

# Improving Student Outcomes through Progress Monitoring

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# Questions to Answer

- What is student progress monitoring and how does it fit within an accountability agenda?
- How can CBM assist all students in meeting Adequate Yearly Progress goals?
- How does CBM help me as I work within a Response to Intervention model and in the identification of learning disabilities?
- How does CBM help in the development of IEPs?
- Where can I learn more information about student progress monitoring?

# What exactly is student progress monitoring?

## How does it fit within an accountability agenda?





# The Policy Basis for Adopting PM

- No Child Left Behind focuses on the progress of sub-groups of students including SWD
- IDEA 2004 focuses on early intervening and response to intervention



# Progress Monitoring

- Conducted frequently – at least monthly
- Designed to:
  - Estimate rates of improvement
  - Identify students who are not demonstrating adequate progress
  - Compare the efficacy of different forms of instruction
    - Thereby design more effective, individualized instructional programs for struggling learners



# What is the Difference Between Traditional Assessments and PM?

- Traditional assessments:
  - Lengthy tests
  - Not administered on a regular basis
  - Teachers do not receive immediate feedback
  - Student scores are based on national scores and averages



# What is the Difference Between Traditional Assessments and PM?

- Curriculum-Based Measurement (CBM) has the strongest evidence base.
  - Provides an easy and quick method to gathering student progress
  - Teachers can analyze student scores and adjust student goals and instructional programs
  - Student data can be compared to teacher's classroom or school district data



# National Center on Student Progress Monitoring

## What Is Scientifically-Based Research on Progress Monitoring?

Lynn S. Fuchs and Douglas Fuchs

***Abstract.*** When teachers use systematic progress monitoring to track their students progress in reading, mathematics, or spelling, they are better able to identify students in need of additional or different forms of instruction, they design stronger instructional programs, and their students achieve better. This document first describes progress monitoring procedures for which experimental evidence demonstrates these effects. Then, an overview of the research is presented.

CBM's capacity to help teachers improve student outcomes at the elementary grades.

Most classroom assessment relies on mastery measurement. With mastery measurement, teachers test for mastery of a single skill and, after mastery is demonstrated, they assess mastery of the next skill in a sequence. So, at different times of the school year, different skills are assessed. Because the nature and difficulty of the tests keep changing with successive mastery, test scores from different times of the school cannot be compared (e.g., scores





# Curriculum-Based Measurement

- CBM is distinctive:
  - Each CBM test is of equivalent difficulty
    - Samples the year-long curriculum
  - CBM is highly prescriptive and standardized
    - Reliable and valid scores



# The Basics of CBM

- CBM monitors student progress throughout the school year
- Students are given probes at regular intervals
  - Weekly, bi-weekly, monthly
- Teachers use student data to quantify short- and long-term goals that will meet end-of-year goals



# The Basics of CBM

- CBM tests are brief and easy to administer
- All tests are different, but assess the same skills and the same difficulty level
- CBM scores are graphed for teachers to use to make decisions about instructional programs and teaching methods for each student



# Hypothetical Fourth-Grade Math Computation Curriculum

Multidigit addition with regrouping

Multidigit subtraction with regrouping

Multiplication facts, factors to 9

Multiply 2-digit numbers by a 1-digit number

Multiply 2-digit numbers by a 2-digit number

Division facts, divisors to 9

Divide 2-digit numbers by a 1-digit number

Divide 3-digit numbers by a 1-digit number

Add/subtract simple fractions, like denominators

Add/subtract whole number and mixed number



- Random numerals within problems
- Random placement of problem types on page

Sheet #1		Computation 4		
Password: ARM				
Name: _____		Date _____		
A $\frac{3}{7} - \frac{2}{7} =$	B $1\frac{6}{7} + 3 =$	C $4 \overline{)6}$	D $6 \overline{)78}$	E $\begin{array}{r} 875 \\ \times 7 \\ \hline \end{array}$
F $\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$	G $\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$	H $\begin{array}{r} 244 \\ \times 7 \\ \hline \end{array}$	I $6 \overline{)48}$	J $5 \overline{)20}$
K $2 \overline{)50}$	L $\begin{array}{r} 6144 \\ - 4420 \\ \hline \end{array}$	M $\begin{array}{r} 33 \\ \times 10 \\ \hline \end{array}$	N $\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$	O $7 \overline{)30}$
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- Random numerals within problems
- Random placement of problem types on page

Sheet #2

Computation 4

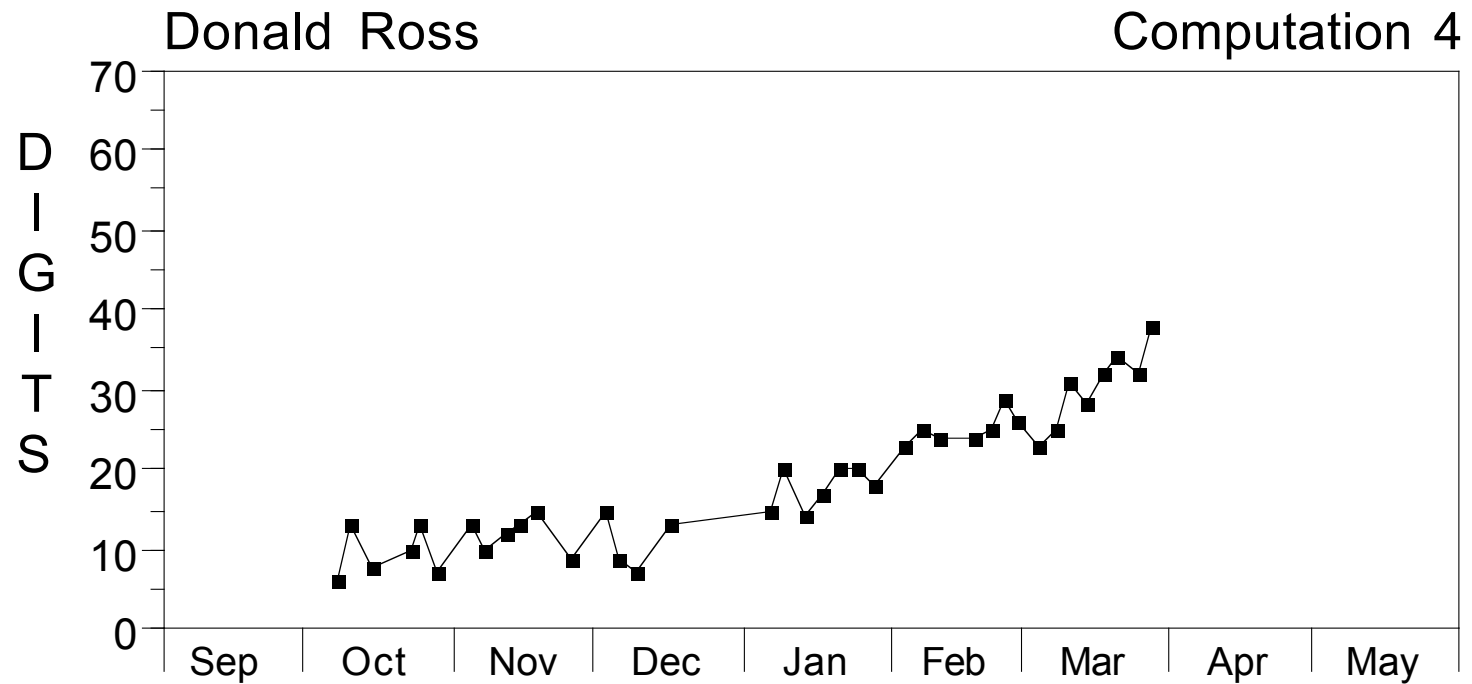
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Name: \_\_\_\_\_ Date \_\_\_\_\_

A $9 \overline{)24}$	B $\begin{array}{r} 52852 \\ + 64708 \\ \hline \end{array}$	C $\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$	D $4 \overline{)72}$	E $\begin{array}{r} 8285 \\ 4304 \\ + 90 \\ \hline \end{array}$
F $6 \overline{)30}$	G $\begin{array}{r} 35 \\ \times 74 \\ \hline \end{array}$	H $\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$	I $\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$	J $\frac{2}{3} - \frac{1}{3} =$
K $\begin{array}{r} 32 \\ \times 23 \\ \hline \end{array}$	L $\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	M $5 \overline{)65}$	N $6 \overline{)30}$	O $3\frac{4}{7} - 1 =$
P $\begin{array}{r} 107 \\ \times 3 \\ \hline \end{array}$	Q $2 \overline{)9}$	R $\begin{array}{r} 416 \\ - 44 \\ \hline \end{array}$	S $\frac{5}{11} + \frac{3}{11} =$	T $\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$
U $4\frac{1}{2} + 6 =$	V $\begin{array}{r} 1504 \\ - 1441 \\ \hline \end{array}$	W $9 \overline{)81}$	X $\begin{array}{r} 130 \\ \times 7 \\ \hline \end{array}$	Y $5 \overline{)10}$



# Donald's Progress in Digits Correct Across the School Year





# A “Correct Digit” Is the Right Numeral in the Right Place

$$\begin{array}{r} 4507 \\ - 2146 \\ \hline \underline{2361} \end{array}$$

4

correct  
digits

$$\begin{array}{r} 4507 \\ - 2146 \\ \hline \underline{2}4\underline{61} \end{array}$$

3

correct  
digits

$$\begin{array}{r} 4507 \\ - 2146 \\ \hline \underline{2}44\underline{1} \end{array}$$

