

Student Assistance Team

Progress Monitoring

Data

- Data is your friend!
- Data is used to
 - Define the problem
 - Analyze the problem
 - Develop a plan
 - Evaluate the plan

SAT



Instructional Level

- For students NOT at benchmark
 - Administer Dibels sequentially until you find the lowest skill mastered.
 - ORF-Fluency
 - LSR and NWF – Phonics
 - ISF and PSF – Phonemic Awareness

Instructional Level

- Focus instruction on that Core component skill
- Monitor progress using probes
- Graph Student performance
- Review progress frequently using predetermined decision rules

Intervention

- Fluency develops through significant amount of practice reading aloud
- Text for fluency practice should be at instructional level
- Text at frustration level (less than 93% accuracy) should not be used for fluency practice.

What is Progress Monitoring

- Progress monitoring is a scientifically based practice that teachers can use to evaluate the effectiveness of their instruction.
- Progress monitoring results in more efficient and appropriate targeted instructional techniques

Choosing a Monitoring Level

- Use grade level if:
 - Student reads on grade level
 - Student reads 1 grade level below
 - Student reads 2 or more grade levels below and is NOT frustrated with grade level material
 - Monitor weekly
- Use instructional level if:
 - Student reads 2 or more grade levels below and is frustrated with grade level material
 - Monitor weekly

Goal Setting with Dibels

- Typically use benchmark goal for child's grade
- What if student is significantly behind peers?
- Goal of intervention is to accelerate student growth to catch up to peers.

Goal Setting

- How much growth can we expect?

– Grade	Realistic	Ambitious
– 1 st	2.0	3.0
– 2 nd	1.5	2.0
– 3 rd	1.0	1.5
– 4 th	.85	1.1
– 5 th	.5	.8
– 6 th	.3	.65

- Fuchs, Fuchs, Hamlett, Walz and German
- School Psychology Review Vol 22, No. 1 | 1993

Why Graph?

- Visual aides makes goals and student performance come to life
- Facilitates communication with students, parents, and teachers
- Facilitates instructional decision making
- Graphic data display is associated with higher student achievement (Fuchs and Fuchs, 1986)