

## Assessment in Support of Instruction: Improving Learning Outcomes Using Progress Monitoring

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## "The Current Assessment Landscape"

- At this juncture in American educational history, the emphasis is increasingly on large-scale examinations developed outside the classroom to gauge what student know and to strengthen public accountability



- While the current assessment paradigm has fueled public discussion the question remains *to what extent can teachers use this type of assessment, **on a daily basis**, to monitor students' learning and to identify specific areas in which further work is needed*
- Classroom assessments, can and **should** be used on a daily basis, to monitor students' learning and to identify specific areas in which further work is needed



Whatever it takes,  
classroom assessment  
is a critical component  
of effective instruction  
and we need to work  
hard to restore it to its  
proper place in  
education



## What is Progress Monitoring?

- Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction
- Progress monitoring can be implemented with individual students, entire classrooms, schools, or districts



## How Does Progress Monitoring Work?

- To implement progress monitoring, current levels of student performance are determined and goals are identified for learning that will take place over time
- Student academic progress is measured on a regular basis (weekly or monthly)
- Progress toward meeting student goals is measured by comparing expected and actual rates of learning
- Based on these measurements, teaching is adjusted as needed and the progression of student achievement is monitored and instructional techniques are adjusted to meet student learning needs



## What are the Benefits of Progress Monitoring?

- Accelerated learning because students are receiving more appropriate instruction
- More informed instructional decisions
- Documentation of student progress for accountability purposes
- More efficient communication with families and other professionals about students' progress
- Higher expectations for students by teachers and by student themselves
- Improved sensitivity of special education referrals



## Progress Monitoring as Primary Preventative Educational Health Care

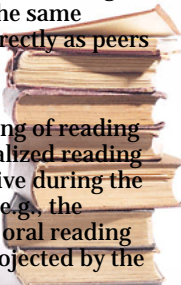
### Health


- Routine collection of blood pressure information as standard practice; comparisons to standard development norms
- Period collection of blood pressure information when it is suspected that there is a *health* problem that warrants further attention (e.g., blood pressure of 130/85)

### Progress Monitoring Reading

- Routine collection of reading information as standard practice; comparisons to standard development norms
- Periodic collection of reading information when it is suspected that there is a *reading* problem that may warrant further investigation (e.g., the student reads significantly slower than same grade peers).



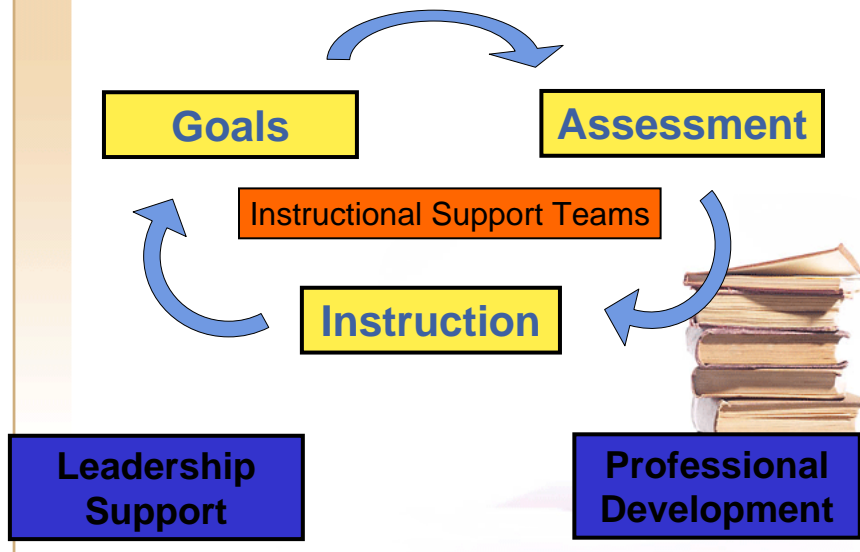
<u>Health</u>	<u>Progress Monitoring Reading</u>
<ul style="list-style-type: none"> <li>• Quality information on blood pressure when the <i>health</i> problem is serious and may require special treatment (e.g., a blood pressure reading of 140/90 is more severe than 130/85)</li> <li>• Set goals for the specialized treatment (e.g., reduce blood pressure to 120/80)</li> <li>• Continuous monitoring of blood pressure to decide whether a given intervention is effective the treatment process (e.g., a reduction in blood pressure following behavioral changes)</li> </ul>	<ul style="list-style-type: none"> <li>• Quality information on reading when the <i>reading</i> problem is serious and may require a special treatment (e.g., the student's reading skills and instructional needs fall outside of the range of typical treatments)</li> <li>• Set goals for specialized reading program (e.g., read the same number of words correctly as peers in 1 year)</li> <li>• Continuous monitoring of reading to decide if the specialized reading intervention is effective during the course of treatment (e.g., the student is improving oral reading fluency at the rate projected by the goal)</li> </ul> 

