

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

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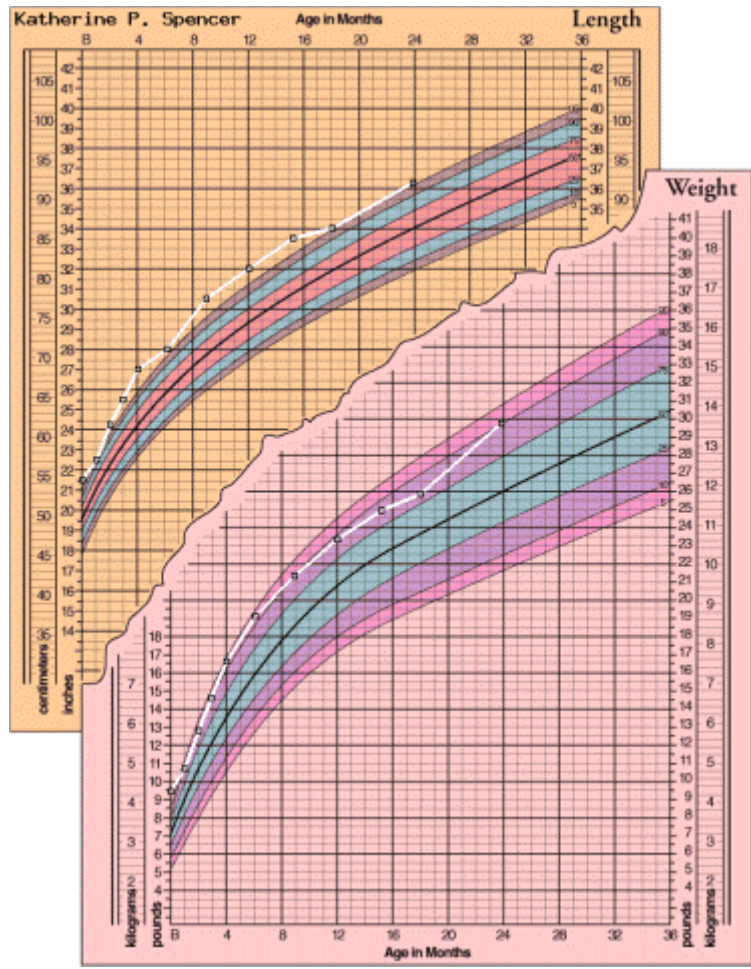
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National Center for Student Progress

Monitoring

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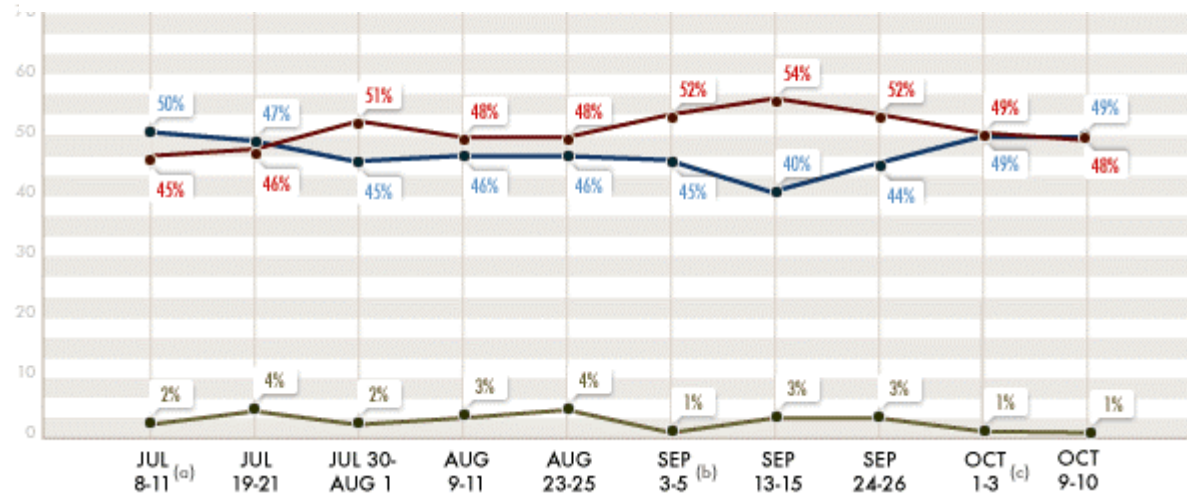






