

Using Progress Monitoring to Develop Strong IEPs

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OSEP Leadership Conference

March 2005





Curriculum Based Measurement

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

CBM Probes

- Represent outcomes for the year
- Administered frequently (at least weekly or bi-weekly)
- Student scores are graphed allowing you to see progress over time

CBM in Reading

- Oral reading fluency correlates with reading comprehension
 - Fluent readers are typically good comprehenders
 - they can devote attention to the text
- Passages representing reading mastery by the end of the year are used to assess progress over time
- CBM score is determined by the total number of words read correctly in one minute

CBM in Math

- Can be used with computation, concepts and applications
- Probes contain problems that represent skills to be mastered by the end of the year
- Depending on the level and type of probe, 2-8 minutes are allotted for each assessment
- CBM score is determined by the number of correct digits in the students final answers within the specified time

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.

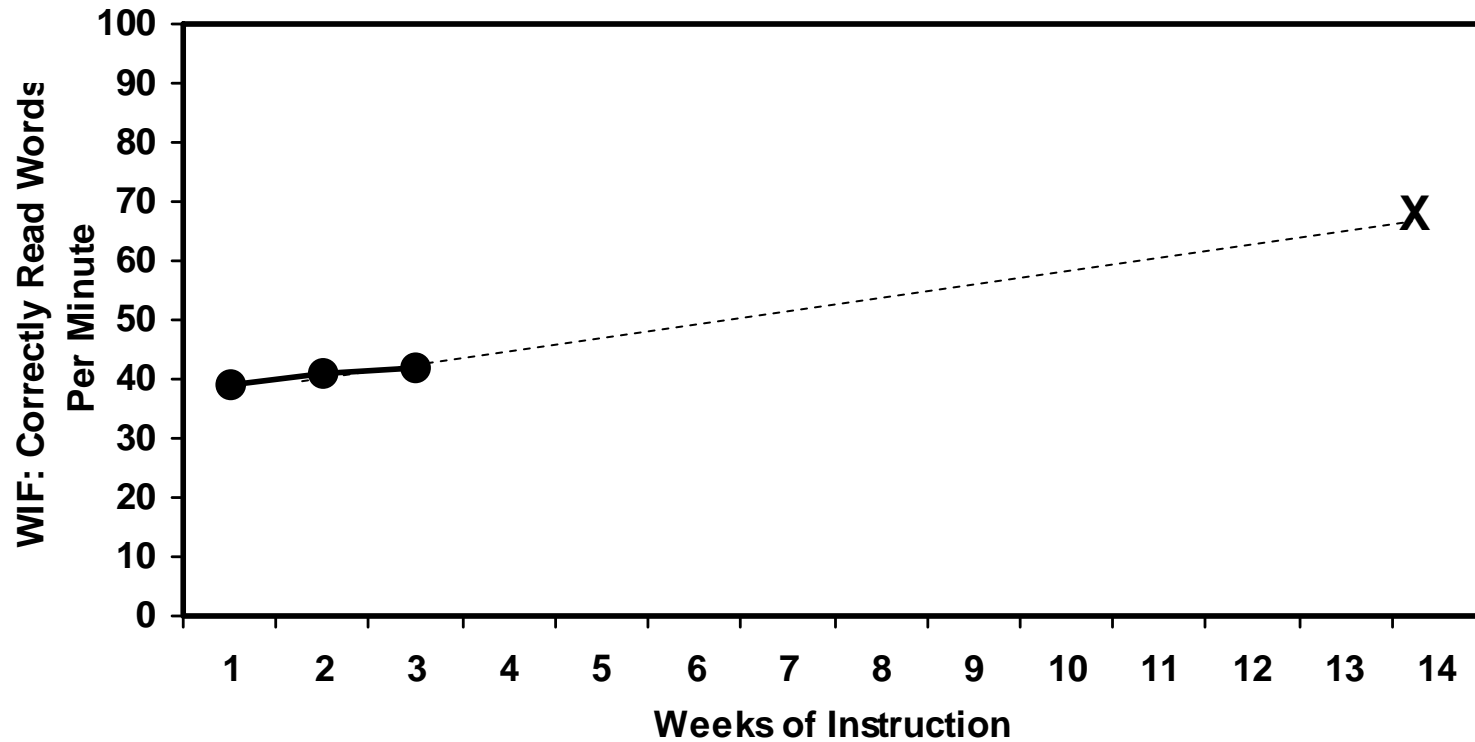
■ Mathematics

- 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



Short Term or Weekly Objectives

Annual goal

Minus current performance

Divided by number of weeks between
baseline and goal

= Short term / Weekly objective

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).