<u>Health</u>	<u>Progress Monitoring Reading</u>
<ul style="list-style-type: none"> <li>• Periodic collection of blood pressure information to determine if specialized treatment is no longer necessary (e.g., the goal blood pressure of 120/80 has been reached)</li> </ul>	<ul style="list-style-type: none"> <li>• Periodic collection of reading information to determine if the specialized reading program is no longer necessary (e.g., the student's reading skills fall within the range of typical peers)</li> </ul> 

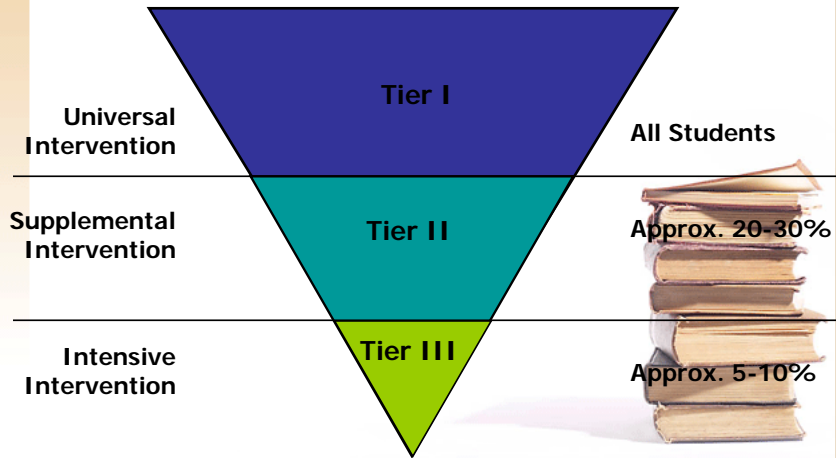
# What Would a System of Student Progress Monitoring Look Like?