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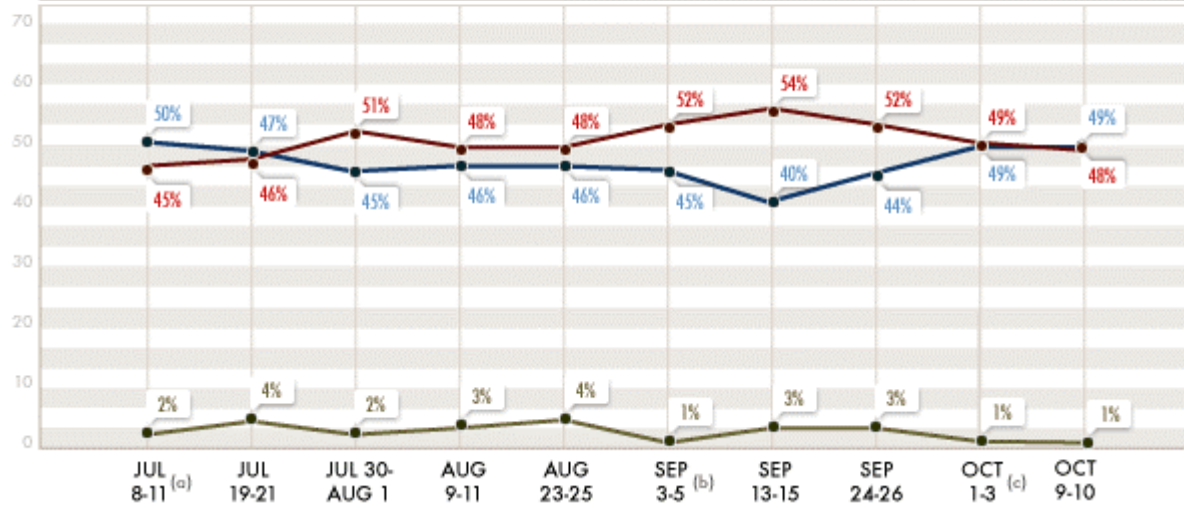
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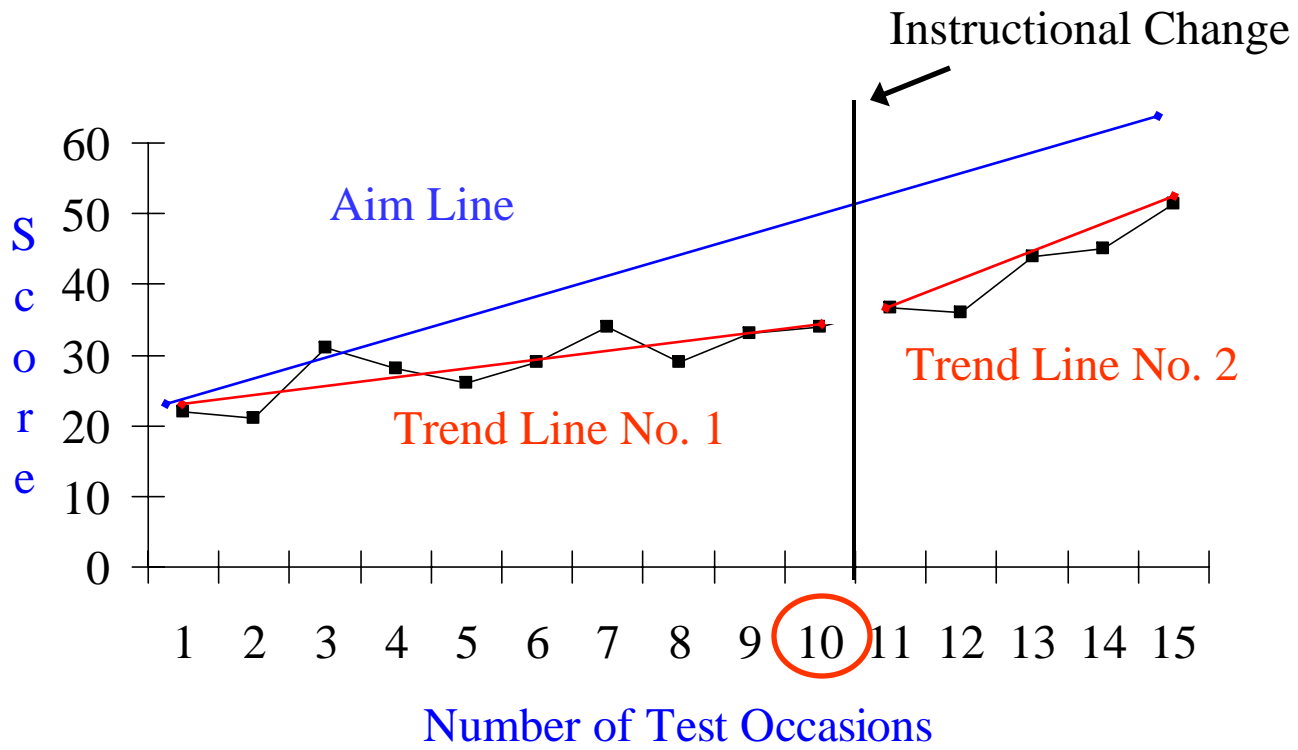


