

**This document contains outstanding questions from the March 19, 2007 Webinar, *The ABC's of Progress Monitoring in Reading*, presented by Dr. Michelle Hosp. The NCSPM staff and Dr. Hosp have answered the questions so that those who didn't get an answer during the webinar can have one now!**

**Is there a value to using 4 data points below the aimline before changing the intervention versus 3 data points?**

*Yes. You want to make sure you have a clear trend of how the student is performing. It is typically recommended that you have at least 6 to 8 data points before you start to look at trends.*

**When you spoke to 4 data point decision, were those data points represented as individual scores or median scores?**

*Individual data points.*

- *Please see the 2006 Summer Institute presentation materials on CBM in reading for more details:  
[http://www.studentprogress.org/summer\\_institute/inst2006.asp#BaseMeasurementforProgressMonitoringinReading](http://www.studentprogress.org/summer_institute/inst2006.asp#BaseMeasurementforProgressMonitoringinReading)*

**What do you recommend for assessing "at-riskness" in reading comprehension?**

*For grades 1 through 3 passage reading fluency is strongly correlated with measures of comprehension. It is not a direct measure of comprehension but it is very likely that students who score well on passage reading fluency will also score well on direct measures of comprehension. Above 3rd grade Maze has strong correlations with other direct measures of comprehension.*

**Could you clarify why maze is given in place of ORF in grades 4-6?**

*CBM is an indicator of overall reading skills and therefore we want it to closely match the purpose of reading. The purpose of reading in early grades K - 3 is to learn "how" to read. The purpose of reading in grades 4 and up focuses more on reading to "learn" new information. Therefore we want the assessment to be the best proxy for reading. Passage reading fluency aligns better with learning to read and Maze aligns better with comprehension.*

**Do you progress monitor at benchmark level or instructional level?**

*Both. More frequent PM should occur at the instructional level. This ensures that the assessment will be sensitive enough to see growth. However, it is important to check in (at least monthly) at benchmark/ grade level to see how well the student is reading in material at their grade level.*

**Should a sixth grade student who is reading 50 wpm be measured for growth at 2nd grade level or sixth grade level?**

*You would first need to determine what their instructional level is which can only be measured by having them read material at that particular grade level. If their instructional level is below their grade level then I would monitor progress using both. More frequent PM (once a week) should occur with material at their instructional level and less frequent PM (once a month) should occur with material at their grade level.*

- *Please see the 2006 Summer Institute presentation on CBM in Reading for detailed instructions on determining the level of probe to use. It is available here:  
[http://www.studentprogress.org/summer\\_institute/inst2006.asp#BasedMeasurementforProgressMonitoringinReading](http://www.studentprogress.org/summer_institute/inst2006.asp#BasedMeasurementforProgressMonitoringinReading)*

**How are goals determined to establish an aimline?**

*This can be done using expected rates of growth or benchmarks. Data on expected scores on Reading CBMs by grade level can be found in the 2006 Summer Institute Presentation on CBM in reading. Access it here:  
[http://www.studentprogress.org/summer\\_institute/inst2006.asp#BasedMeasurementforProgressMonitoringinReading](http://www.studentprogress.org/summer_institute/inst2006.asp#BasedMeasurementforProgressMonitoringinReading).*

**In calculating the expected rate of growth, is it based on grade level or instructional level?**

*Grade level.*

**How would you write a goal for a student who is working significantly below grade level when we are working on grade level standards?**

*We should always be looking at the grade level expectations. However, for those students who do not yet have the prerequisite skills to perform on grade level, we should write a goal that matches their skill keeping in mind that we want them to perform as close to grade level as possible.*

**How is the goal line slope determined?**

*The goal can be determined using multiple methods, including the Tukey method. Find instructions in the 2006 Summer Institute presentation on CBM in reading:  
[http://www.studentprogress.org/summer\\_institute/inst2006.asp#BasedMeasurementforProgressMonitoringinReading](http://www.studentprogress.org/summer_institute/inst2006.asp#BasedMeasurementforProgressMonitoringinReading)*

**How does a teacher know what to change based on when the progress is not being made?**

**If a student is not making sufficient progress (i.e. 4 consecutive data points below the goal line), how do we know WHAT to change in the student's instruction?**

*It is important to identify what kinds of errors students are making. This information can assist with determining what skills are missing and need to be taught. Additional diagnostic assessments may need to be given if clear patterns of errors can not be determined.*

*The following websites/centers address instructional intervention:*

<http://www.interventioncentral.org/>

<http://www.k8accesscenter.org/index.php>

<http://www.centeroninstruction.org/>

**At what point would is a student be referred for words read correctly?**

*Recommendation for special education might be made after a general education teacher makes several instructional changes to help a student, and maybe even has in-classroom support for the student, but the student continues to perform below the goal line.*

**How do you respond to people who say "running records" are progress monitoring?**

*While they do have similar features, passage reading fluency was developed to be given frequently so that instructional changes can occur. That is not the intention of running records.*

**How can we assess specific skills in reading?**

*Some specific skills in reading can be assessed with PM measures such as: Letter sound fluency, nonsense word fluency, word identification fluency and others that assess a very specific skill.*

**Do you have 2 graphs (1 for fluency and 1 for accuracy)?**

*No. You can graph the number read correctly and the number of errors on the same graph. You would have two lines, one that should be going up (words read correctly) and one that should be decreasing or maintaining (number of errors).*

**How do we access the CBM materials/probes?**

*A number of vendors produce CBM materials. The Center's Tools Chart is a great way to learn about some of the products that are available and how they meet technical criteria for rigor and utility. The Tools Chart can be found here: <http://www.studentprogress.org/chart/chart.asp>*