

## National Center on Student Progress Monitoring Webinar Transcript

**Title:** Monitoring Student Progress in the Classroom to Enhance Teaching Planning and Student Learning

**Date Recorded:** February 20, 2007

**Presenter:** Dr. Lynn Fuchs, co-director of the Vanderbilt Reading Clinic; co-principal investigator on the National Center on Student Progress Monitoring

Good afternoon, my name is as Rebecca, and I am pleased to welcome you to our first 11 are on behalf of the National Center of student progress my train. It is a technical assistance center funded by the Office of Special Education Program. The center's mission is to provide technical assistance to students in the District and disseminate information about on a string practices person to work in different academic content areas brigade Kate grades K provide. We hope you find this online learning activity fruitful and relevant to your work. We are fortunate to have Dr. Lynn Fuchs, principal in our center present on -- trained student progress in the classroom to enhance planning and student learning. Dr. Lynn Fuchs has over 20 years experience working with the students with special needs. She is the next national recognized expert to enhance [speaker not clear] she is co-director of the Vanderbilt reading clank which and provides intensive instruction with students with disabilities and provides methods to track an account for student growth. She was a co-editor of The Journal for special education for 15 years and currently split serves on a board for the journal. In 1998, Dr. Lynn Fuchs was the recipient of the Mayor's Award in Tennessee and won the pole Mark O. Johnson Memorial Award for the best article on American Educational Research Association journal. She was also the recipient of the Daniel Kirk our award for the best practice article and learning disabilities Research and practice. Of the school psychology review past preview of the Year Award in 2001 and the Council for exceptional Children petcock at this point, it is my pleasure to turn things over to Dr. Lynn Fuchs.

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Thank you for that nice introduction. Can you hear me okay?

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Yes, you are coming through just fine.

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Hello everyone. It is a pleasure to have this opportunity to talk with you. I do have an email that says we don't hear any audio. But I will continue on because I have no idea what to do about that.

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On the first slide of the presentation, it tells you that the topic of today's talk is going to be monitoring student progress in the classroom with a focus on enhancing teacher planning and student learning. And what I will do its proceed to the presentation, and periodically asked for questions, because I think that might work the best. I am moving to the next slide for, with progress monitoring cut teachers assess the students' academic performance, using a brief measures on a frequent basis.

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Moving to the next slide -- slide -- do I have to say that?

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Now, everyone sees that on their screen.

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Okay, there are some different forms of progress monitoring available. The first is curriculum based assessment, and people like Jim Tucker and more recently, that burns at Minnesota have been developing a curriculum based assessment. And with curriculum based assessment, the major task is identifying students instructional level. The second form of progress monitoring is mastery of measuring measurement. It has been around for a long time. It probably represents what teachers typically do in their classrooms. Examples of mastery measurement includes purchase -- precision teaching and the Wisconsin instructional design a system. With mastery measurement, with teachers are doing is talking short-term mastery of a series of instructional objectives. And then, there is curriculum based measurement.

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And what we are going to do in this presentation is the focus exclusively on curriculum based measurement. Because the vast majority of scientific work is on curriculum based measurement, and it is the most scientifically validated form of progress monitoring.

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Teachers used curriculum based measurement or ICBM to describe academic confidence at one point in time, or teachers can use CBM to quantify the rate at which students are developing academic competence over time, and third Kath teachers can use CBM to help them build a more effective programs so that student achievement will improve.

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Curriculum based measurement it is it the results of more than 30 years of research. In the knighted States, CBM is a signature feature of quality special education, and increasingly is an important component of a party I, or responsiveness to enter Bay intervention. The research on an CBM shows that demonstrates strong reliability and validity as well as instructional utility.

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So we -- research shows that CBM produces accurate, meaningful information about a student's academic levels, and his or her rates of improvement. Research also shows that CBM is sensitive to student learning, so that when students are learning, it is clear that there Graf will in fact be going up. Research tells us that, more importantly, CBM corresponds with student performance on a high-stakes test. And research tells us that when teachers used CBM to inform there instructional decisions, students achieve better.

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No most progress monitoring, as I alluded to, is mastering measuring measurement. And CBM is not mastery measurement but it seems helpful to talk about what mastery measurement is it, because I think that by discussing mastery measurement and then contrasting CBM to that, it is a concrete way of explaining how CBM differs from most forms of classroom assessment.

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Excuse me, Dr. Lynn Fuchs, I am starting sorry to interrupt, but we're hearing that it is difficult to hear you. If you could move a little closer to the fund that might be helpful.

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I have the phone right in front of my face.

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If you could just speak a little louder I think that would help.

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Okay. So with mastery measurement, which again is not CBM, but teachers are doing is attacking mastery short-term instructional objectives. So in order to implement the mastery measurement system, what the teacher would do is first determine the sequence of skills that constitutes the instructional hierarchy, and for each skill in that hierarchy, develop a criterion-referenced test. So, here is a hypothetical fourth-grade curriculum. And it's just to keep things simple for the moment, we are going to talk about math computation. So if I am a teacher doing mastery measurement, I am specifying these 10 skills as constituting my fourth-grade curriculum. And I am also deciding that I am going to teach multi-digit addition with regrouping first, and then I will move to multi-digit subtraction with regrouping and so on and through those 10 skills, which are the 10 important skills at fourth-grade math computation, so that is my first task and setting of the mastery measurement system. Have to figure out what the skills are I am going to be teaching in my curriculum, and I have to order them. So I have a hierarchy of skills that I am going to be moving through.