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“The Current Assessment Landscape”

- 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?

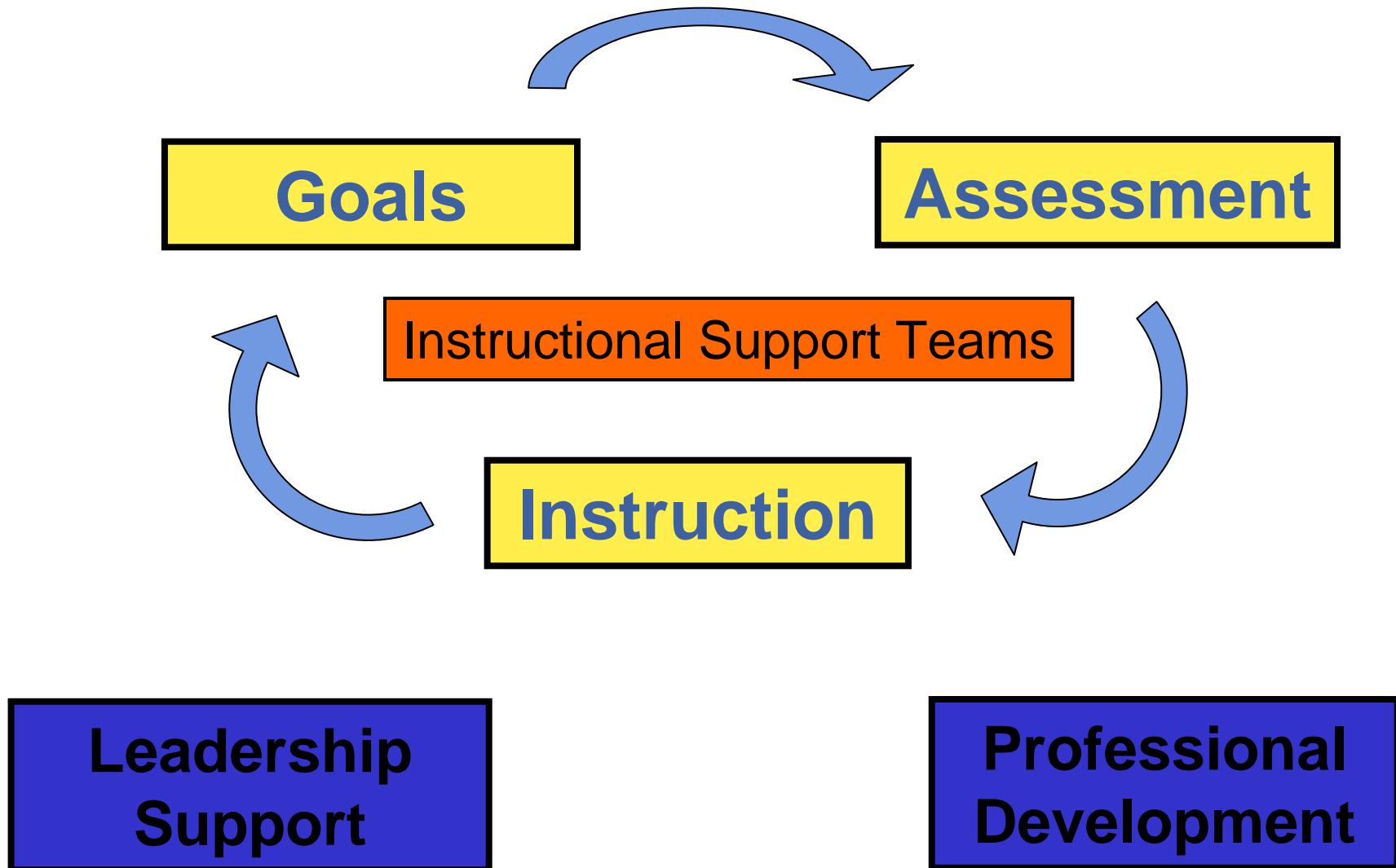
- To implement progress monitoring, current levels of student performance are determined and goals are identified for learning that will take place over time
- Student academic progress is measured on a regular basis (weekly, monthly, seasonally)
- Progress toward meeting student goals is measured by 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?