2

correct  
digits



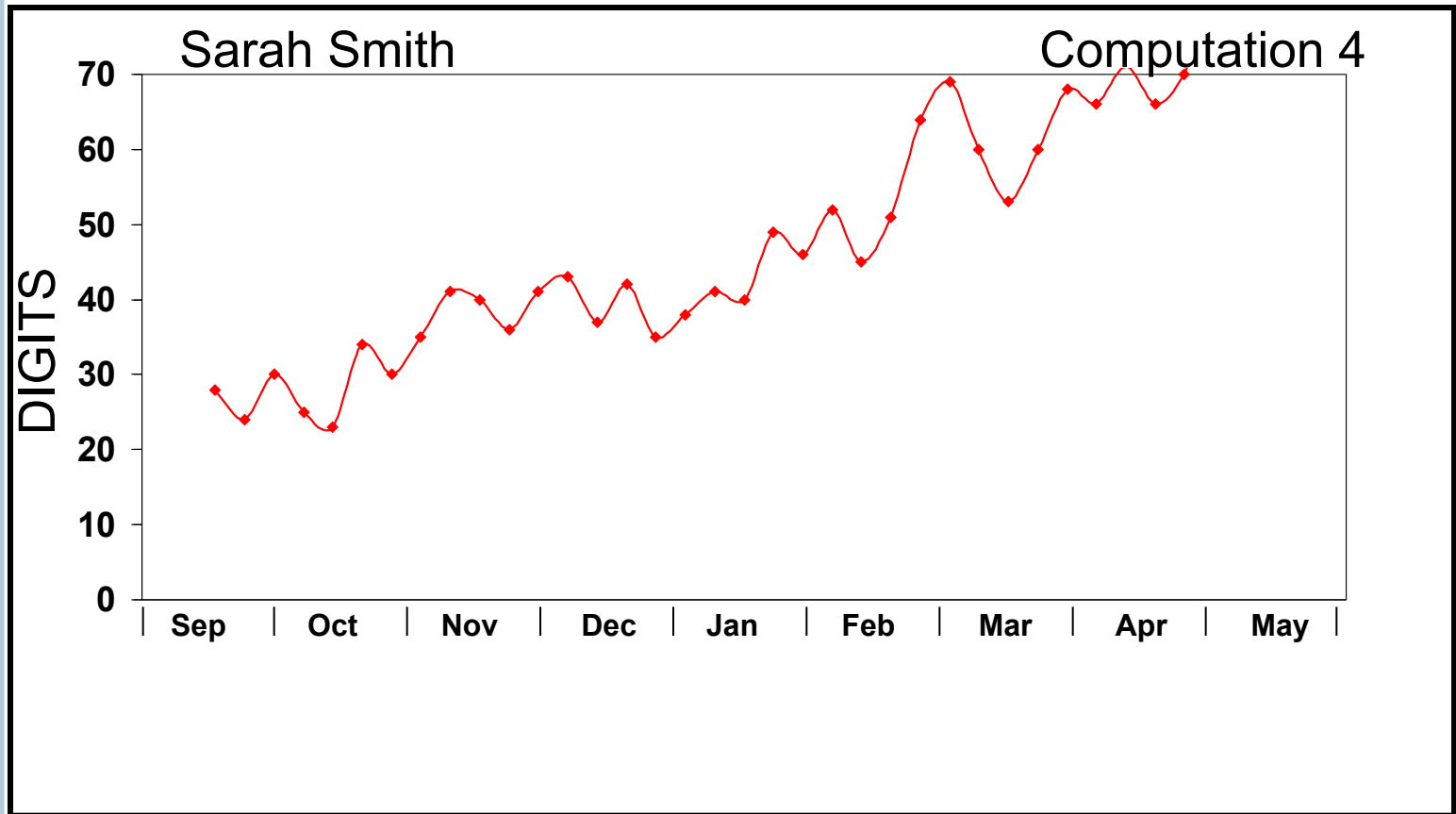


# What We Look For in CBM

- **INCREASING SCORES:**
  - Student is mastering the 4<sup>th</sup> grade curriculum.
  
- **FLAT SCORES:**
  - Student is not profiting from instruction and requires a change in the instructional program.

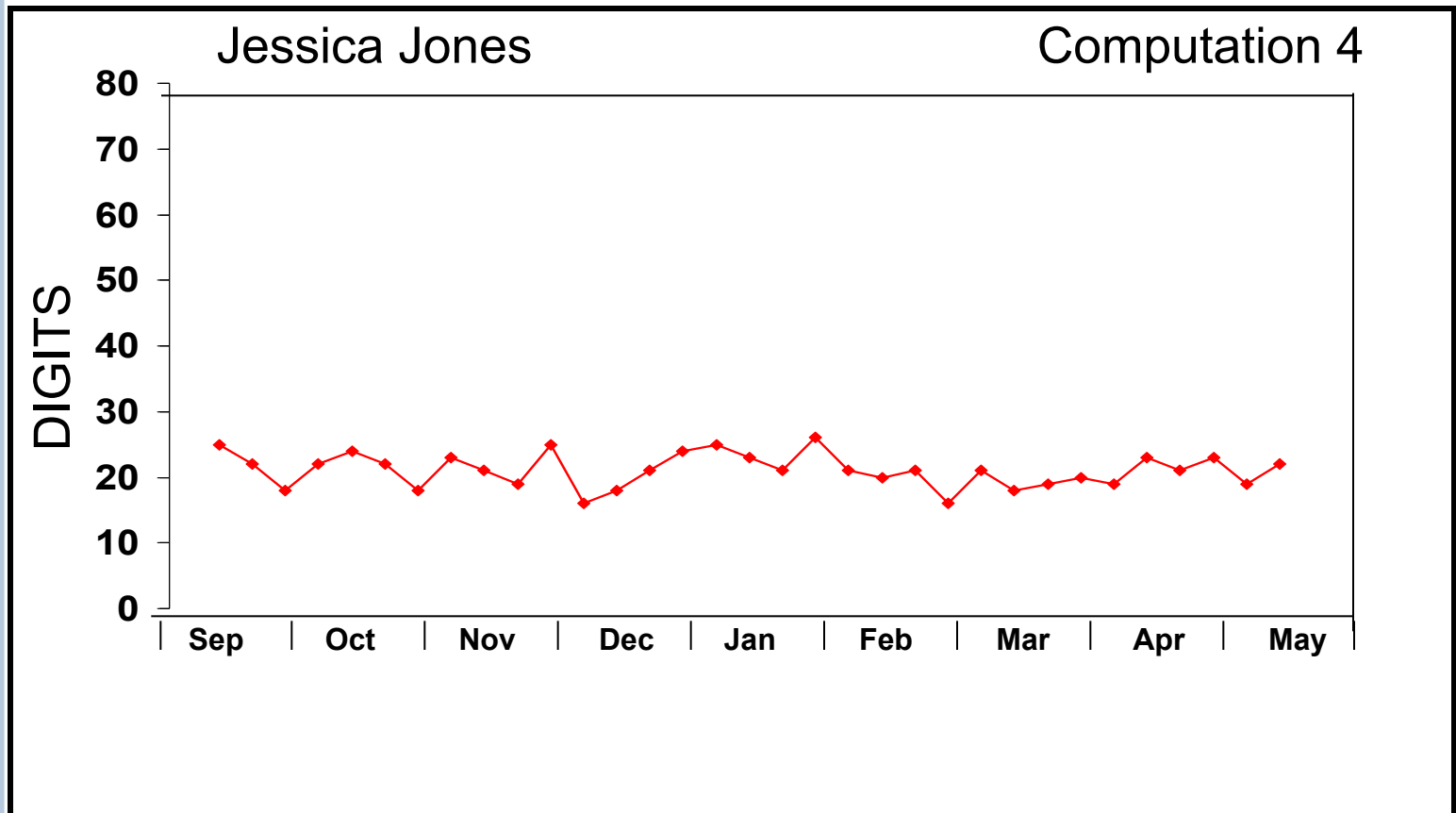


# Sarah's Progress on Digits Correct Across School Year





# Jessica's Progress on Digits Correct Across School Year





# CBM Research

- CBM research has been conducted over the past 30 years
- Research has demonstrated that when teachers use CBM for instructional decision making:
  - Students learn more
  - Teacher decision making improves
  - Students are more aware of their performance

# How can CBM assist all students in meeting Adequate Yearly Progress goals?





# National Center on Student Progress Monitoring

## Determining Adequate Yearly Progress From Kindergarten through Grade 6 with Curriculum-Based Measurement \*

### Introduction

Progress monitoring is a scientifically based practice that teachers can use to evaluate the effectiveness of their instruction for individual students or their entire class. Teachers identify goals for what their students will learn over time, measure their students' progress toward meeting these goals by comparing expected and actual rates of learning, and adjust their teaching as needed. The benefits of progress

proficient in mathematics and reading by 2013-2014. In the meantime, schools must show they are achieving AYP toward meeting the universal proficiency goal. AYP therefore is the annual minimum growth rate needed to eliminate the discrepancy between a school's initial proficiency status and universal proficiency within the established timeframe. So, what constitutes AYP for one school will be inadequate in another context.



# Progress Monitoring

- Evaluate effectiveness of instruction
  - Individual students
  - Entire class
- Identify goals, measure goals, adjust teaching as needed
- Accelerated learning
- Targeted instruction
  - Faster attainment of state standards



# Progress Monitoring and AYP

- Progress monitoring can evaluate progress of a
  - Student
  - Class
  - Or school





# Three steps for Applying CBM to the AYP Requirement

- **Step 1:** Quantifying initial proficiency status
- **Step 2:** Quantifying the discrepancy between initial proficiency status and universal proficiency
- **Step 3:** Identifying AYP



# Step 1

## Quantifying initial proficiency status

- School assesses every student using CBM
- Identify number of students who meet CBM benchmarks
- This number is the school's initial proficiency status



## Step 2

Quantifying the discrepancy  
between initial proficiency status  
and universal proficiency

- Universal proficiency = the 2013-2014 goal of 100% proficient
- Subtract initial proficiency from total number of students in the school



## Step 3

### Identifying AYP

- Divide discrepancy by number of years remaining before 2013-2014
- This is your AYP goal or the number of students who need to reach the CBM benchmarks each year in order to achieve universal proficiency by the deadline.