## *Schoolwide Reading Improvement Model*

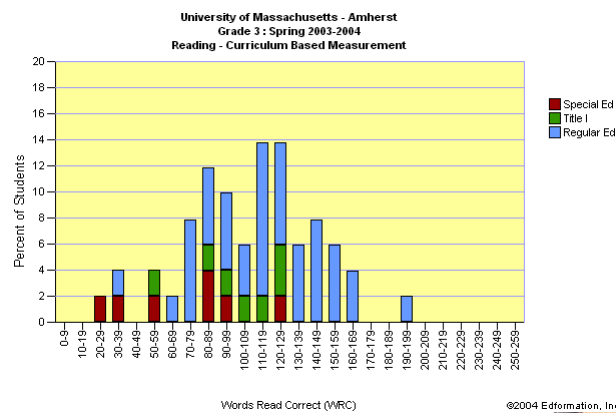


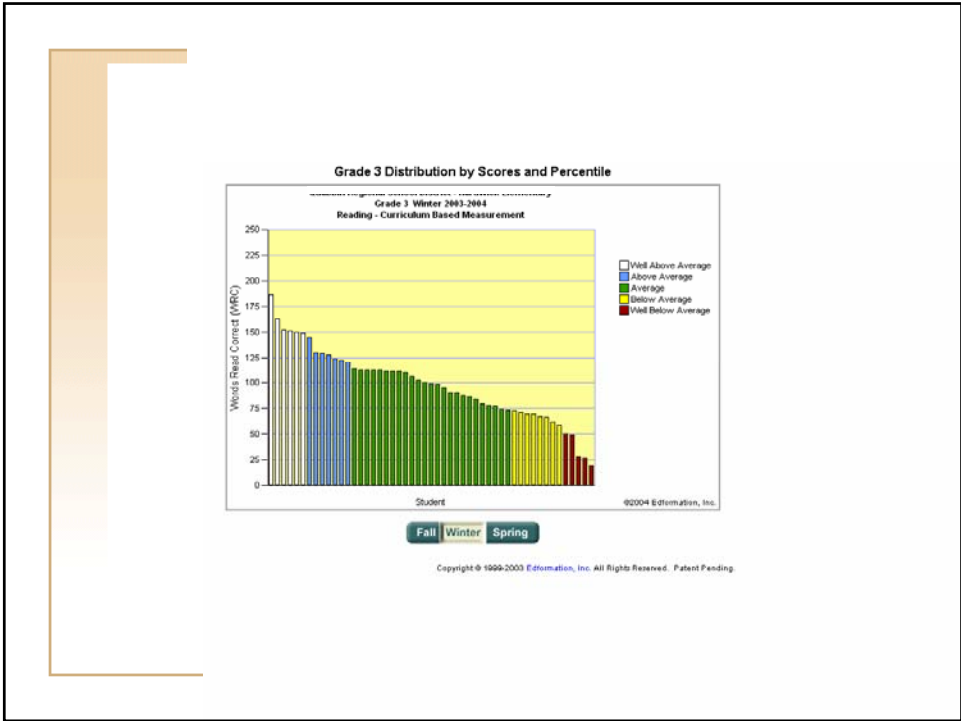
## Three-Tier Intervention Model



11

## Student Score Distribution by Service Classification





### Class Distribution by Scores and Percentile

Grade 3 - ( ) Winter 2003-2004  
Reading - Curriculum Based Measurement

Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
	163	1	99.4%	Well Above Average	Consider Need for Individualized Instruction
	150	3	98.0%	Well Above Average	Consider Need for Individualized Instruction
	149	1	99.3%	Well Above Average	Consider Need for Individualized Instruction
<b>Well Above Average &gt;= 149 (80th %ile)</b>					
	129	0	100.0%	Above Average	Consider Need for Individualized Instruction
<b>Above Average &gt;= 117 (75th %ile)</b>					
	114	0	100.0%	Average	Continue Current Program
	112	3	97.4%	Average	Continue Current Program
	111	2	98.2%	Average	Continue Current Program
	111	8	93.3%	Average	Continue Current Program
	100	1	99.0%	Average	Continue Current Program
	99	1	99.0%	Average	Continue Current Program
	98	1	99.0%	Average	Continue Current Program
	90	7	92.6%	Average	Continue Current Program
	86	5	94.5%	Average	Continue Current Program
	73	7	91.3%	Average	Continue Current Program
<b>Average &gt;= 73 (25th %ile)</b>					
	72	1	98.6%	Below Average	Further Assess and Consider Individualizing Program
	69	2	97.2%	Below Average	Further Assess and Consider Individualizing Program
	61	4	93.8%	Below Average	Further Assess and Consider Individualizing Program
	58	3	95.1%	Below Average	Further Assess and Consider Individualizing Program
<b>Target = 0</b>					

Fall Winter Spring

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Select from the following Measures to view in the multi-GOM student report(s).

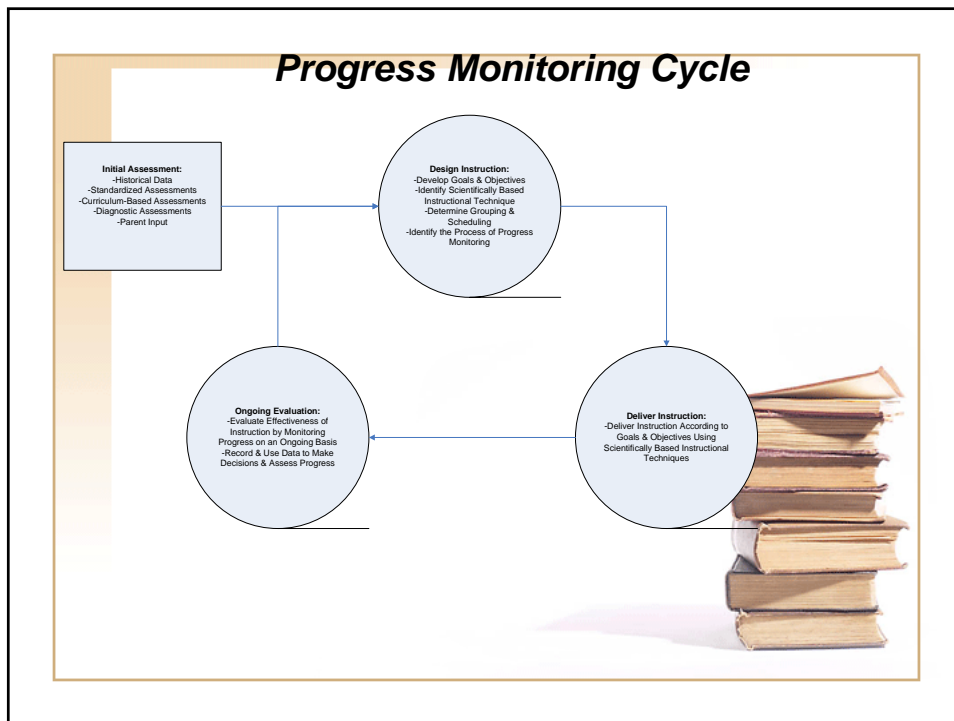
Reading - Curriculum Based Measurement     Reading - Pathway Passage     MAZE - Comprehension