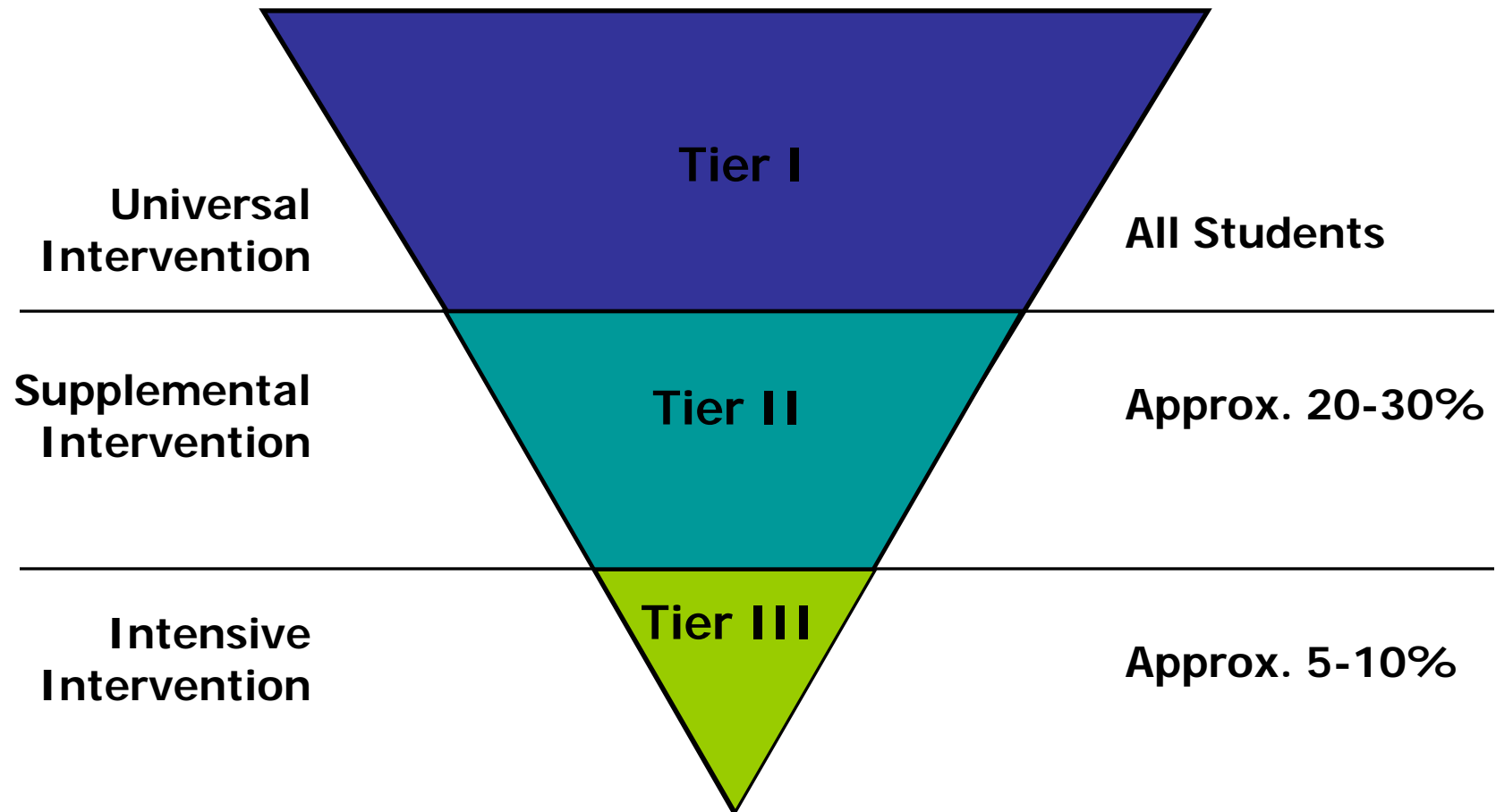
- Accelerated learning because students are receiving more appropriate instruction
- More informed instructional decisions
- Documentation of student progress for accountability purposes
- More efficient communication with families and other professionals about students' progress
- Higher expectations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

What Would a System
of Student Progress
Monitoring Look Like?