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The second task in setting up a mastery measurement system is to create, for each skill in that hierarchy, a criterion-referenced test. And in fourth-grade CAT this is an example of a multi-digit addition mastery test. So this didn't have to say, five minutes to do these 10 problems, and I have decided that when the student can do eight out of 10 correctly, then we will designate that as having addition -- mastered Edition with regrouping.

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And here on the next slide, D.C. A graph that represents the mastery measurement system. So we are going to give a test like that maybe twice a week or so as I am teaching the child to do multi-digit addition. In the graph you can see how many problems of the student that correct on each measurement occasion. And you can see that after four sessions, the student reaches my criterion for mastery at least eight problems corrected. And that happens on three consecutive measurement occasions and now it is time to move on in my hierarchy which is multi-digit subtraction with regrouping. And as I am teaching this skill, periodically for a couple of times a week I will be administering subtraction with regrouping tests, and again, I am looking for eight out of 10 problems correct. And this did not happen that on three consecutive measurement occasions, then I move that I can go on to the next skill in the hierarchy. And in this next slide, you can see that it took the child to reach the mastery criterion for a multi-digit subtraction then poor was they digit addition, but it did eventually happen. And then as a teacher I can know that I can move on to the next skill in my hierarchy? Which is multiplication facts. And the process goes on.

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So CBM was developed in the initial early 1970's, most of the work was done at that time at the University of Minnesota and there was a group of people working together to try to develop a progress monitoring system that would be technically strong and provide teachers a good basis for planning students instruction. And the process initially began with a mastery measurement system

because that was the prominent model at that time, but we quickly ran into some problems. The first problem is, that it is difficult to specify a hierarchy of skills that is a very certain a student ought to be moving through. And the reason for that is, there is not very much research to tell us with the hierarchy of skills typically developing children actually moved through. And so when you see a hierarchy of skills that is represented in instructional materials or assessment materials, that is a logical -- based on someone's logic at not on an empirical basis. In fact, we don't know that children master subtraction before they've mastered multiplication. There are a few things and the literature to suggest that it is possible that children actually master of the application before they have a firm grasp on subtraction. So if we are a teacher in waiting for a child to master subtraction before we are willing to do some work on multiplication, then we may be wasting sometime, instructional time for the child. The second problem with mastery measurement is that, performance on single skill assessments can be misleading. So for example, some children can do addition with regrouping but only if they know that every problem on that test requires a petition with regrouping. And if we give them a competition or more broadly, and math test that has many different kinds of skills in vetted on the test, the child may not know how to do it multi digit addition with regrouping in the context of all of this variety of math problems. So sometimes we have children who mastered a lot of skills, but when the it to those year and test where presentation is a lot of different skills mixed together, they can't perform well on high-stakes tests, the third difficulty with mastery measurement is that caught the assessment doesn't provide the teacher with information about a child payments or generalization of skills pickups so in the case of special in education, we are mostly worried about children and not maintaining skills that were previously taught. And you can see it in mastery measurement system that when a child masters edition with a regrouping the move off of that with the assessment and there is no automatic way to check to see if a child is retaining previously mastered skills. The fourth problem is that, the assessment -- An mastery measurement system is designed to the great either by teachers or sold with textbooks, and it is not clear whether the assessment information that is produced is reliable or valid. And so all of those problems lead to the fact that the number of objectives mastered and a mastery measurement system does not often relate well to a student's performance on this end of year high-stakes test.

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So with curriculum based measurement, we set up to design a measurement system that would circumvent those problems. And I will give you an example as CBM, and I'm going to use math computation again because math competition is an easy domain to talk about. We will move beyond that before the end of the presentation so here is the fourth grade computation curriculum listed. You'll notice that there are no numbers on the left-hand side of the slide because it to designed to -- beat assessment system we have to identify what is in the curriculum but we do not need to designate a hierarchy of skills or the order in which the acute teacher needs to address the skills.

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Here is an example of a competition CBM test in fourth grade and it looks very different from the mastery measurement test because all of the different kinds of competition problems that will be addressed in the yearlong curriculum appear on every single fourth grade computation test. Now they are not the exact same problem but they are the same problem types. And so, on any given test they have the same number of the simple multiplication problems. We have the same number of fraction problems. So the tests are constructed to systematically sample the fourth grade competition so that each test is equivalent difficulty the testing the same content but with

different problems. And so the numerals and problems are random, and there is a random placement of the problem types on the page.

