver?



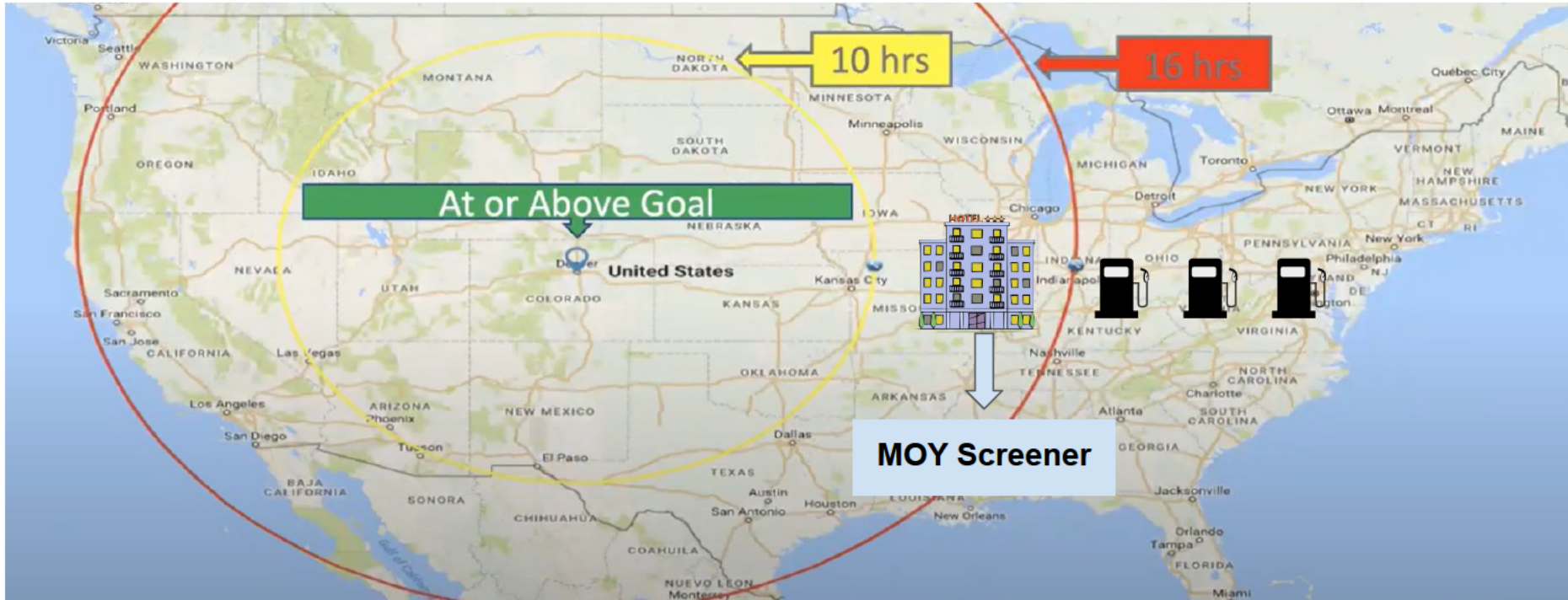
What's Happening on the Trip to Denver?



[Check out the If/Then charts](#) on your front/back resource!

If	Then
<ul style="list-style-type: none">• All 3 PMs at or above aimline	<ul style="list-style-type: none">• Continue with intervention=Adequate Progress Yes
<ul style="list-style-type: none">• 2/3 PMs at or above aimline	<ul style="list-style-type: none">• Investigate and determine whether an adjustment to intervention is needed=Adequate Progress Yes
<ul style="list-style-type: none">• 1/3 PMs at or above the aimline <p>OR</p> <ul style="list-style-type: none">• 0/3 PMs at or above the aimline	<ul style="list-style-type: none">• Evaluate/adjust intervention=Adequate Progress No (minimal)<ul style="list-style-type: none">○ Select new, more intensive intervention model○ Increase current frequency○ Increase current intensity and specific skill focus○ Collaborate with classroom <u>teacher</u>, <u>literacy coach</u>, reading specialists colleagues, etc.○ Closely analyze intervention data to identify greatest skill needs○ Consider IIT referral

What's Happening on the Trip to Denver?



What's Happening on the Trip to Denver?



Spending the night at a hotel and planning the rest of the trip = administering MOY AND analyzing data to determine instructional next steps




MOY Data Analysis

If	Then
<ul style="list-style-type: none">• Student met the benchmark and their Zones of Growth goal in the PM area	<ul style="list-style-type: none">• Discontinue progress monitoring in that area and choose new area to match instructional focus
<ul style="list-style-type: none">• Student made Above Average or Average growth on Zones of Growth in PM area but did not meet their goal	<ul style="list-style-type: none">• Continue to progress monitor in that area
<ul style="list-style-type: none">• Student made Below Average growth on Zones of Growth in PM area and did not meet their goal	<ul style="list-style-type: none">• Continue to progress monitor in that area but consider adjusting goal

How Do We Get There?

October 2023











Calendar is subject to change. Please visit www.hcps.org for the most recent version.

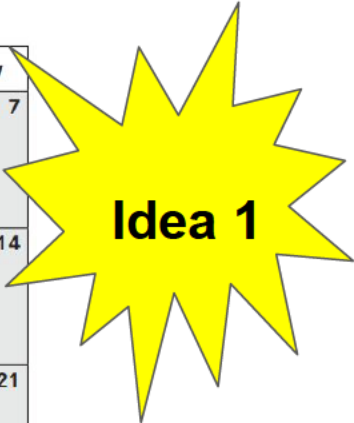
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 	2	3	4	5	6	7
	Progress Monitoring					
8	9 Professional Learning Day Schools closed for students	10	11	12 BOE Meeting 4 & 7 pm	13	14
15 	16	17	18	19	20	21
	Progress Monitoring					
22	23 BOE meets with PTA Presidents & CAC 7 pm	24	25	26	27 MSEA Convention Schools closed for students	28
29	30	31		BOE Meeting 4 pm		
	Progress Monitoring					
	End of first marking period. No half-day Pre-K/RECC.					

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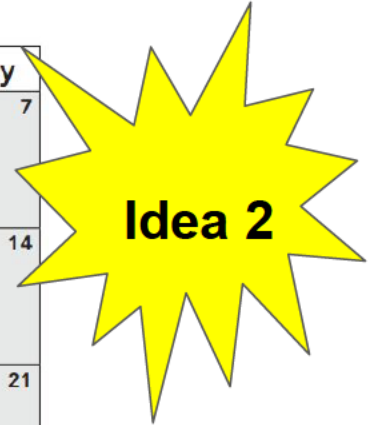


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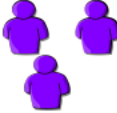


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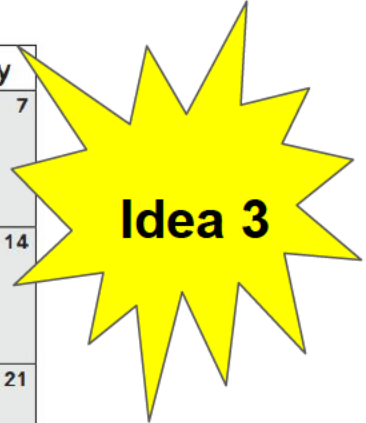


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