Schoolwide Reading Improvement Model

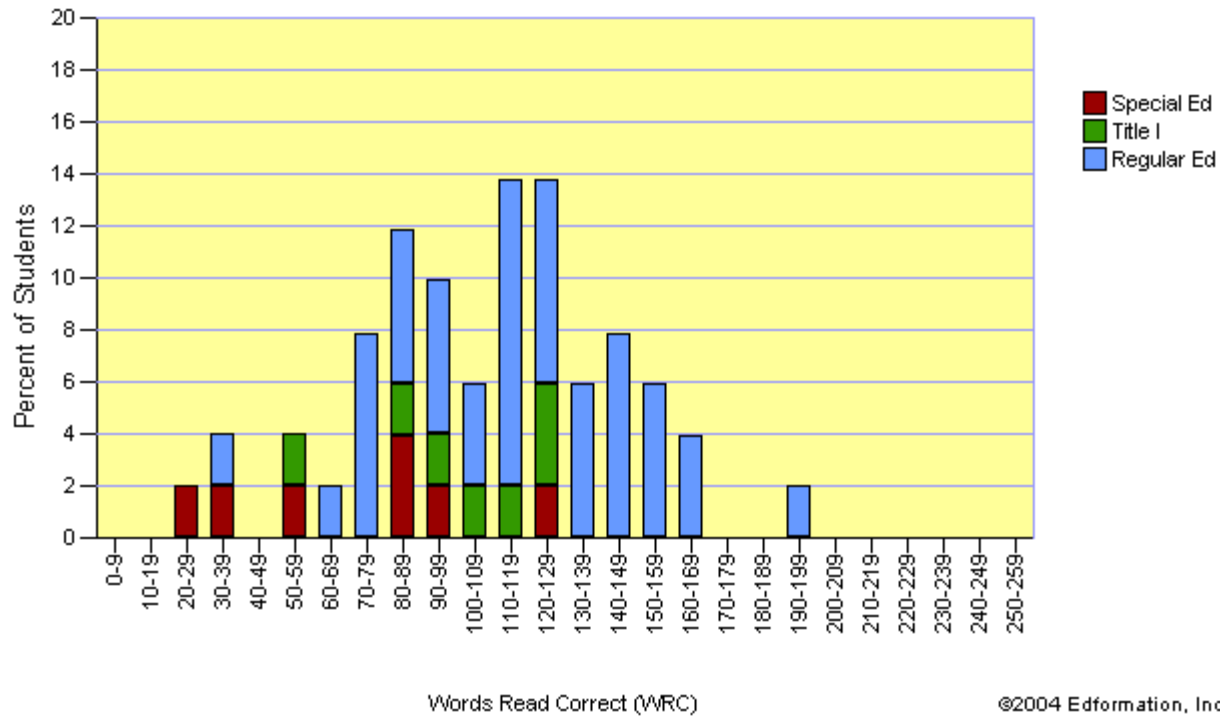


Three-Tier Intervention Model



Student Score Distribution by Service Classification

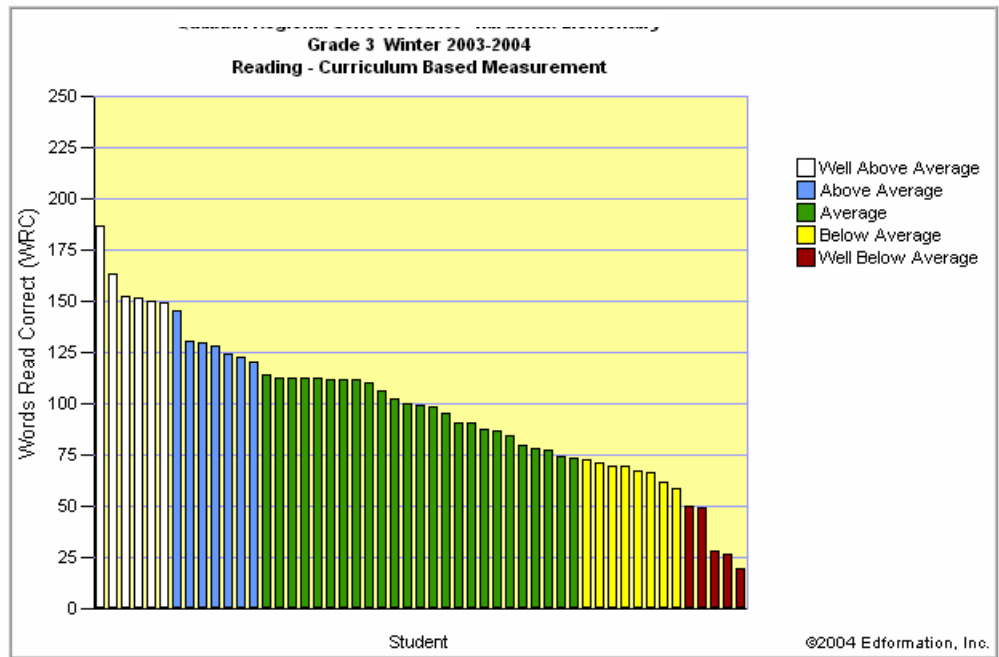
University of Massachusetts - Amherst
 Grade 3 : Spring 2003-2004
 Reading - Curriculum Based Measurement