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Said this next slide it looks very similar to the preceding one. But, if you look across those to slights, you will notice that the first problem here is a division problem, it wasn't a division problem on behalf protest, but the main idea here is that the same problem types in the same proportion recur across every alternate form. Every weekly test. So at the beginning of the year, Japan may students in fourth grade, I look at this test and I really should know a few of these problems from third grade cut because some of the curriculum is spiraling. So I can probably do one or two problems. But my teacher asked to, and her directions, has to tell me, this is a different kind of test. You don't know how to do all these problems at this time. For job is to find a problem that you know how to do and do them well and as we take a test each week, you will notice that gradually, you are learning how to do more and more of these problems and that is because I am teaching them and you are learning. And this is the content that I want you to be able to know by the end of the year. This is what we are going to cover in the fourth grade curriculum. And the total score on the test kits graft over time. So just like a mastery a major event, he might have graphs, but in CBM, the difference is that in every little square on that child test, represents a scorer the represents everything we want the child to know in that fourth grade curriculum. So every test is a comparable test of the equivalent difficulty, and as the child is gradually improving, we know that is because the child is getting better and better in the fourth grade curriculum. We can compare the child's score in March to the child score in September, and what we want to see is improvement. And it just to make sure everyone is aware, CBM can be applied to any domain. Here we have mascons and applications. This has a first page of a three-page tests at the fourth grade. It gives you a little sense of the different kinds of problems that would be included, although not all the problems are sold here because it is a three page A test of 24 plus problems. But the idea is the same in that competition because every test caps all the problems that we expect the children to be able to learn by the end of the year in fourth grade, concepts and applications. Scores on those tests, from tests are somewhat comparable. Cracked and what I put in this presentation, which we will go through quickly, but you will be able to go through at your leisure -- you can kind of see how the CBM has to do with math and algebra and other disciplines, goes from Canada and all the way through six great. Here we have a complex bill -- bill -- for example in the first box, the answer is for, in the next box make you are saying to plus two dancers. And the fourth box across out two and their answer is two, and they work the competition -- competition -- computation that way.

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And the next slide, CCD concepts and applications, or numbers in the first page of a three-page test. And kindergarten cop you can see the kinds of items that our being a administered there. You can go through the slide and get a sense of what the first grade curriculum looks like in computation and then again in concept and application. Again, this is a three-page test. And you can move across and the questions are getting more difficult as you go across the great.

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I am just taking it you threw out -- this is fifth grade competition, then concepts and applications, and in sixth grade, these are very difficult problem types, but they are represented by this curriculum.

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So there you see the graph again, you see on the top the total score that the child turned, at any given point in time between October and March.

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Down at the bottom, one of the nice things about curriculum based measurement, because it is it systematically sampling what is in the curriculum, and every single test samples that content. We can get a skills profile that shows us which skills a child has mastered or not mastered. So if we look at Donaldson picture and look at the first half of October, we can see that first column and we can see addition, subtraction, multiplication facts, more complex multiplication, and so on, and he can see that. Of the box is empty, it means the child is not even trying. That kind of item. It has stripes, it means that the child has tried that skill but did not do well on its. If the box is a little darker copper , here you see a checkerboard box -- I am trying to point to it. That means that the skill is partially mastered, and if it is a little darker still got that means this skill is probably mastered and when it gets to be totally black, it means that this skill is mastered. See you can look across time and Edition and without -- with regrouping you can see if the child was first trying with those items cow became partially mastered after the break went to probably mastered and meant mastered now the child's performance has fallen off a little bit it has fallen off further still and finally went to master.

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And we can look down the end of the road that we have here in March and in March be can see that many more skills are being at aimed [speaker not clear] men in 2004.

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I was just having some difficulty advancing the slide. So by simply performance on a yearlong curriculum for each curriculum based measurement test, we avoid the need to specify a skills hierarchy. We avoid the problems associated with a single skill testing. Each assessment automatically assesses a child maintenance or generalization of the skills . It also permits standardize procedures for sampling the curriculum with known reliability and validity, and all of that adds up to CBM scores performing well on the high-stakes test.

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Is it possible to pause and have people ask questions, or do think that is not a good idea?

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That is fine, and just to remind everyone, it is Star 72 and meet your phone and Star six will greet me of your phone when you are done speaking part .

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Just so people know, there is more to the presentation but I thought it might be good to feel people's questions at this point.

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Hello?

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Yes. I have a question. Thank you so much for this, this is something we are very different interested in and I am sure all of us as educators are interested in how we can help our students and. I have a question of. It seems as though this is already set up. Is there a way to access this information?

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There are seven several different products that you can access that are available, and the National Center on progress monitoring has a web site. Is it is WWW.STUDENTPROGRESS.ORG WWW.STUDENTPROGRESS.ORG. And you go to tools. And you can see what is available and you can't pass it will provide -- excuse me?

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This is a good question.

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It will provide you with good information like costs and to you should contact for more information.

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And I think I have seen this on that side -- but those like school licenses and with things like that?

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It varies by product. Some of them are licenses by the school and are fairly inexpensive, and other products -- There is a pure per pupil the proposed . Sometimes it is less expensive for some products and other products. And as you would expect, the more expensive products even more sophisticated technological tools and take more of the burdens of the teachers for collecting and organizing the Data.

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Thank you so much for that answer.