# AYP Example

- 500 students in school
- After initial assessment 314 met CBM benchmark
- $500 - 314 = 186$
- $186 / 7 = 26.6$
- Each year between now and 2014, 26.6 more students must meet CBM benchmarks in order for this school to be on target to reach 100% proficiency by 2014

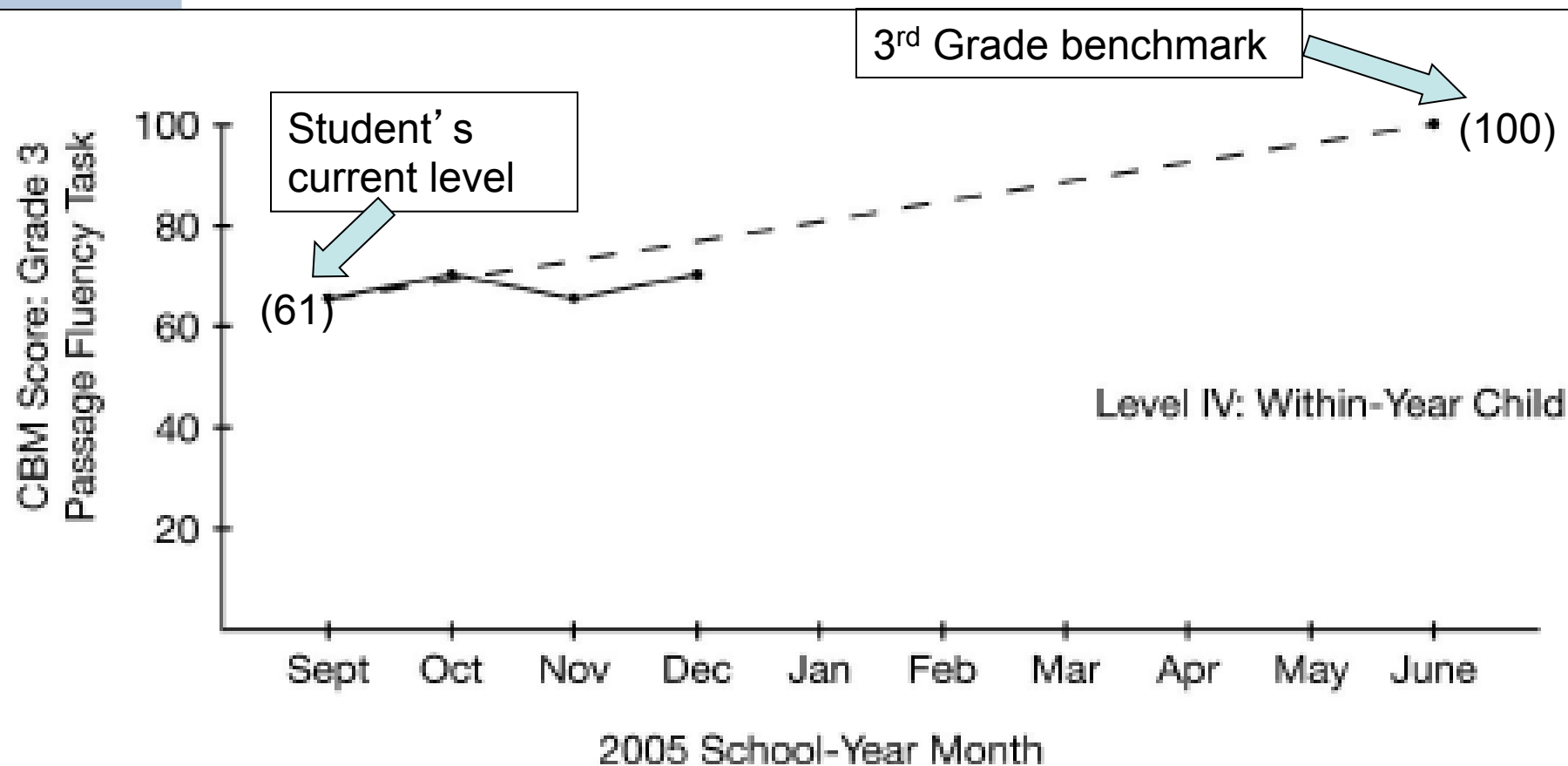


# Multi-level monitoring of AYP with CBM

- Level 1: Monitoring at the within-year student level
- Level 2: Monitoring at the within-year teacher level
- Level 3: Monitoring at the within-year school level
- Level 4: Monitoring at the across-year school level