Words Read Correct (WRC)

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Grade 3 Distribution by Scores and Percentile



Fall
Winter
Spring

Class Distribution by Scores and Percentile

Grade3 - () 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
Well Above Average >= 149 (90th %ile)					
	129	0	100.0%	Above Average	Consider Need for Individualized Instruction
Above Average >= 117 (75th %ile)					
	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	92.8%	Average	Continue Current Program
	86	5	94.5%	Average	Continue Current Program
	73	7	91.3%	Average	Continue Current Program
Average >= 73 (25th %ile)					
	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
————— Target = 0 —————					

Fall
Winter
Spring

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

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

Display

District
School:
Date: \\
Teache

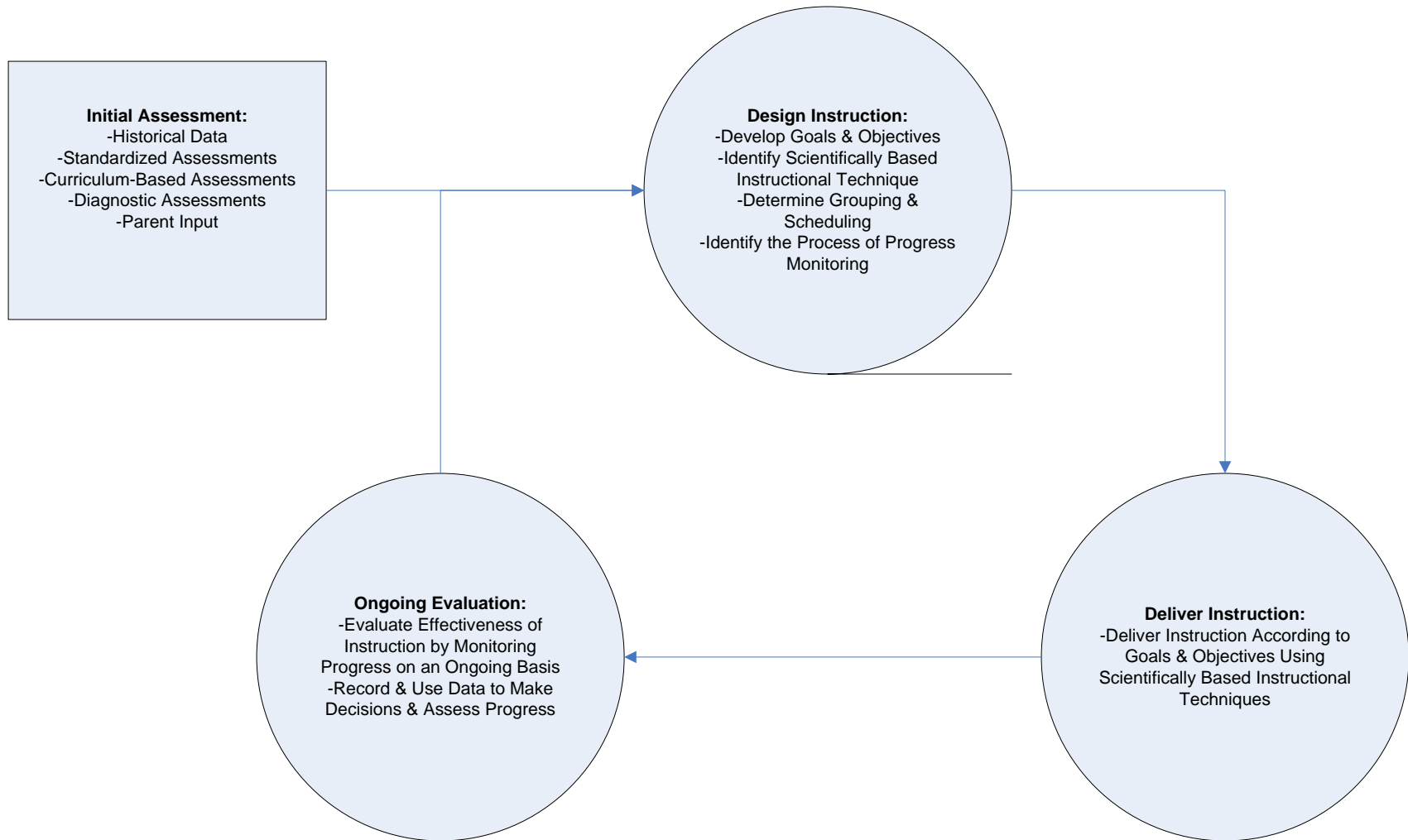
School District
ry

Grade 3 Reading Scores & Instructional Recommendations

UID	Student	R-CBM			MAZE			Instructional Recommendations
		Score	Percentile	Status	Score	Percentile	Status	
		163	98.0	Well Above Average	30	100.0	Well Above Average	Benchmark - At Grade Level
		150	92.0	Well Above Average	22	96.0	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
		149	90.0	Well Above Average	19	86.0	Above Average	Benchmark - At Grade Level