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Sure. Another question?

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For those of you who have not read muted your phones, if you could press star six to read music and Start 72 on the attack and ask a question and we have some questions from the site if you'd like me to read it some of those. Does anyone else have a question or should I read some from the meeting?

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We have a question.

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We need to know, how do you score it the digits and decimals versus fractions when you are doing the scoring on the math, with remainders -- .

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Well, I can't explain that very well in this, I did in [audio not clear] if you contact Carol Hamlet, she can tell you what the difference is. To use the. Line black Masters where do you do something different?

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Yes.

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Well if you get the manual that goes with that product, it will explain to you how the atoms are scored. And the item -- manual comes in the kit. That is not obvious to a lot of people and many people try to get it for the cheapest amount but it is really? That you get the status as well as directions for administration.

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Thank you are very much.

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I think we'll take one more question and then move on.

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I have a question. I was wondering if you were planning on updating the software for the probes anymore. We are dying here in Iowa.

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We didn't really develop that for commercial purposes, we just did it too. Ed and because many people wanted it and we couldn't handle the request ourselves. We developed it for the research that we have been doing. In the meantime, there has been other bath products developed and we don't feel like we need -- like a web based ones. For example, McGraw-Hill have a really good system. It is more expensive but it accomplishes what the. Ed is system does but easier and better. So we do not have plans to change the platform for that.

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Thank you.

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Okay, I think we will move on and pause again but we may not have time -- is this over at two?

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It is over at 330.

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Okay, so with CBM, there are really two different methods for developing the tests and represented your yearlong performance a bit of the first method is what I was just illustrating with the math CBM. What we do that is we systematically sample items from the curriculum for, and that has been the prominent model for developing Matt CBM. But just recently, there has actually been a leading product that was developed that employs curriculum sampling. So every test in that system actually looks very much like the end of year standardized reading tests, and the teacher gets a total score that is plodded across the time, but can also get a skills profile about how the child is doing in different aspects of comprehension or vocabulary and so on. So you can use a curriculum sampling amended to create CBM systems not only in math but also in reading. And I think that is an interesting comment. It is just more difficult -- it takes more work on the front end to create a curriculum a sampling CBM system, but there is a this new one in it reading which may be of interest to people. The second method for creating CBM systems is a prominent model and reading, and with that we identify global behavior that simultaneously requires the many skills that are taught in the annual curriculum, so if you look at the next slide in a hypothetical second grade curriculum, we have a lot of different skills that are taught, some of which are listed on the slide. But in second grade, what we're doing with CBM is using a performance indicator that, for which there is good evidence that when a child does is bring together many of the skills required for competent performance. Into an integrated performance,

and so each week each student reads a passage for one minute. Each week's passage is a similar difficulty. It is important to note for people who don't know so much about CBM, even though we are asking children to read aloud from passages at a limited amount of time, we are not really interested in a world leading fluency score. We are really interested in global overall reading competence. And by using that task, some people think the major thing we are interested in is promoting our oral reading fluency. That is not really true and CBM. All we're interested in is kids becoming better readers and 83 score is an overall indicator of the incompetence and our research tells us that students that score high in CBM are better decoders and better at site vocabulary and better comprehension. And we also know from more recent research that CBM scores correlate with high-stakes tests.

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So there is an example of a passage that might be used for CBM at second grade and the child is told that she has one minute to read aloud and read accurately with expression, and the child needs for one minute, the teacher counts the number of words read correctly and that is the score. And what you're looking for with CBM is increasing scores. Because of that signifies that a child is becoming overall a better reader. While we don't want flat scores, because flat scores tell us that the student is not profiting from the instruction being provided and that a change in the instructional program is required. So there is a score -- a graph at second grade grading, and you see that gradually just bounces up and down the course that gradually, the student's score is going up. And that tells us that the child is becoming better in reading and an overall sense but here, in this next draft, we see a different child scorer and you look across time and yes, there is a little up and down movement, but you can see that is pretty much a flat line and we never want to see a flat graphed line like that because right about around the end of October at the teacher should have looked at the graph and gotten some help for Jessica. So that by the end of the year would be able to see there were interventions put into place to make sure that Jessica was going to have a better outcome than would have been predicted based on her performance in September and October.

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I am trying to advance the slide.

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My slides aren't advancing.

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We will try to invent them from here. There we go.

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Does that look right?

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Not on my screen, but I have a print out of it.

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We have the leading CBM slide up.

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It is not moving.

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Okay. I will just work from my hard copy.

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Just let us know when to advance it.

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So that measures that I like -- we are on slide 47 now to keep.

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Yes.

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In kindergarten, I like the letter -- sound fluency. And we can talk it to find out why I like these better. At grade 1 I like word identification fluency, at grades two and three, passage reading fluency, and at grades four and six May's reading fluency.

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If this is an example of the cavern letter sound fluency Mr.. It is simple and easy for teachers to administer and a reliable way. And so what the teacher does is say, say the sound that goes with each letter. The child has one minute to produce the letter sounded that corresponds with each of the letters, and every alternate form presents an array of letters in a different order. With for identification -- you can advance the piece live.