District: \_\_\_\_\_ School District \_\_\_\_\_  
 School: \_\_\_\_\_  
 Date: Vi \_\_\_\_\_  
 Teacher: \_\_\_\_\_

### Grade 3 Reading Scores & Instructional Recommendations

ID	Student	FL-COM		MAZE		Instructional Recommendations
		Score	Percentile	Score	Percentile	
102	90.0	Well Above Average	30	100.0	Well Above Average	Benchmark - At Grade Level
150	92.0	Well Above Average	22	98.0	Well Above Average	Benchmark - At Grade Level
99	50.0	Average	21	92.0	Well Above Average	Benchmark - At Grade Level
114	74.0	Average	20	90.0	Well Above Average	Benchmark - At Grade Level
140	90.0	Well Above Average	19	90.0	Above Average	Benchmark - At Grade Level
100	82.0	Average	17	70.0	Average	Strategic - Additional Intervention
81	12.0	Below Average	17	70.0	Average	Strategic - Additional Intervention
129	84.0	Above Average	15	66.0	Average	Strategic - Additional Intervention
112	86.0	Average	15	66.0	Average	Strategic - Additional Intervention
111	80.0	Average	15	58.0	Average	Strategic - Additional Intervention
111	60.0	Average	13	48.0	Average	Strategic - Additional Intervention
50	10.0	Below Average	12	40.0	Average	Strategic - Additional Intervention
90	40.0	Average	12	36.0	Average	Strategic - Additional Intervention
73	22.0	Average	12	30.0	Average	Strategic - Additional Intervention
98	30.0	Average	10	24.0	Below Average	Strategic - Additional Intervention
90	40.0	Average	8	8.0	Well Below Average	Intensive - Needs Substantial Intervention
72	24.0	Below Average	8	8.0	Well Below Average	Intensive - Needs Substantial Intervention
89	18.0	Below Average	8	8.0	Well Below Average	Intensive - Needs Substantial Intervention
		102.5 Class Mean		15.3 Class Mean		
		97.6 Grade Mean		13.0 Grade Mean		

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## Illustrative Case Study

- Tyler, a recent third-grade transfer student was screened using the districts progress monitoring measures
- Results indicated that Tyler's reading skills were below grade level expectations
- Because of this a diagnostic screening assessment was scheduled



## Initial Assessment

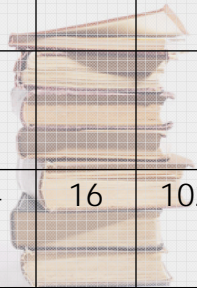
- A review of records indicated that Tyler performed within the low-average range on group-administered statewide tests that were administered in both the first- and second-grade
- General outcome measurement procedures were used to evaluate his PLEP (*Present Level of Educational Performance*) in reading



## Initial Assessment

- Three oral reading fluency passage probes from the third-grade curriculum were administered on each of three consecutive days

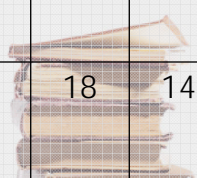
	Reading Probe 1	Reading Probe 2	Reading Probe 3	Tyler's Median	Peer Median
Day 1	16	10	24		
Day 2	20	18	9		
Day 3	10	19	14	16	102



## Initial Assessment

- Results of the general outcome measures indicated that Tyler was reading at around the 1% compared to other third-grade students in the district
- As a result, a survey level diagnostic assessment was conducted