		100	52.0	Average	17	70.0	Average	Strategic - Additional Intervention
		61	12.0	Below Average	17	70.0	Average	Strategic - Additional Intervention
		129	84.0	Above Average	16	66.0	Average	Strategic - Additional Intervention
		112	66.0	Average	15	56.0	Average	Strategic - Additional Intervention
		111	60.0	Average	15	56.0	Average	Strategic - Additional Intervention
		111	60.0	Average	13	48.0	Average	Strategic - Additional Intervention
		58	10.0	Below Average	13	48.0	Average	Strategic - Additional Intervention
		98	48.0	Average	12	36.0	Average	Strategic - Additional Intervention
		73	26.0	Average	12	36.0	Average	Strategic - Additional Intervention
		86	38.0	Average	10	24.0	Below Average	Strategic - Additional Intervention
		90	42.0	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
		69	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			13.6 Grade Mean			

Fall Winter Spring

Progress Monitoring Cycle



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*

Design & Delivery of Instruction

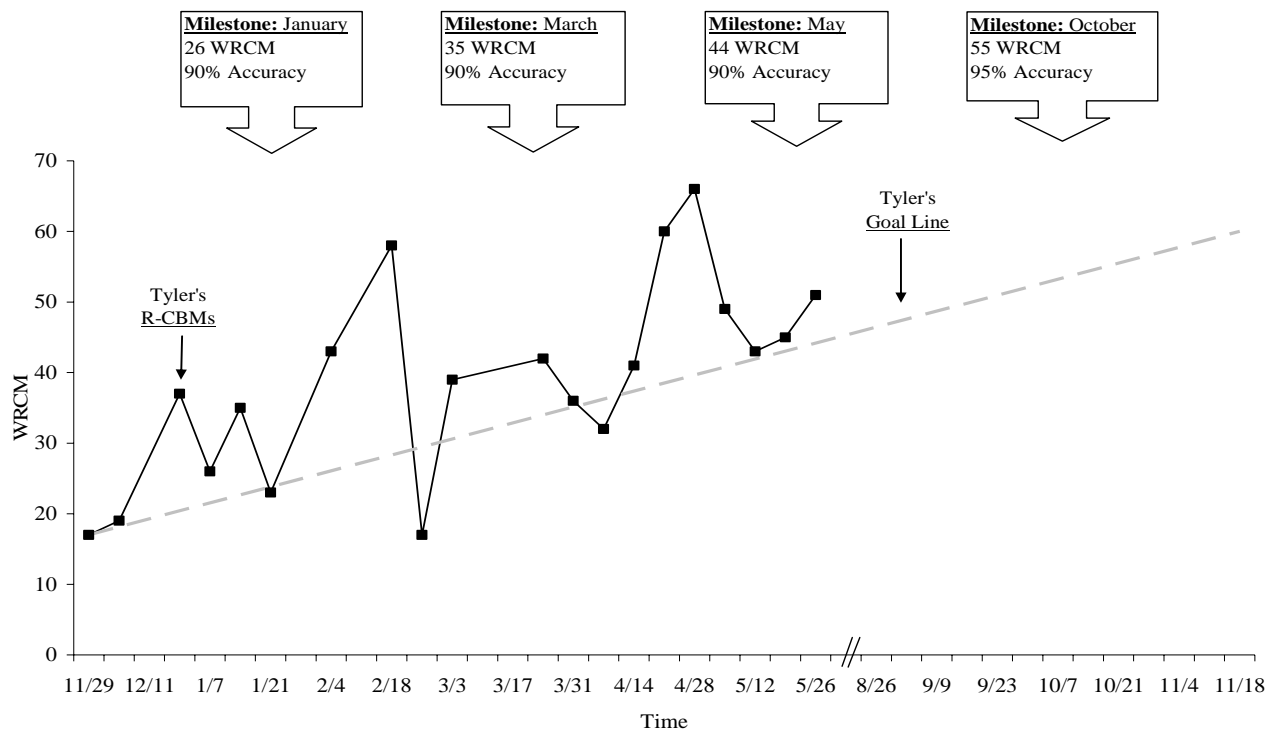
- Over a period of eight weeks Tyler received individualized instruction to promote fluency in targeted subskill areas
- Supplemental targeted instruction was provided for 15-minutes, 3 times per week by a paraprofessional
- In addition, Tyler's teacher and parents were provided with daily practice reading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