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With word and dedication fluency, again, it is a very easy to measure for the teachers to learn how to administer in a reliable way. It is a very valid measure that is sensitive to student improvement and can be used across the entire first grade year. So on every alternate form, there are 50 words that are randomly sampled from the 100 most frequent adult words. It is a simple program for school districts to put together on their own and the child has one minute to read as many words as he can.

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Slide 50, at grades two and three, we used the number of words read correctly in one minute of passages that represent the difficulty we expect the child to be able to do well on by the end of the year, and on slide 51, UC a passage. Then on slide 52, there is an explanation of what I mean on slide fluency. There is a passage and every seventh word has been deleted and been replaced by three possible replacements for the blank, but only one makes sense. So the child reads along and every time the child comes to a blank, he looks at the three options and slacks the one word that makes sense to perform a replacement, and the child does that for two and a half minutes. Then, on the next page, you see the next page. On slide 53 B.C. The next phase of a computer assisted task and if you click on the blank a list of words would come up. That can be administered by computers or paper and pencil.

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So on slide 54, what do you use CBM for if you are a teacher in general education, within system, we refer to that as a cure one. Or primary prevention. We use it for three things. We use it to screen students so we can identify a subset of students that are best look like they are at risk for reading problems based on their initial low scores. We can formulate instructional plans for a class of students, and we can use CBM to quantify a students' response to the Tier one program

as a way of confirming whether that initial things that they were screened on was in fact accurate in terms of placing them at risk. Because there is a lot of inaccuracies with screening, and so what we recommend an hour RTI work is that students be screened and the lowest half of the class be monitored for about eight weeks, once a week, using CBM, and that way you can eliminate students who are false positives and avoid providing expensive tutoring services to children who really do not need them. So that is how CBM is used at 21. Within two to, and more intensive one of instruction, usually small group tutoring kicks and. CBM is used to quantify the child responds to the small group tutoring program and in tier three, which in any of many systems is Special Education, please use CBM to set and monitor progress toward IBP goals. Use CBM to design effective instructional programs that our individuals -- individualized to make sure they are actually working for those students. And we also use CBM began to quantify a response.

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So we are on slide 55 now. So add tier one, we are going to focus -- of those purposes we are going to focus on the once we have -- I had started there. We are going to look at the instructional functions of CBM and how teachers use CBM with design and respect instruction. So it can be used for all students in a class, with weekly testing. And what you're trying to do with the weekly testing is to try to document students process -- progress. Catch students who are not on track for meeting important benchmarks at the end of the year, and plan more effective instruction. And what you see in the next few slides, beginning on 56, is that different CBM products can collect scores or had teachers and their scores and then produced reports that help teachers make sense of the data that our being collected. So what we see here in the first page of the report on slide 56 years a class rapid. The bottom pad is represented representing the students in that class that are in the bottom quartile of that class. The middle passed is the progress that is representing the middle have of the class A and then the top half is the representing of the students that are in the top quartile. We get a list of students who need to be lost watched her go to get a list of students who are making the best progress. We get recommendations to the teacher about the areas that have improved demote most in the past month, both in competition -- this is just a sport Sari.

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And get an idea of what the teacher might be teaching in a whole class instruction. So you see, it multiplies by two digits and explain explaining that too the percent of your students don't have this skill. The that would be a productive instructional target. And then, a small group instruction, subtracting these five kids can use restriction on subtraction even though they are also the class that I -- has moved on. Had adequate subtraction skill. I wanted a lot of time to go through and explain the various pages of the report, I can come back to the pages if people interested -- the page 57 gives a class wide skills profile. At one reporting week of March 17th, and slide 58 gives a prank order of the students in the class in terms of their schools and shows there improvement on the grass. And let me skip to slide to 60, and this is helpful I think for RTI where you see that class, the average CBM score -- the standard deviation from that class is 12. So anyone that is below the average score of looks like they might be at risk. So anyone with faced or below 27, looks like they may have a problem. But we can also look to the slope of improvement, and the average slope in that class is about one digit a week. The standard deviation is about half a digit per week. If we subtract .53 from .98, anyone who is bolo .45 has a slope that is noticeably lower than the average in the classic, and so children who have both a low score and a low scope looks like maybe they need some attention. And you see there are two

children in the class that have low scores with low scopes. So that is signaling the teacher she may want to take some action on behalf of those students.

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The next several slides, 30, 31 -- I'm sorry, 61, 62, and 63 share to a report in reading. But I want to skip down to slide 64 now. And then we will pause for some questions.

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So with CBM, we can qualify some backs for instruction or a great improvement for your one instruction. If the slope to tier one instruction is not adequate for go then the student would progress to tier two intervention where to try to profit if the slope is in adequate at tier two, then the student progresses to a third tier, which is usually and most systems, special education. And with tier three, instruction is effectively formatted using CBM to meet individual needs. And we are willing to talk about that in a minute. And add it appears three tier three, it is also used to make qualified expert Big Mac.

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I would like to pause there and see if people have questions.

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Remember to unmute your phone, you will need to press star seven and then to be remute, star six.