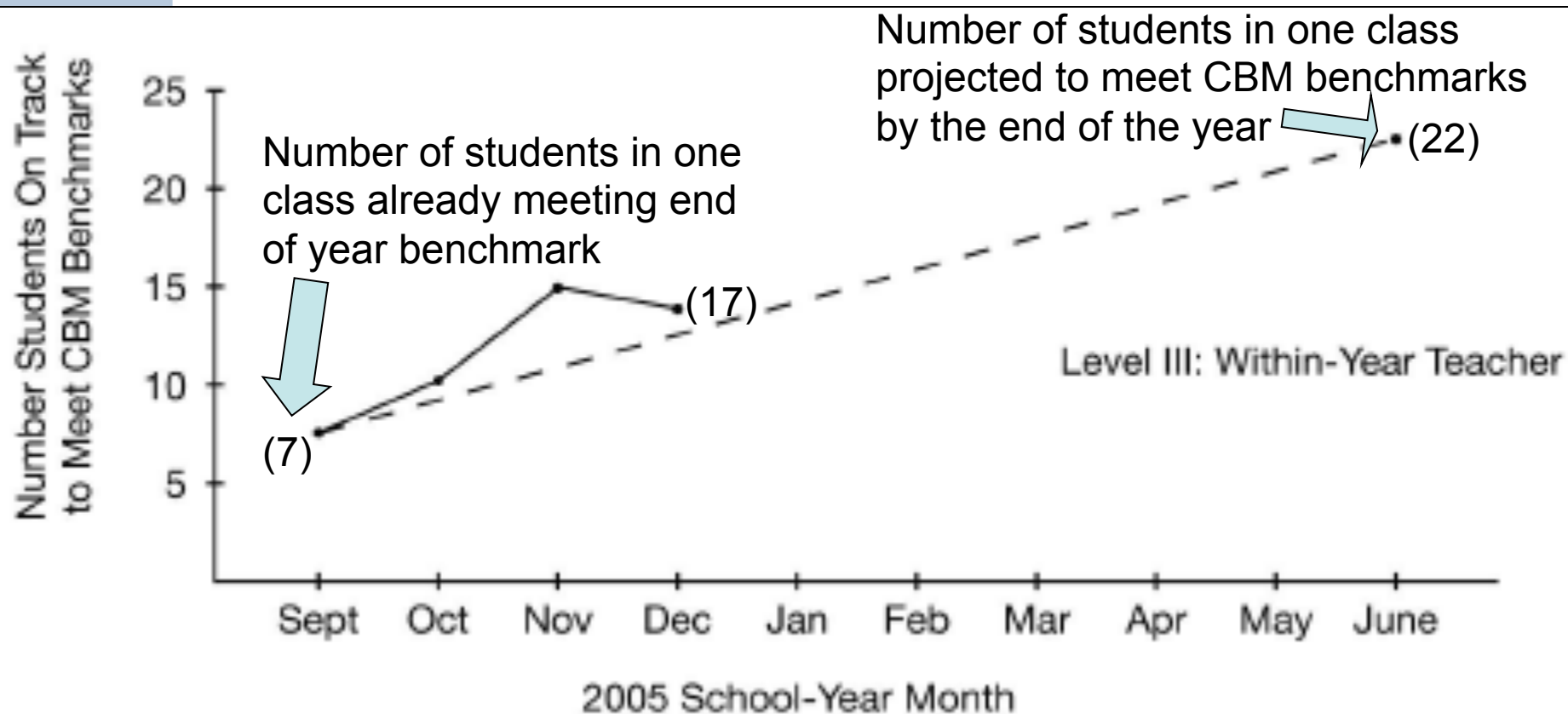


# Monitoring at the within-year student level





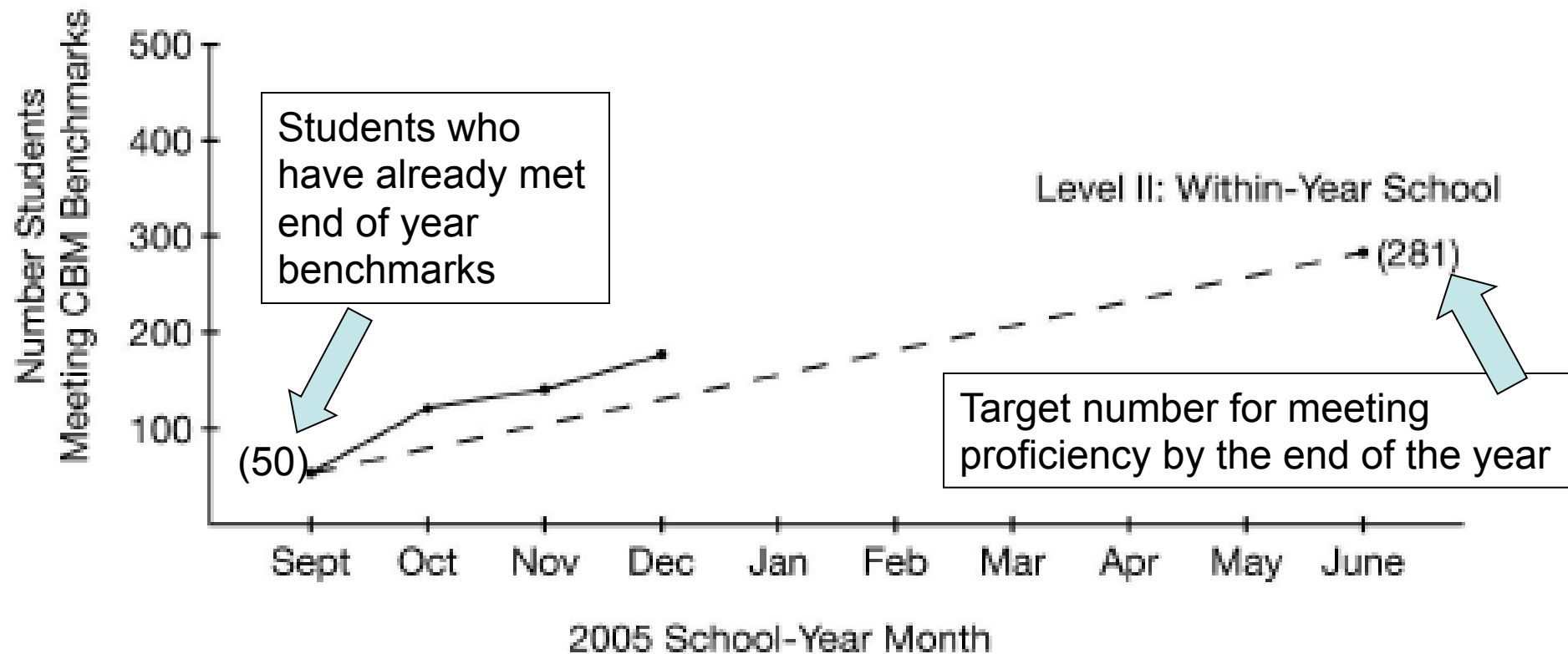
# Monitoring at the within-year teacher level





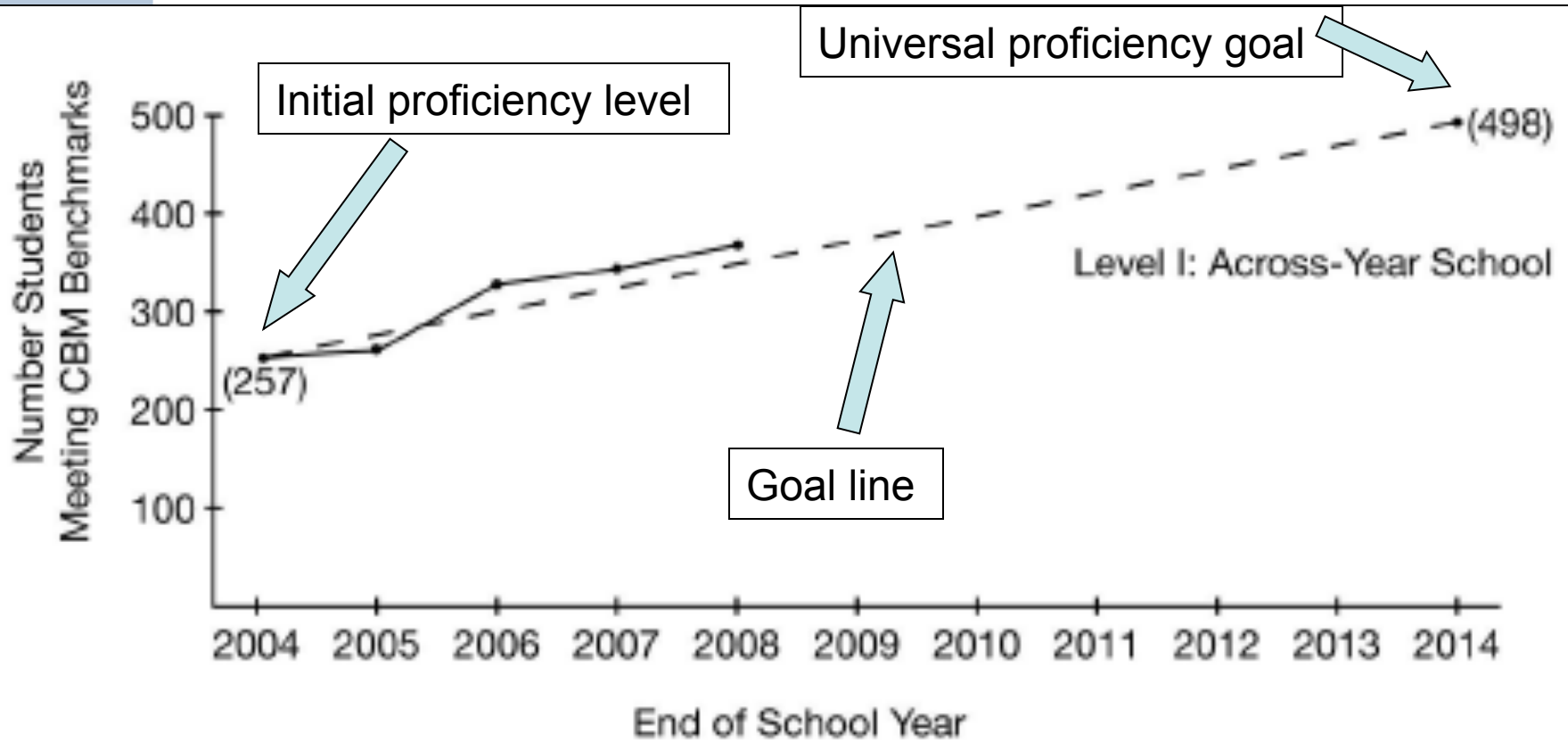


# Monitoring at the within-year school level





# Monitoring at the across-year school level



# How does CBM help me as I work within a Response to Intervention model?





# **Progress Monitoring in the Context of Responsiveness-to- Intervention**

Dr. Lynn S. Fuchs and Dr. Douglas Fuchs

Excerpt from 2006 Summer Institute on  
Student Progress Monitoring RTI Manual



# IDEA 2004 and RTI

- IDEA 2004 permits use of IDEA funds for early intervening services; requires early intervening to address disproportionality
- IDEA 2004 permits LEAs to use RTI as an alternative to IQ/achievement discrepancy model



# **IQ/Achievement Discrepancy Model**

- Over-identifies students
- IQ tests do not necessarily measure intelligence
- IQ and academic achievement are not independent from one another
- Students must fail before they are identified with LDs



# Response to Intervention

- Students are provided with an early intervention
- Students are identified as LD only after they have not responded to instruction that is effective for the vast majority of students
- Assessment data is collected frequently



# Approaches To Implementing RTI: Five Dimensions

1. Number of tiers (2–5)
2. How at-risk students are identified:
  - Percentile cut on norm-referenced test
  - Cut-point on curriculum-based measurement (CBM) with and without progress monitoring (PM)
3. Nature of Tier 2 preventative treatment:
  - Individualized (i.e., problem solving)
  - Standardized research-based protocol
4. How “response” is defined:
  - Final status on norm-referenced test or using a benchmark
  - Pre–post improvement
  - CBM slope and final status
5. What happens to nonresponders:
  - Nature of the abbreviated evaluation to categorize learning disability (LD), behavior disability (BD), and mental retardation (MR)
  - Nature of special education





# Several Viable Approaches To Implementing RTI

In this presentation, we feature the most widely researched model.

1. Three tiers
2. Designating risk with benchmark + PM
3. Standardized research-based Tier 2 preventative tutoring
4. Defining response in terms of CBM slope/ final status
5. Nonresponders undergo abbreviated evaluation to answer questions and distinguish LD, BD, and MR
  - Receive reformed Tier 3 special education

