



Monitoring Student Progress: Expanding Our Thinking



VDOE Pilot Training
Regina Pierce 1-31-12

Goals and Objectives

Fun With Analogies



Arcade Fire (Photo: Nate Azark/WXRT)



Analogy: Arcade Fire is to U2 as Regina Pierce is to _____.



▶ Instruction at student's knowledge/skill level

Lower prior knowledge

Higher prior knowledge



Needs complete explicit
systematic instruction

Can profit from incomplete, less
structured, implicit instruction

*from Dan Reschly



Activity

- ▶ What is the second bullet in the sustaining portion of the VTSS benchmarks for progress monitoring?
- ▶ Name a specific activity/tool from emerging that is a start to getting there.
- ▶ Fidelity of assessment is to emerging as decision making rules is to _____.



Let's Keep This Simple (at least for today)

- ▶ We are going to define **progress monitoring** as keeping track of an individual student's progress on essential skills using a technically adequate measure and a graph.
 - ▶ We are going to define **Progress Monitoring** as assessing student growth at all levels and tiers using multiple measures.
 - ▶ We are going to define **short cycle** as other formative assessments used on a regular basis.

 - ▶ Utilizing all of the above, and including universal screening and summative data, is described as **MONITORING STUDENT PROGRESS**. We are looking at individual student growth as well as class, grade, school, and division wide outcomes.
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A Word About Formative Assessments: Generally Speaking

Curriculum Based Measures	Other Formative Assessment, i.e. benchmarks, running records, unit quizzes, CBAs)
Standardized measure	Non-standardized using curriculum materials
Includes all of the skills at the grade level	Includes skills at the current level of instruction
Equally graded in terms of difficulty	Difficulty often varies depending on the materials selected
Determines if previously taught skills were retained and transferred	Looks more at specific skills which were recently taught
Intention is showing if the gap is closing	Intention is showing mastery and progress on specific skills



Three simple sources

- ▶ Lee County Rtl Manual – page 197
- ▶ Go to studentprogress.org and type in search engine:
 - ▶ What is Scientifically-Based Research on Progress Monitoring (Fuchs)
 - ▶ Fact Sheet – Benefits of Curriculum Based Measurement (McLane) *This one designed for parents



A Medical Analogy



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- ▶ (additional slides and cartoons used for analogy activity are protected and not able to be posted)



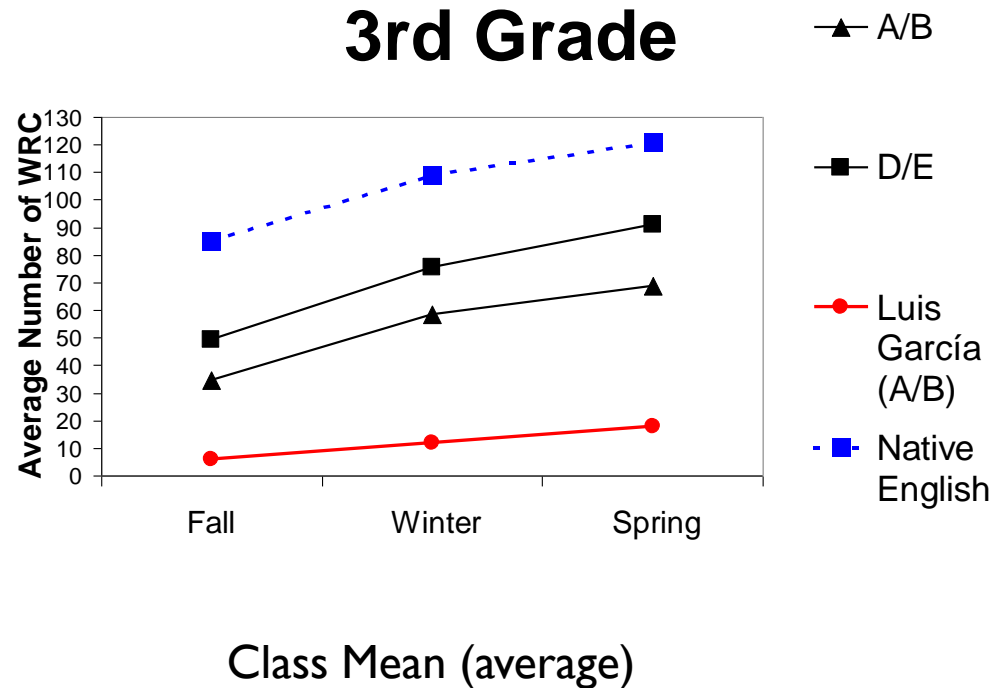
The Moral Imperative Realized Fullen

4. Examine data and identify trends; reshape teacher thinking about the importance of data when making instructional decisions (e.g. at-risk identification, case management approach).



Local Norms for Subgroups

- ▶ Use CBM for determining “typical performance levels” for subgroups—such as students with LEP.
- ▶ Compare individual progress with that of various groups.
- ▶ Determine goals for individual, based on CBM normative data.



Individual Student Progress is Relative

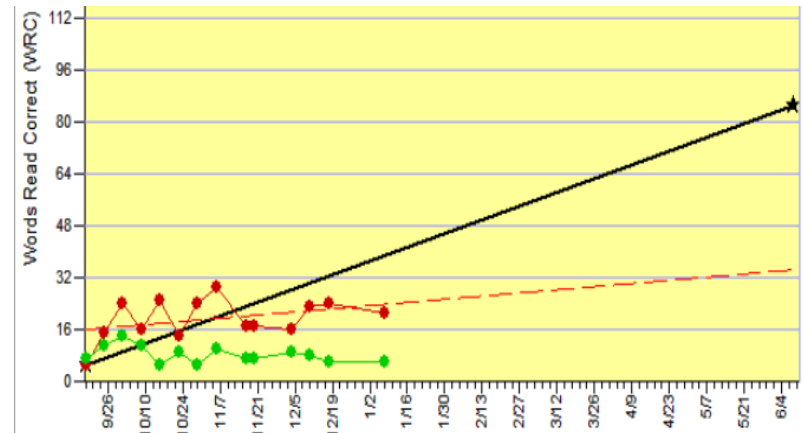
Grade Level Norms at 3rd Grade

	Fall
Well Below Average	24 (24.1%)
Below Average	18 (18.1%)
Average	44 (44.3%)
Above Average	10 (10%)
Well Above Average	3 (3.0%)

Last Year's Pass Rate

Grade 3			
28	41	69	31

Individual Student Growth



Measure What You Treasure...

- Steve Kukic



Essential skills

On time graduation

SOL standards

Behavior

Secondary outcomes

Rigorous learning

Language

What else?



Assessment mapping - handout

Sample Starter

		Progress Monitoring		
Universal Screening	Diagnostic Measures	Benchmark Testing/Short Cycle	Progress Monitoring with General Outcome Measures	Summative



How do we get unstuck?



- ▶ Follow the data, learn to meet on the data...

And don't forget to speak the same language.