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How would you use the information at care three for a reader redetermination of eligibility when you are comparing the slope and average performance to a peer group that is eligible for special aid Special Ed and?

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Screaming because the school is a typically low performing?

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Well would it be compared to that fifth grade class or to the teacher's class which is the special Ed teacher with special Ed students.

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I think you want to compare the students' performance in terms of level on the slope to.

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What about if it is a low performing a school that has a lot of other variables like a Second Language or title one?

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I think the first order of action is to look to see whether the performance of the class is so low as to make it virtually impossible to identify students who really are discrepant. And there are schools -- or classrooms like that. And I think in that situation I would be reticent to move a child even in to tier to. I would want the school to in engage in some problem-solving to see what could be done to try to boost performance generally so we can identify, there may be a viable problem that needs different kinds of resources for, and are examples of Schools that would be as low performing mace on the social economic characteristics of the population, that would really do bridewell. I am not -- quite well. I am not saying it is easier.

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What about the child with the characteristics of dyslexia and extremely high intelligence or their slope and their level might be high according to the curriculum but from an advocate point of view not based where your child is should be performing?

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People have very strong concerns about a RTI approach to identifying learning disabilities for the very reason that you are describing. And those are policy decisions. The purpose is trying to move forward and serve children with academic deficits, and we seem to be moving away from trying to serve IQ and achievement discrepant children.

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So for better or for worse it.

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The other thing I want to say is, on the student progress about work student progress website, we do have a RTI workshop that Doug and I, and Don Hanson and Erica presented last summer and one thing that might be helpful to you is that in the workshop, which you can download there are criteria board screening for progress monitoring in the tier one, how much slope to I expected, and for quantifying the response and designating a response and lack of response in his tests too, and they think same at 23. At least for the majors that Doug and I eat use. It will not serve everyone's purpose but there are for the measures that we use in our research. We do provide some tentative guidelines for those criteria.

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We have a question has any research been completed on the effects of Students and use of calculators of majoring applications and with [speaker not clear]

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There are some studies on test accommodations, looking to see how much it benefits to have those accommodations and whether in fact it benefits students with certain kinds of disabilities more than just a general population I don't know of any studies that are, so calculators in terms of promoting a strong outcomes, they may exist, but I do not know of them.

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Thank-you.

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Okay, should we take one more question at this point?

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Hello?

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We have a question about progress monitoring and what level for interested.

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I wasn't going to talk about it but it is important. We recommend that you talk about a level that is inappropriate for instruction. So for example, if you are working with a first grader who is reading at a first grade double caught we recommend that you banister him using food cache or the sixth grader who is operating at the second grade instructional global cop we recommend that

you use instructions for the second grade and your passages and are set for benchmarks with your second big performance it.

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So you are saying, the word identification as opposed to oral reading for that level -- .

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At first grade Scott Yes.

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Says students at exceptional level of first grade, it should work better as a passage fluency because you might be getting a floor effect on that for a student who is -- whose instructional level is at first grade.

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So of their level is at second or above you would still recommend using the word reading fluency at that level?

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I would, but you Senate a benchmark corporate for the students in instructional manual.

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And then we see and the monitoring tools, the Devils is not sensitive to student learning [overlapping speakers]

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We have a technical review -- review and it is a panel of people who have expertise in assessment and progress monitoring. I am not on the technical review committee but it is a committee that the National Center on progress monitoring has convened. And Dave reviewed tools that commercial developers to submit. And Base on the information that commercial developers submitted, the committee decides what criteria on that tools are unmet or not match.

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I see, but there are other word reading fluency measures that do make it then?

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Absolutely.

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Okay, I think what we could do now is we could finish the slight and then open it up to test for probably about 15 minutes more of discussions.

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So we are on a slight 65 now. So tier three and special education, we use an CBM to set goals to design instruction, and again, to qualified response, and I am going to focus entirely really on how to use CBM at the third tier to design effective instruction. So on slide 66, teachers use the craft scores to monitor student progress toward the goal. On a slide 67, there is a service decision will that has been validated with it use for its use with CBM. If there are four consecutive scores that all fall below the goal line, the decision will is that the teacher should increase the goal. If, on the other hand, there are consecutive scores that all fall below the goal line, then the decision people say you need to make a change in your program because we are not predicting that your student will reach the goal at the end of the year. So if you look at slide 68, there you have an

example that you have a child graph and all four of the most recent four points are above the goal line. And the decision is to raise the goal. Because we would predict that the child is capable of achieving a higher goal. If you look at slide 69, you have four consecutive points below the goal line. We recommend change the teaching program in some way -- at an instructional component or try something a little bit different to see if you can effect better progress. Now if you look at slide 70, there are four consecutive points above or below and in that case, we recommended that you continue to measure until you have eight CBM data points and at that time you can draw a line of best fit to those data points, and if you look at slide 71, it tells you that if you are working without a computer programmed to do when used CBM, you can draw a student's trend line easing people to keep minded, and if you email Barry, she will give you directions to do that. But there are CBM programs like you have seen in my slide show that do that sort of thing automatically for teachers, and as I said on the slide, there are various types of programs for various PC platforms. If you look at slide 72, what we're doing once we have eight data points is a comma -- and we have that trend line drawn through the data points -- we are comparing the distance a trend line said the actual rate of progress to the student's goal line which is the desired rate of progress. If the trend line is steeper than the goal line, we raised the goal. If it is flatter than the goal line, we revised the instructional program. And if the trend line is very similar to the goal line we make no change at that time.