■ Short-Term / Weekly Objective

- 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).

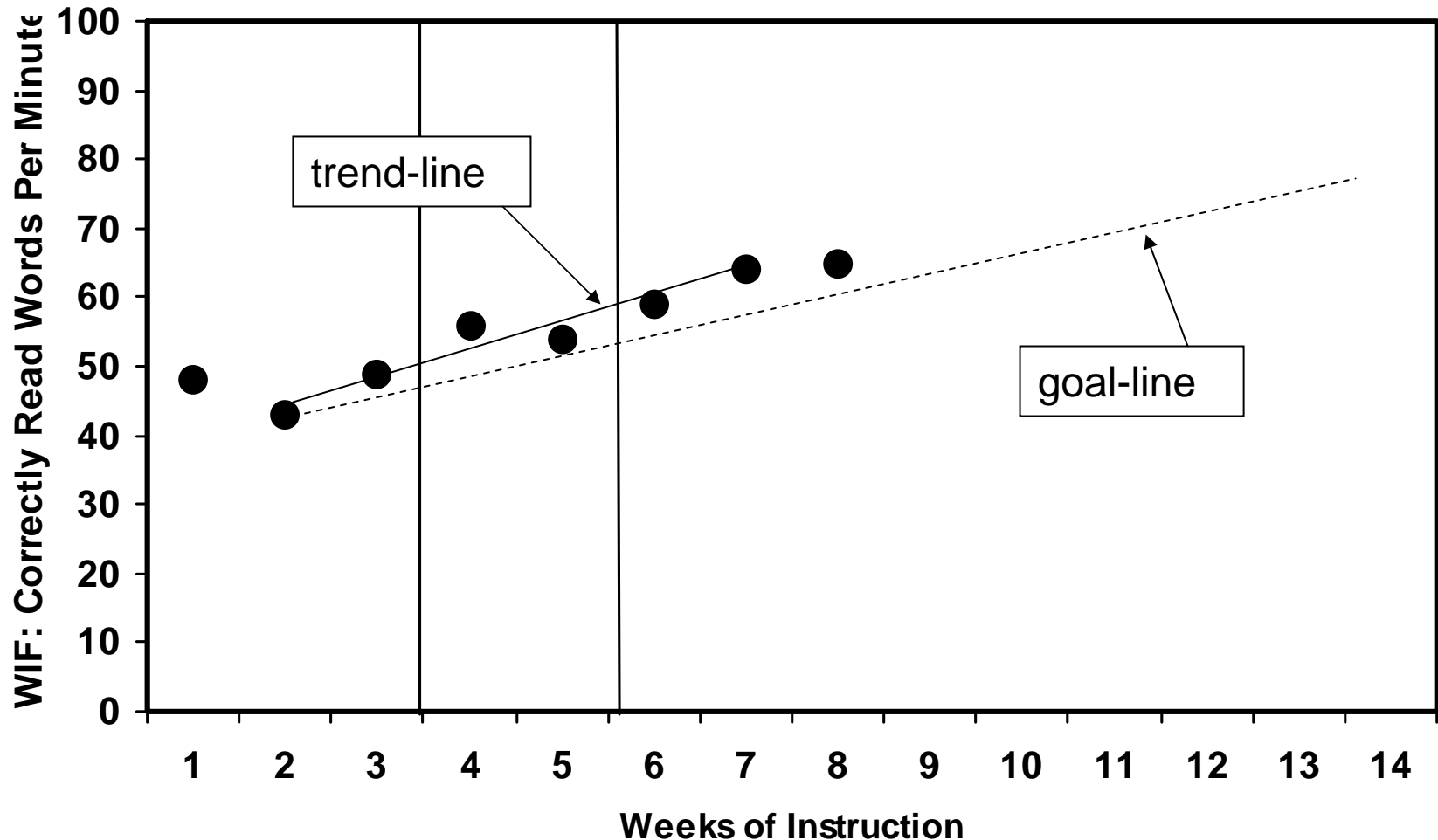
■ Short-Term / Weekly Objective

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

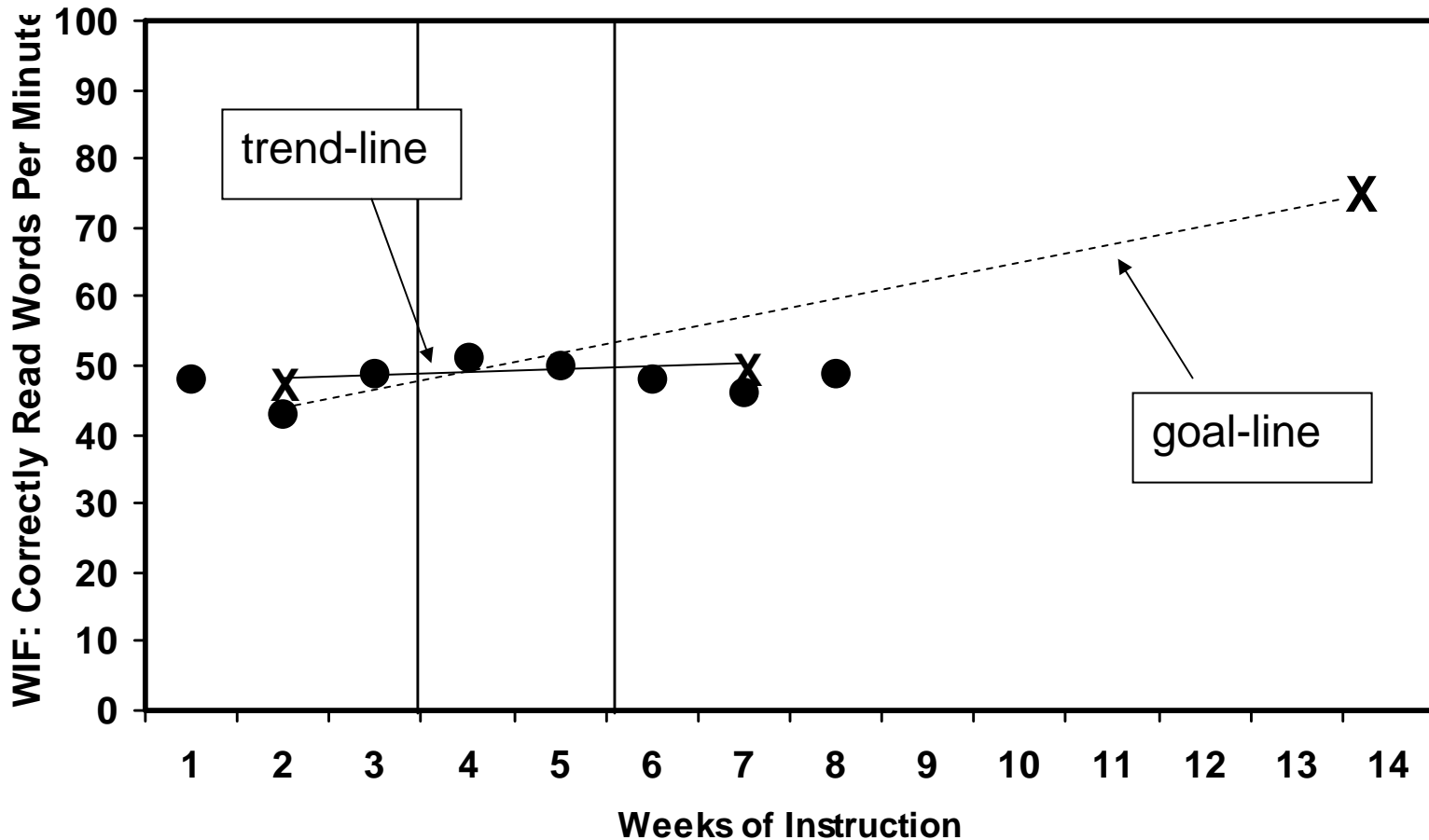
Using CBM to Monitor and Report Student Progress

- 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





Using CBM to Monitor Student Progress

- Student progress across the year is monitored
- Effectiveness of instructional programs monitored

Research

- Students whose teachers used CBM to monitor academic progress and to make adjustments in instructional programs when necessary significantly outperformed comparable students whose teachers did not use CBM

National Center on Student Progress Monitoring

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