	Reading Probe 1	Reading Probe 2	Reading Probe 3	Tyler's Median	Peer Median
Grade 2 Probes	16	17	21	17	70
Grade 1 Probes	20	18	9	18	14



## Initial Assessment

- Diagnostic assessment results suggested that Tyler could
  - Discriminate between word and letter sounds
  - Identify upper and lowercase letters
  - Blend segmented words
  - Segment blended words
  - Produce long and short vowel-sounds in isolation or within nonsense words
  - Produce consonant sounds in isolation or nonsense words



## Initial Assessment

- Diagnostic assessment results suggested that Tyler evidenced deficits in
  - Accurately and fluently decoding basic word patterns
    - CVC: *cat, dog, hit, hot*
    - CVCe: *fate, mate, cake*
    - *Multisyllabic Words*



## Design & Delivery of Instruction

- Over a period of eight weeks Tyler received individualized instruction to promote fluency in targeted subskill areas
- Supplemental targeted instruction was provided for 15-minutes, 3 times per week by a paraprofessional
- In addition, Tyler's teacher and parents were provided with daily practice reading in connected text that was controlled for difficulty



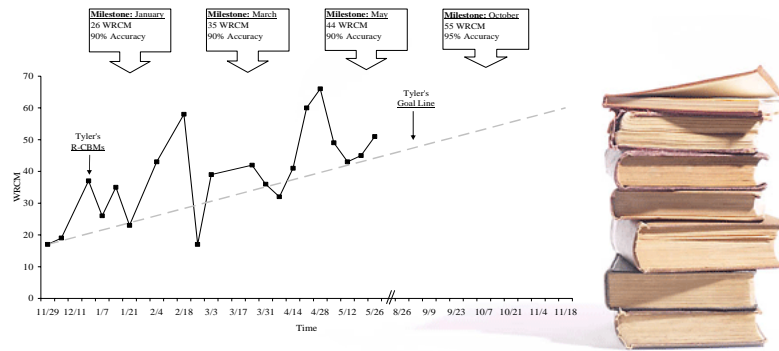
## Ongoing Evaluation: Progress Monitoring

- Word lists (CVC and CVCe) were used to monitor the instructional effect of decoding fluency
  - Lists were administered at the beginning of each instructional session
    - Progress monitoring indicated a steady rate of improvement from 3 CVCs per minute (20% accuracy) to 24 CVCs per minute (92% accuracy)
    - Progress monitoring indicated a steady rate of improvement from 4 CVCEs per minute (25% accuracy) to 27 CVCEs per minute (90% accuracy)



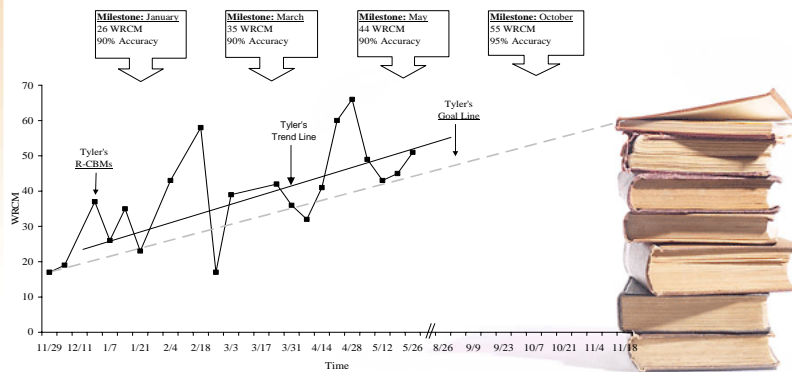
## Ongoing Evaluation: Progress Monitoring

In addition, Tyler's progress toward the long-term goal of reading fluently in third-grade text was also assessed



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## Summary

- Progress Monitoring Allows Us To:
  - Define measurable and achievable goals for students that are linked to the general education curriculum
  - Demonstrate the effects of scientifically based instruction
  - Show changes in student performance in a data driven fashion
  - Put usable assessment information back in the hands of teachers where it belongs!



## National Center of Student Progress Monitoring

- OSEP funded center housed at the *American Institutes for Research* in working conjunction with researchers from *Vanderbilt University*
- Center's mission is to provide technical assistance to states and districts to disseminate information about progress monitoring
- [www.studentprogress.org](http://www.studentprogress.org)