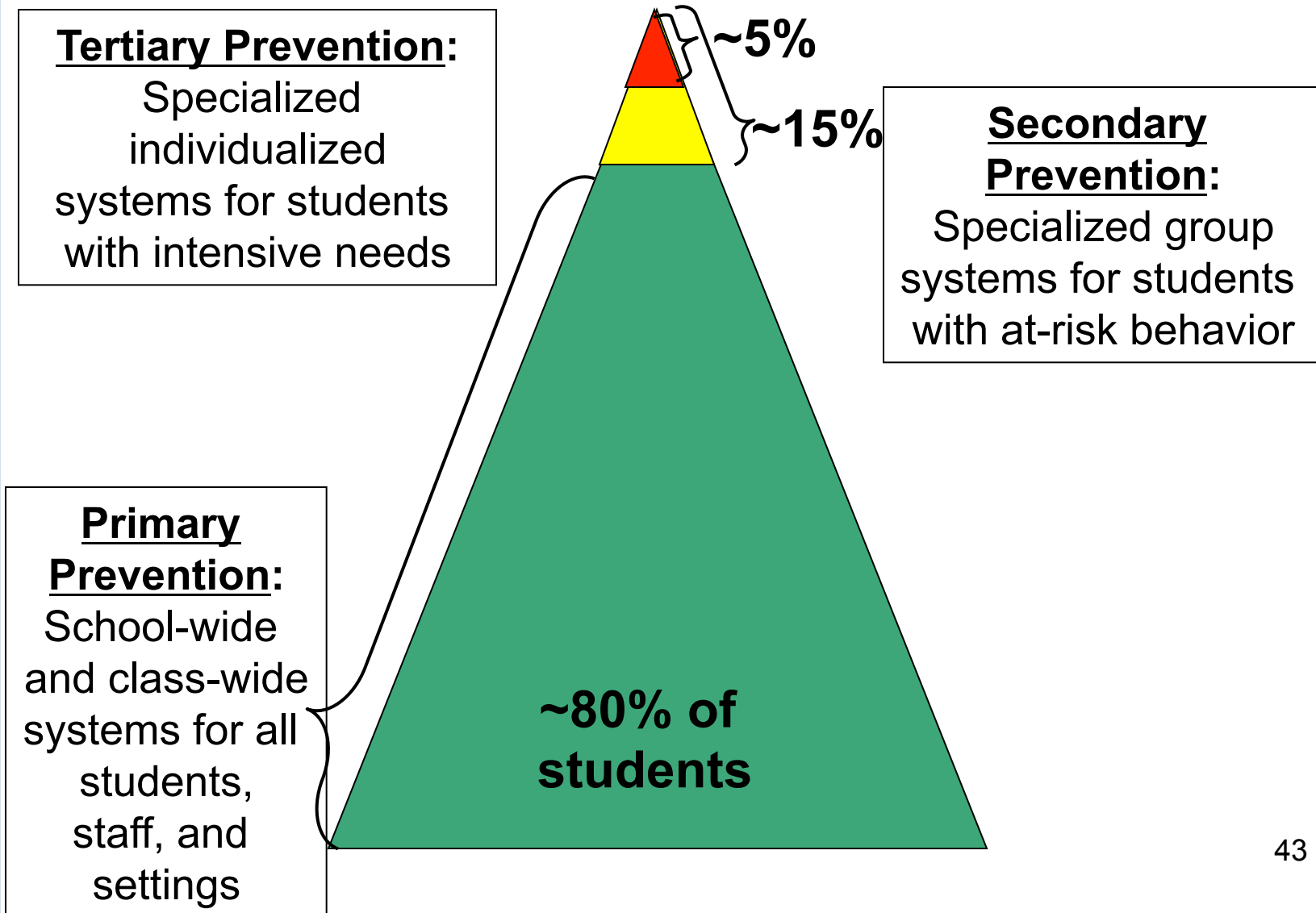


# Basics of RTI

- RTI relies on a multi-tier prevention system to identify students with LDs:
  - Primary prevention
  - Secondary prevention
  - Tertiary prevention



# Continuum of School-wide Support





# Basics of RTI

- Primary Prevention (Tier 1):
  - All students screened to find suspected at-risk students
  - Suspected at-risk students remain in primary prevention and are assessed using progress monitoring
  - Responsive students remain in primary prevention
  - Unresponsive students move to next tier



# Basics of RTI

- Secondary Prevention (Tier 2):
  - Research-based tutoring.
  - Provided in small groups.
  - Student progress is monitored weekly.
  - Responsive students return to primary prevention.
  - Unresponsive students move to next tier.

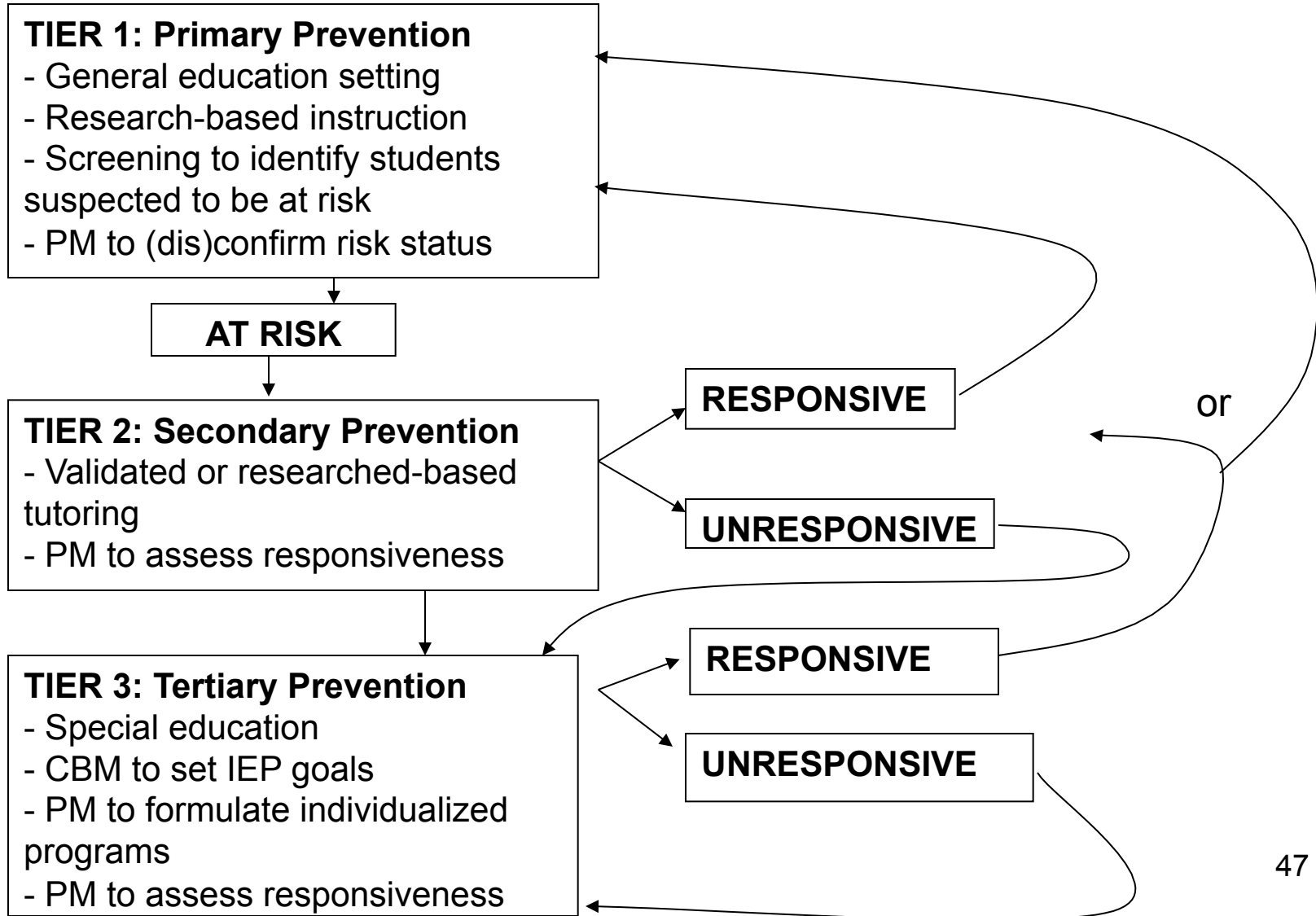


# Basics of RTI

- Tertiary Prevention (Tier 3):
  - Special education services.
  - Individualized education program (IEP) goals.
  - Individualized instructional programs.
  - Student progress is monitored weekly.
  - Responsive students return to secondary or primary prevention.
  - Unresponsive students remain in tertiary prevention.



# Three Tiers of RTI





# Typical RTI Procedure

1. All students screened to identify suspected at-risk students.
2. Progress of suspected at-risk students is monitored and students with confirmed risk require more intensive tutoring.
3. At-risk students receive secondary prevention tutoring and progress is continually monitored.





# Typical RTI Procedure (continued)

4. Students unresponsive to secondary prevention tutoring move to tertiary prevention and receive comprehensive evaluation to answer questions and determine disability.
5. Progress is monitored in tertiary prevention to set IEP goals, formulate effective programs, and decide responsiveness-to-intervention.



# Progress Monitoring and RTI

- PM is an essential tool for RTI.
- With PM, student academic performance is assessed using brief measures.
- PM takes place frequently (generally weekly) using alternate forms.
- Decisions are made based on PM