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Barakat they see a trend line that is drawn through the data points. B.C., that is a broken goal line and the decision would be that the teacher it raised the goal. If you look at the next slide, there you see a trend line that is flatter than the goal line and the decision would be to make an instructional change.

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And on slide 75, there is a fair amount of research showing that when special educators use CBM and that way, with a set of decision rules, they designed better instructional programs that are more individualized for students. They end up using more ambitious goals -- ambitious goals, and it defects better student learning outcomes. More importantly, if you are following the U.S. government pushed for randomized control to document the efficacy of individualized approaches, CBM Equifax have been documented with minimize field studies that have been connected and reading math and spelling. And if you look at slide 76, the effects in reading math and spelling are considered to be large. So we can do better for students in special education if we use CBM in a systematic way to develop programs responsibly to the children's actual growth, as measured by CBM and the way that I just described.

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So on slide 77 EC some examples of reading materials, but I encourage you to go to keep student progress Web site where you can find Consumer Report like reviews on a lot of different CBM products. My last slide, slide 78, and some, CBM is a research validated form of progress monitoring. It is a signature feature of effective core three for special education for individualizing instruction who didn't for students who don't respond in to individualized instruction who did not respond to validated to bring protocols at tier two. It is essential to document the response back to quantify the degree of a child's responsiveness. So we have about 15 minutes for questions and answers.

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Who on the National Student progress website caught earlier when I printed those off, the tools and start reading was not rated highly at all, and it now they have been updated. So does that mean that their test was changed to cut or different reviewers look at it or why did they go from not good to good?

---

I think it is possible if I am remembering correctly is that what happened is and they are they have provided some additional data. I don't think they have provided [speaker not clear]

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One of the slides -- by November 1 number, but probably within the last five slide,. Ed was mentioned and of course McGraw Hill, but there several mentioned there were not on the review of the party as a minor chairing school skills on the board to is there any way we could bring that information out or not access that slide?

---

You mean the slides that we're. That?

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The slides are available on [www.studentprogress.com](http://www.studentprogress.com). If you go there and go to presentation Department slides will be at the top of the list. You can click on file and print to PD F from your current view as well.

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Thank you, I appreciate it.

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I have a question put, but I wanted to know, it does CBM work well with the school grades have basically?

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I think it lends itself to students in the Middle School who are sort of meeting academic remediation, because if you look for example at the who sixth grade math probes, there are pretty difficult and they certainly covered the kind of content with that sixth graders are working on if they are even average or below average in their academic performance of. The person who has done in the most work -- or the people who have done the most work on CBM at middle school and high-school -- I will give you there names. Because I haven't done that work. Chris -- pristine as been, Christine Espin has done a lot of work at high school and then Jerry Tyndall has done a lot of work primarily in middle school prayer, so those are good people to contact.

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I am asking because I am a special educator in the middle school setting and actually I am being forced to teach the grade level expectations, and just like [overlapping speakers]

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I have some information about how to do content area CBM assessments.

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It I think this will be helpful for me.

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Thank you very much.

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Other questions it sounds like a lot of people are getting off.

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I have a question can you tell me American find the rates of increase for the math probes?

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And NT RTI presentation that is on the students' progress Web site, there are slides and that provide that for you.

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And have you ever developed for -- norms for fall winter and spring?

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We have Paul, and those are our at risk or below the 25th percentile and those slides, and we have a and a year benchmarks, but we do not have norms for you.

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Thank you.

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Have a question. You had mentioned earlier in the presentation that CBM could also be used to establish in instructional level when you are talking about your tariff free -- tier three population? Can you describe how that is used?

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There are some guidelines for deciding whether to place a child into [speaker not clear] fluency as opposed to pass it great reading fluency and if and passive then at what level of passage to go to. And I think on the students' progress Web site, there are [audio not clear] and directions in there in deciding what level of material to the major ate student performance.

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What have is that on?

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Does anyone know what pad that is on?

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Are you talking about the Summer Institute material there is a tab and if you click on that task it will be embedded.

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All of the different presentations are their estate anklet to any of the ones you want to look at.

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Thank you very much.

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Some of the web based things when you are doing progress monitoring, it asks you to set goals for kids. So the thing that is confusing for me is, if, for example, say I have a sixth grader who is reading at a third grade level and I monitor their progress at their grade and is that their goal, if I use what is the average rate of improvement because you know, like in reading, the national

norms have average rate of improvement for the 25th, 50th, seven 1/5, etc. I have been encouraging people to set goals at like to words a week. Is that how you do that call or -- .