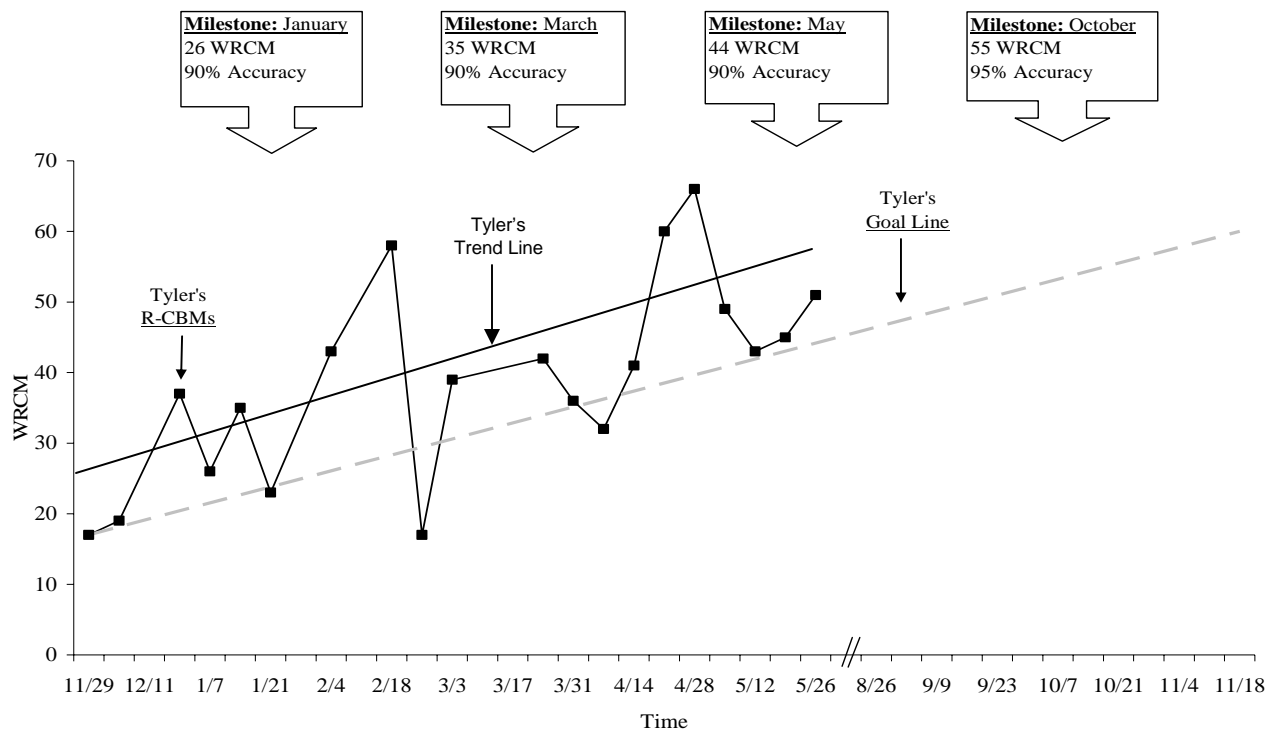
Ongoing Evaluation: Progress Monitoring

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



Ongoing Evaluation: Progress Monitoring

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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