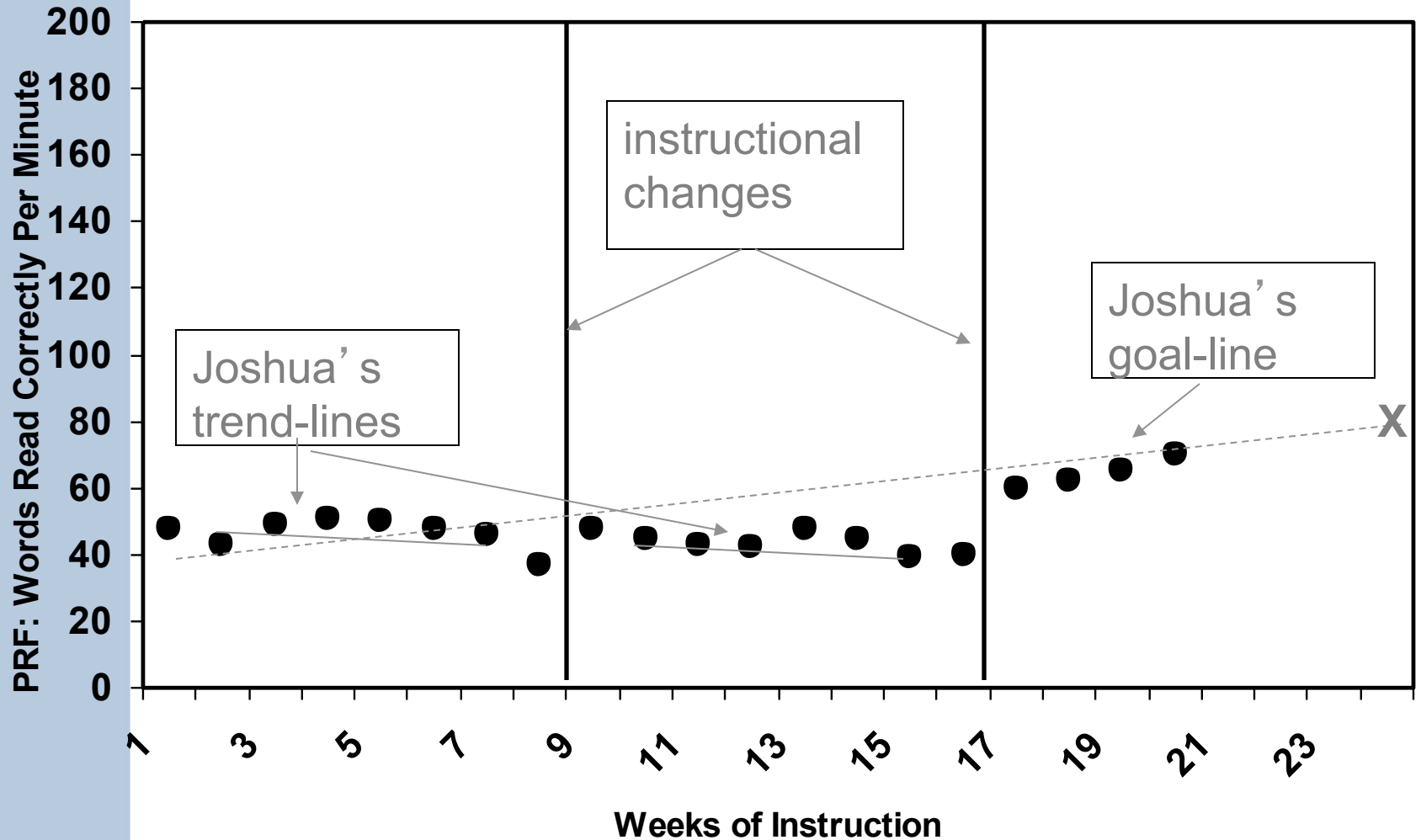


# Progress Monitoring (PM)

- CBM benchmarks used for screening
- CBM slopes used to confirm or disconfirm student risk status in Tier 1
- CBM used to define responsiveness-to-intervention in Tier 2
- CBM used to set IEP goals, formulate individualized programs, and determine responsiveness-to-intervention in Tier 3



# Case Study: Joshua





# Decisions in Developing EI/RTI Models

- What is our purpose?
- What is our scope?
- How will we define and monitor students at risk?
- What is our EI/RTI model?
- How does our EI/RTI model relate to special education eligibility?



# What is our purpose?

- To maximize performance on end of year tests?
- To reduce inappropriate referrals to special education?
- To identify students with LDs earlier?
- To move away from the discrepancy model?



# What is our scope?

- Academic or academic plus behavior?
- Which academic subjects?
- What grades?
- What schools?



# How will we determine students at risk?

- Relates to your purpose.
- What tools will we use for screening?
- What progress monitoring tools will we use?





# What is our EI/RTI model?

- How many tiers will we have?
- Do we have a research-based curriculum in place?
- Who will deliver services at each tier and what will they be?
- How long is the intervention at each tier?
- Can students repeat a tier? How many times?



# How does EI/RTI model relate to special education eligibility?

- How will EI/RTI information be used in referral?
- What other information will be gathered?
- Does failure to progress at Tier 2=learning disability?
- What about procedural safeguards?

# How Does CBM Help in the Development of IEPs?





# National Center on Student Progress Monitoring

## Monitoring Student Progress in Individualized Educational Programs Using Curriculum-Based Measurement

Pamela M. Stecker  
Clemson University

### Abstract

Curriculum-based measurement encompasses an assessment methodology that can be used to develop goals, benchmarks, or short-term objectives for individualized educational programs for students with disabilities. Teachers also use curriculum-based measurement as a means for monitoring student progress across the year. This paper describes curriculum-based measurement in reading and

to describe how CBM can be used to enhance IEP development. First, CBM is explained. Then, the process is outlined for using CBM information to develop IEP statements for present levels of performance, long-term goals, and short-term objectives in both reading and mathematics. Additionally, how teachers use CBM procedures to monitor student progress is described.

What Are the Critical Features of CBM?



# Curriculum-Based Measurement

- Reliable and Valid assessment system
- Basic academic skill areas
  - reading
  - writing
  - spelling
  - mathematics



# IEPs

- Present Levels of Performance
- Annual Goals
- Measurable Objectives for Progress



# Present Levels of Performance

- Average initial CBM scores are translated into present level of performance
- Current performance can be compared to subsequent performance later in the year
  - Test administration is consistent
  - Scoring procedures consistent
  - Difficulty level of test consistent



# Present Levels of Performance

## ■ Reading

- Given randomly selected passages at the third-grade level, J. R. currently reads aloud 65 words correct per minute.

## ■ Mathematics

- Given 25 problems representing the third-grade level, J. R. currently writes 20 correct digits in 3 minutes.



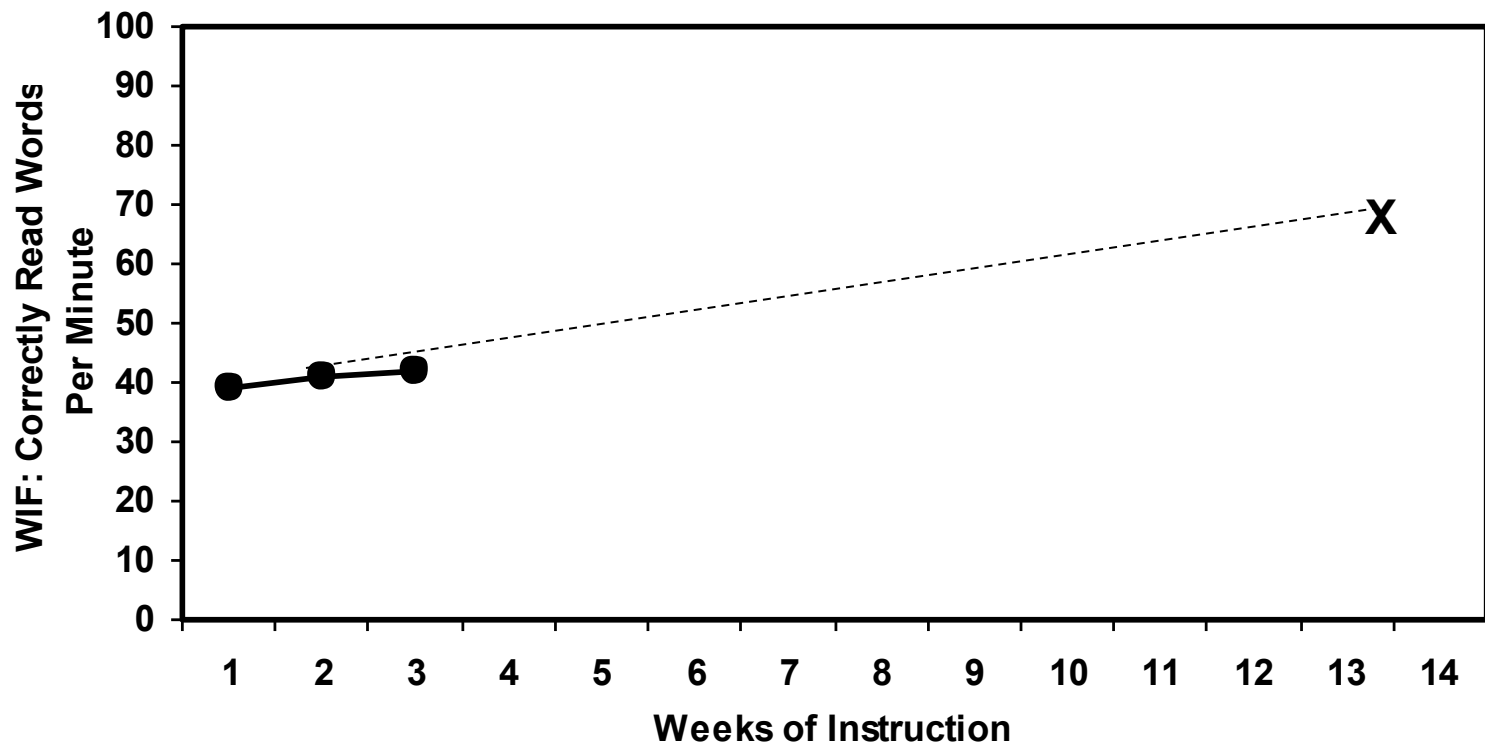


# Annual Goals

- Instructional programming identifies end-of-year goals
- CBM probes represent skills to be mastered by the end of the year
- Measurable CBM goal statement can be written that reflects long-term mastery



# Annual Goal-Line





# Measurable Objectives for Progress

Annual goal

Minus current performance

Divided by number of weeks  
between baseline and goal

= Measurable Objectives for  
Progress



# Goals and Objectives in Reading

## ■ Present Level of Performance

- Given randomly selected passages at the third-grade level, J. R. currently reads aloud 65 words correct per minute.

## ■ Annual Goal

- Given randomly selected passages at the third-grade level, J. R. will read aloud 115 words correct per minute by the end of the year (or in 35 weeks).

## ■ Measurable Objective for Progress

- Given randomly selected passages at the third-grade level, J. R. will read aloud 1.4 additional words correct per minute each week  $[(115 - 65) / 35 = 1.43]$ .



# Goals and Objectives in Math

## ■ Present Level of Performance

- Given 25 problems representing the third-grade level, J. R. currently writes 20 correct digits in 3 minutes.

## ■ Annual Goal

- Given 25 problems representing the third-grade level, J. R. will write 40 correct digits in 3 minutes by the end of the year (or in 35 weeks).

## ■ Measurable Objective for Progress

- Given 25 problems representing the third-grade level, J. R. will write .6 additional correct digits in 3 minutes each week  $[(40 - 20)/35 = .57]$ .