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That is how I do that. I think in third grade, two would be a little bit high. That is more like first grade prickle but that is how I would set goals. In fact, if you go to the Summer Institute presentations, there are some slides on how to set goals using CBM, and if you don't find that to be example -- as helpful as you like I have a recent presentation at the together and I was doing summer with the Iowa State Department which I could be Mill you.

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Thank you.

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You are welcome.

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Excuse me, I have a question I have a question about the map application probes. In the past, we have heard that meeting comprehension [audio not clear]

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I think that is a real concern. I think that if you have students who can't read the text in the concept and application probes, then you would want to have a test accommodation procedure that would mirror the test accommodation they would be getting on the high stakes test. And it certainly caught in any case, we would do that generally with art teacher when leave the two probes of the first grade level always. But if a student has real reading difficulty, then you are going to have to have a test accommodation to assess concepts and applications no matter what kind of progress monitoring system you are using. Just like you are when to have to have eight test accommodation to get a valid indexed a fair concepts and applications Performance on the end of your test.

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Okay, thank you.

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You are welcome.

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Any other questions?

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Are there any other questions? Remember, you have to press star 72 on your phone line.

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We have a question. Can you hear us? If one we're using the M or doubles up system which you recommend to do it to calculate the quote average slope?

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You have to go to the input people and ask them for that information. And certain kinds of probes if they are doing passages in oral reading, I think that the data they would provide you are pretty robust. I think you could use those slopes for the weekly improvement. But, like on the first grade nonsense word fluid fluency that doubles uses, we would have no information to

provide you and I don't think they have to provide you the data with the guidelines that you would want to contact them to see if they do. The same thing for like James Webb if you are using there nonsense word fluency measure or there phoneme segmentation, that is going to be specific to their measures across.

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If we took the Meehan though of who class for a system and then calculated the slope from one mean to another, but that the adequate or not a proper use of the slope?

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It is a pretty rough way of getting an estimate, just like from the beginning to the end of the year. Is that what you mean?

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It doesn't always work out very well. But me give you an example. We used a nonsense word fluency in some research where we did. Students were taking those probes every week. And what happened to the low performers is, they began to make progress on the nonsense word fluency task. But their progress was primarily made by saying sounds very quickly. And so they still weren't blending words together. So what happened was, the slope that we got based on the Weekly measurements did not correlate very well with how they performed on important and of the year tasks. But if we had just been taking their score at the beginning and at the end, and then calculating sort of an average weekly late -- rate of improvement, we wouldn't have it seemed the kind of improvement because the kids would not toward have caught on to a way to improve they're own performance that really wasn't signifying important reading growth for, you understand what I am saying?

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There is a question about the nonsense word C. In terms of the funding aspect. Since you are adding the quality of the probe into what you're saying here.

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Yes, they're scores were increasing even though they couldn't read any of the words, or very few of them. You will see things like that happen when you to do weekly assessments. That won't happen if you just do a test at the beginning and a test at the end. So if you calculate a scope that you expect based on the beginning and end -- .

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But even if you did have more of a true progress monitoring, or a call and middle, and what if you took a program like the oral reading passage that didn't have the controversy that the nonsense word fluency does.

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I would feel much more confident if the slopes that I had it available to me or Ashley based on weekly ratings. Because the first of all, they would be more precise estimates and the second of all, you again gets students acclimating even to a measure like passage leading Clancy which you have probably seen. You what your average weekly rates of improvement to reflect that kind of acclamation to the test. So from a measurement point of view, just calculating a slope of improvement based on Paul winter and spring gives you a technically good estimate of what the slope is just from a measurement standpoint but you also have that possibility of getting it at an accurate estimate because it doesn't affect his ability to acclimate to the test.

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And thank you very much.

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You are welcome.

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Hello?

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We have time for one more question.

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Can you hear me?

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I can't.

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I just wanted to know -- You said Christine Espin earlier was doing some work with CBM I didn't catch where she is.

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She is at the University of Minnesota.

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Thank you.

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Since that was such a short question could ask you to elaborate a little bit on why you think it is good to you start using Maes after great for?

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I think that is for a kid whose level is actually accurate. If you have a sixth grader who has a second grade reading level you should not use Mesa. If you have a fourth grade or six great who has instructional level at 14, I would recommend using a maze because there is some evidence to suggest that the relationship between the passive reading plenty measure and comprehensive fashion comprehensive begins to go down at great for. And it doesn't go down care terribly but Mays is actually -- there is some evidence to indicate that Mesa correlates better with comprehensive comprehension -- comprehension -- and the person I am anxious talking about is Ashley crest at Minnesota.

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We would like to thank Dr. Lynn Fuchs for sharing her presentation on Student Press monitoring today. We have -- We apologize for the technical difficulties we have had with the captioning in these live. The Power Point and the transcript will be posted on our web site by the end of the week. So to visit the Web site click on the library tab and good to presentations and you will be able to find that presentation. We hope you have enjoyed our presentation and we hope you plan to join us on the next presentation. Will? Informed of the details for this over email and on our web site. So please check the web site if you have any questions. If you'd like to print a copy of the car point size from today's presentation, again, from your current you can click on file and go to PDS or you can visit our website where you can also find the power point file in PD F version.

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