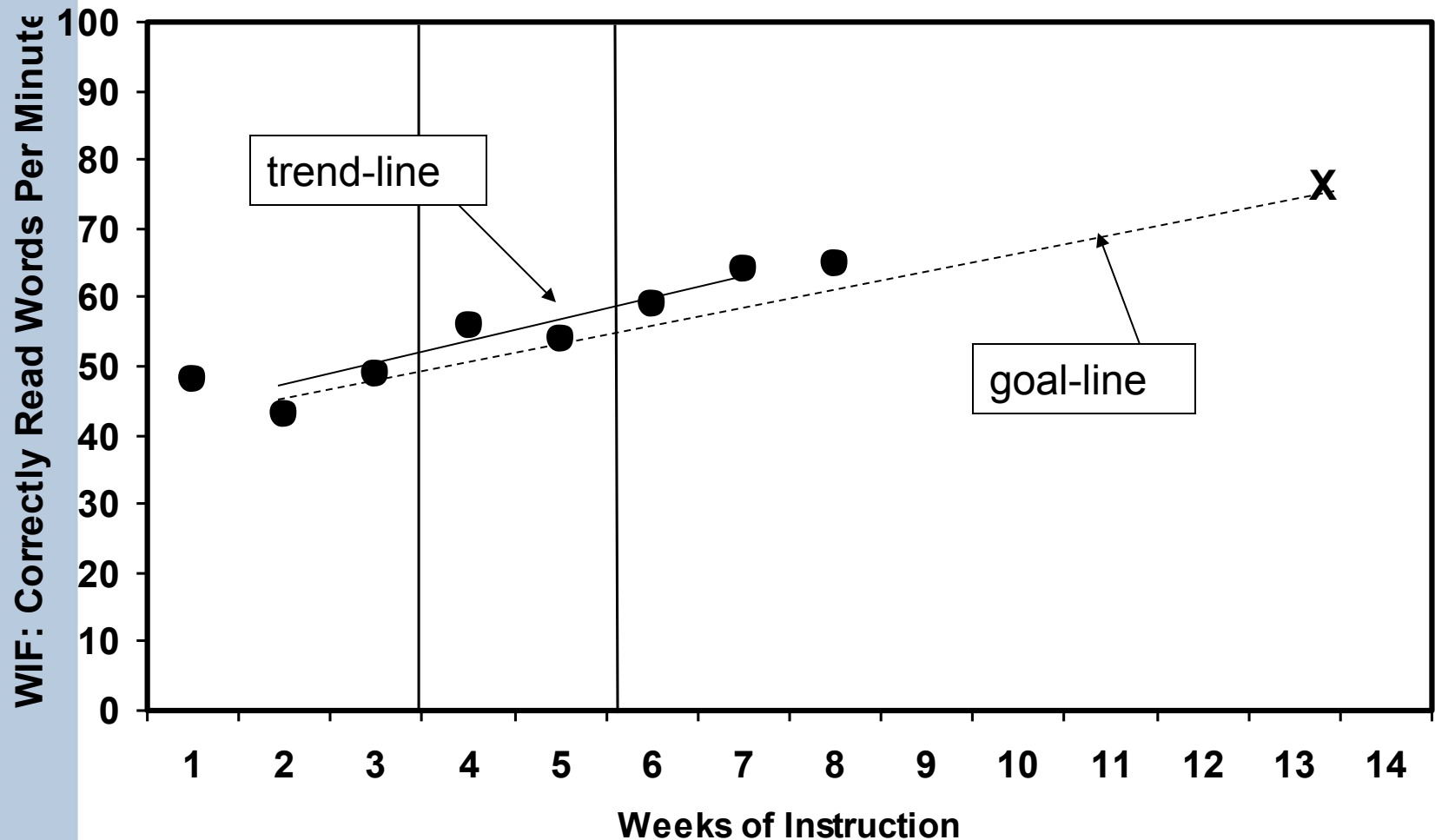


# Using CBM to Monitor and Report Student Progress

- Using weekly data points, compare trend line against goal line
  - If trend line is steeper than goal line – raise the goal
  - If trend line is below goal line – modify instruction
  - If trend line is at goal line, student is making sufficient progress to meet annual goal

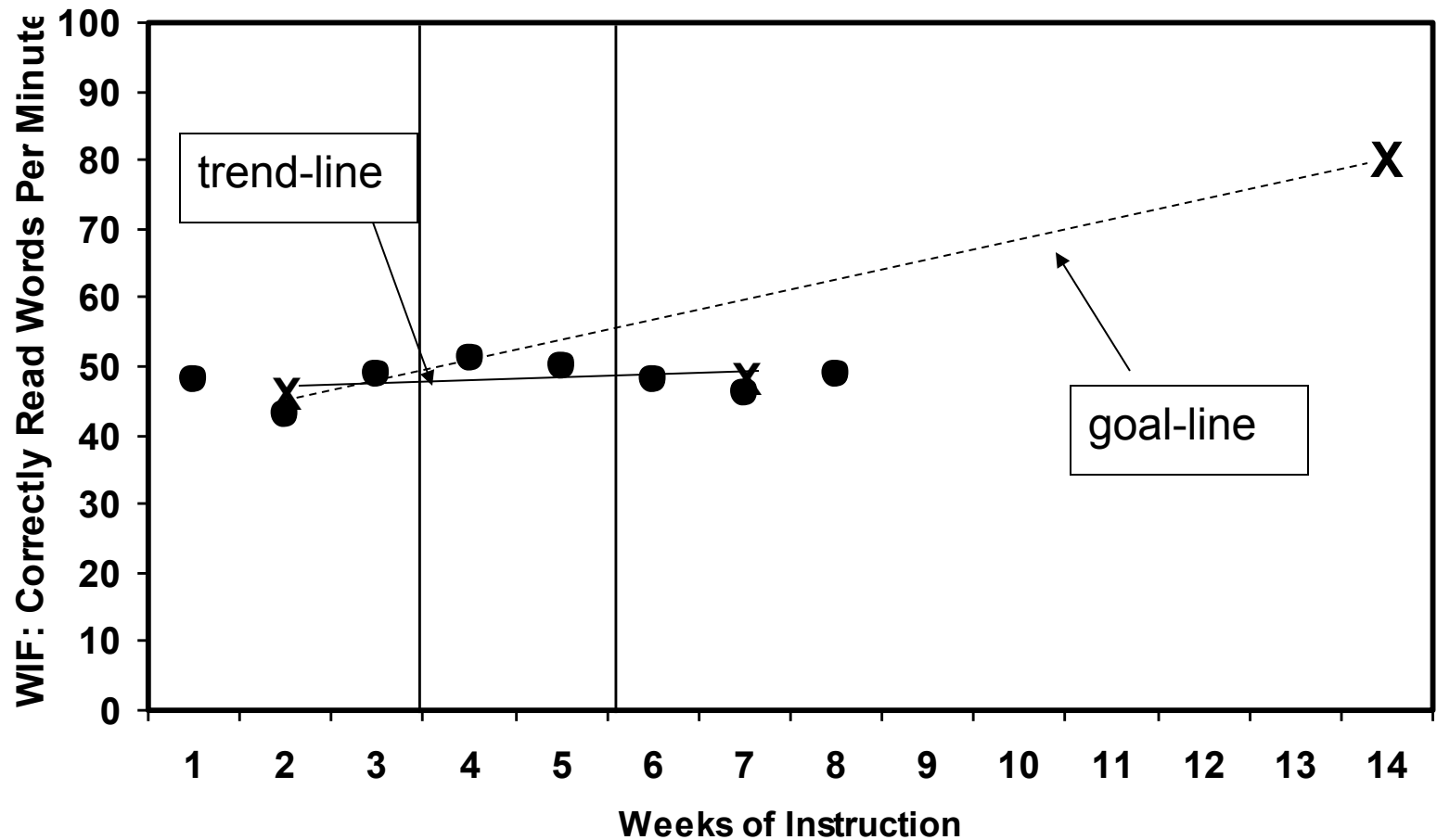


# Progressing greater than the goal – Increase the goal





# Not making Progress – Change instructional program





# Where can I learn more information about student progress monitoring?



# National Center on Student Progress Monitoring Website

[www.studentprogress.org](http://www.studentprogress.org)





# National Center on Student Progress Monitoring



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## 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 or an entire class.

[How does progress monitoring work?](#)

[What are the benefits of progress monitoring?](#)

[Who should be practicing progress monitoring?](#)

[What challenges face progress monitoring?](#)

[Are there other names for progress monitoring?](#)

## Web Library



The National Center on Student Progress Monitoring (NCSPM) has exciting:

## Discuss



The [discussion](#) allows people from across the country to share information and ideas. You also have the opportunity to sign up for our newsletter.

## Review of Tools



Our [Technical Review Committee](#) regularly

## What's New - updated 8/7/06



### [August Issue of The Progress Monitor](#)

The August issue of The Progress Monitor, the Center's free monthly e-newsletter, is now available on the [newsletter archives page](#) in our library. If you would like to receive The Progress Monitor, please [sign up here](#).

Added 8/7/06

### [Link to Us!](#)

Have you found this site useful? Do you have your own website? If you answered yes to both of these questions, please consider adding a link to our site. Links are available on the [link to us](#) page under the [About tab](#).

Added 5/12/06

## Calendar of Events

21	22	23	24
29	30	1	



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## About Us



To meet the challenges of implementing effective progress monitoring, the Office of Special Education Programs (OSEP) has funded the **National Center on Student Progress Monitoring**. Housed at the American Institutes for Research, and working in conjunction with researchers from Vanderbilt University, we are a national technical assistance and dissemination center dedicated to the implementation of scientifically based student progress monitoring.

### The Center's mission:

The Center's mission is to provide technical assistance to states and districts and disseminate information about progress monitoring practices proven to work in different academic content areas (Gr. K-5).

The Student Progress Monitoring Center's integrated program of services will:

- Raise **knowledge and awareness** by forming partnerships and communicating with States, districts, associations, technical assistance providers, institutions of higher education, and other interested groups;
- Provide **implementation support** for using and sustaining proven progress monitoring practices to States and districts; and
- Provide for **national dissemination** by developing resources and supporting on-going information sharing through advanced web services, regional meetings, and a national conference.

[Our Staff](#)



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## Center Trainers

A team of experienced trainers enhances the National Center on Student Progress Monitoring's work. These trainers are experienced in, and well known for, demonstrating how progress monitoring can be implemented and sustained.

**Dr. Todd Busch** is an Assistant Professor of Special Education at Minnesota State University, Mankato. He has expertise in curriculum and instruction and has published several articles and presented at national, state, and local conferences on the topics of Curriculum-Based Measurement and student progress monitoring.

**Dr. Joe Dimino** has 30 years experience as a general education teacher, special education teacher, administrator, behavior consultant, and researcher. He has extensive experience working with teachers in the areas of early literacy, progress monitoring and reading comprehension.

**Dr. Pam Fernstrom** is a Professor of Special Education at the University of North Alabama. She has over 25 years of experience in accommodating student diversity in the general education classroom and student progress monitoring.

**Dr. Tracey Hall** is a Senior Research Scientist/Instructional Designer at the Center for Applied Special Technology. She has expertise in instructional scaffolds and progress monitoring and is currently part of an OSERS-funded model demonstration project using progress monitoring in early reading instruction.

**Dr. John Hintze**, Associate Professor in the School Psychology Program at the University of Massachusetts, has done extensive writing on behavioral and functional analysis, including curriculum-based measurement monitoring.

**Dr. Michelle Hosp** is an Assistant Professor in the Department of Special Education at the University of Utah. Her background is in school psychology and her current research is in the areas of assessment and reading. She has published articles and conducted workshops both at the state and national level on



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## Web Library

The National Center on Student Progress Monitoring (NCSPM) has exciting downloadable articles, PowerPoint presentations, FAQs, and additional resources about student progress monitoring, Curriculum-Based Measurement, applying decision making to IEPs and other researched based topics. All of our publications are designed to inform and assist audiences in implementing student progress monitoring at the classroom, building, local or state level.



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## Student Progress Monitoring Resources for Families

Are you, as **parent** or **family member** of a child, looking for information about student progress monitoring that will assist in your child's efforts to meet his or her goals? Or are you an **educator** looking for ways to communicate with families about student progress monitoring and how and why it is used in schools? This section offers resources about progress monitoring, written in family-friendly language, explaining the benefits of implementing student progress monitoring for the student, the teacher and the family.



[Student Progress Monitoring: What This Means for Your Child](#)

[What Is Curriculum-Based Measurement And What Does It Mean to My Child?](#)

[Fact Sheet: Benefits of Curriculum-Based Measurement](#)

[Curriculum-Based Measurement and Statewide Tests](#)

[What Can I Do to Make Sure My Child Receives the Benefits of CBM?](#)

Please feel free to download and share these resources. And let us know what you think. Send us an e-mail at [studentprogress@air.org](mailto:studentprogress@air.org) telling us what you think about the resources, how you are using them, and what additional resources would be useful to you in the future.



# National Center on Student Progress Monitoring



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## Student Progress Monitoring: What This Means for Your Child

by Kathleen McLane



Our children's progress is being monitored constantly at school, through the steady stream of homework assignments, quizzes, tests, projects, and standardized tests. On first hearing the term "student progress monitoring," our initial reaction may be "they're doing this already!" or "more tests?".

But do you really know how much your child is learning or progressing? Standardized tests compare your child's performance with other children's or with state standards. However, these tests are given at the end of the year; the teacher who has been working with your child during the year will not be able to use the test results to decide how to

help your child learn better.

Progress monitoring can give you and your child's teacher information that can help your child learn more and learn faster, and help your child's teachers teach more effectively and make better decisions about the type of instruction that will work best with your child. In other words, student progress monitoring is not another way of assigning a number to your child; it is a way of helping the child learn and the teacher teach.

### What Is Student Progress Monitoring?

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## Review of Progress Monitoring Tools

[Tools Chart](#)[Tool Review Process](#)[2006 Call for Tools](#)

The tools chart below reflects the results of two annual reviews that the [Center's Technical Review Committee \(TRC\)](#) have completed. A star in the "Area" column indicates new information from the 2005 review. More information about the TRC review is available on the [tool review process page](#).

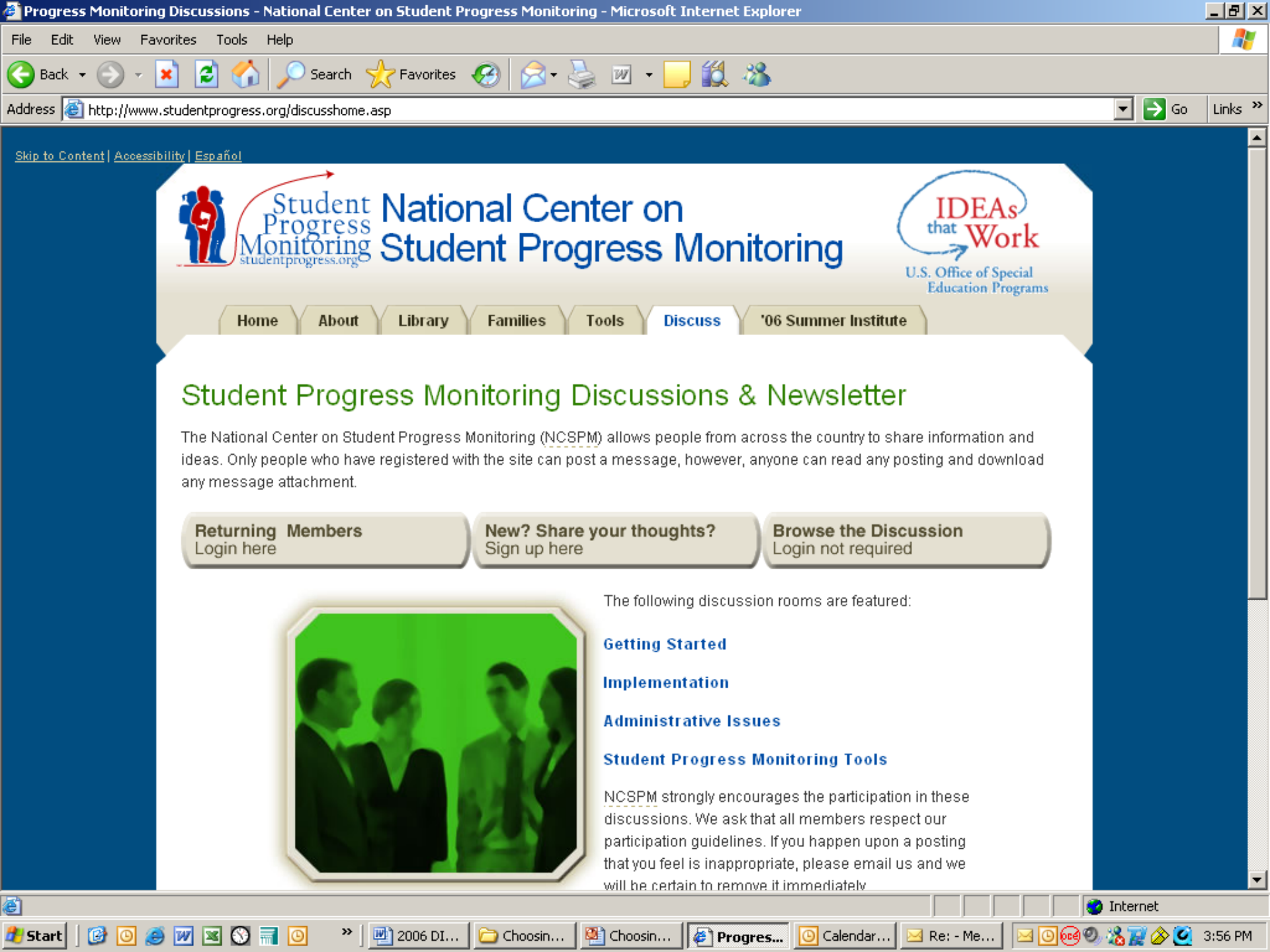


Please note that the National Center on Student Progress Monitoring does not endorse or recommend the tools included in the chart. The Center provides this information to assist educators and practitioners in making informed decisions about scientifically based tools that best meet their individual needs.

**How to use this chart:** Across the top of the chart are the standards by which the TRC reviews each tool. Please click on each standard for more detailed information. The left side of the chart lists all of the tools that have been reviewed. The vendors of the tools have provided implementation information, which includes the cost of the tool, what is needed to implement it, the support you will receive from the vendor, how the tool is intended to be used, and with whom it should be used. To access this information, click on the links under the word "Area."

Foundational  
Psychometric  
Standards

## Progress Monitoring Standards



# Which Tool Should I Choose?

## A Look at Possible Decision Making Scenarios





**I'm interested in monitoring student progress in mathematics in my district for grades 1-3. Which tools would be appropriate?**

- **AIMSWeb**
- **Monitoring Basic Skills Progress (MBSP)**
- **Yearly Progress Pro**
- **STAR**



**Which tools offer accommodations for students with special needs ( e.g. English Language Learners, hearing impaired)?**

- **Dynamic Indicators of Early Basic Literary Skills (DIBELS)**
- **EdCheckup**
- **STAR**



# Center Trainers

- **Dr. Todd Busch**, Minnesota State University, Mankato
- **Dr. Joe Dimino**, Instructional Research Group
- **Dr. Pam Fernstrom**, University of North Alabama
- **Dr. Tracey Hall**, Center for Applied Special Technology
- **Dr. John Hintze**, University of Massachusetts
- **Dr. Michelle Hosp**, University of Utah
- **Dr. Erica Lembke**, University of Missouri
- **Dr. Laura Saenz**, The University of Texas Pan American
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# Questions?

## National Center on Student Progress Monitoring

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