

PROGRESS MONITORING: What It Is and How It Can Benefit You

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Progress Monitoring

- Teachers assess students' academic performance, using brief measures, on a frequent basis
- The major purposes are
 - To describe rate of response to instruction
 - To build more effective programs

Different Forms of Progress Monitoring

Curriculum-Based Assessment (Tucker; Burns)

Find instructional level

Mastery Measurement (Precision Teaching, WIDS)

Tracks short-term mastery of a series of instructional objectives

Curriculum-Based Measurement

Focus of This Presentation

Curriculum-Based Measurement

*the scientifically validated form of
progress monitoring*

This Presentation: Two Parts

Part I: What CBM is (and how it differs from mastery measurement)

Part II: OSEP's National Center on Progress Monitoring: What it can do for you

Part I

What CBM Is
(and how it differs from mastery
measurement)

Teachers Use CBM to ...

- Describe academic competence at a single point in time
- Quantify the rate at which students develop academic competence over time
- Build more effective programs to increase student achievement

Curriculum-Based Measurement (CBM) . . .

- Result of 25 years of research
- Used across the country
- Demonstrates strong reliability, validity, and instructional utility

Research Shows

- CBM produces accurate, meaningful information about students' academic levels and their rates of improvement.
- CBM is sensitive to student improvement.
- CBM corresponds well with high-stakes tests.
- When teachers use CBM to inform their instructional decisions, students achieve better.

Most Progress Monitoring: Mastery Measurement

CBM is NOT

Mastery Measurement

MASTERY MEASUREMENT

Tracks Mastery of Short-term Instructional Objectives

To implement Mastery Measurement,
the teacher

- Determines the sequence of skills in an instructional hierarchy
- For each skill, develops a criterion-referenced test

Hypothetical Fourth-Grade Math Computation Curriculum

1. *Multidigit addition with regrouping*
2. Multidigit subtraction with regrouping
3. Multiplication facts, factors to 9
4. Multiply 2-digit numbers by a 1-digit number
5. Multiply 2-digit numbers by a 2-digit number
6. Division facts, divisors to 9
7. Divide 2-digit numbers by a 1-digit number
8. Divide 3-digit numbers by a 1-digit number
9. Add/subtract simple fractions, like denominators
10. Add/subtract whole number and mixed number

Multidigit Addition Mastery Test

Name: _____ Date _____

Adding

$$\begin{array}{r} 36521 \\ + 63758 \\ \hline \end{array}$$

$$\begin{array}{r} 53429 \\ + 63421 \\ \hline \end{array}$$

$$\begin{array}{r} 84525 \\ + 75632 \\ \hline \end{array}$$

$$\begin{array}{r} 67842 \\ + 53937 \\ \hline \end{array}$$

$$\begin{array}{r} 57321 \\ + 46391 \\ \hline \end{array}$$

$$\begin{array}{r} 56382 \\ + 94742 \\ \hline \end{array}$$

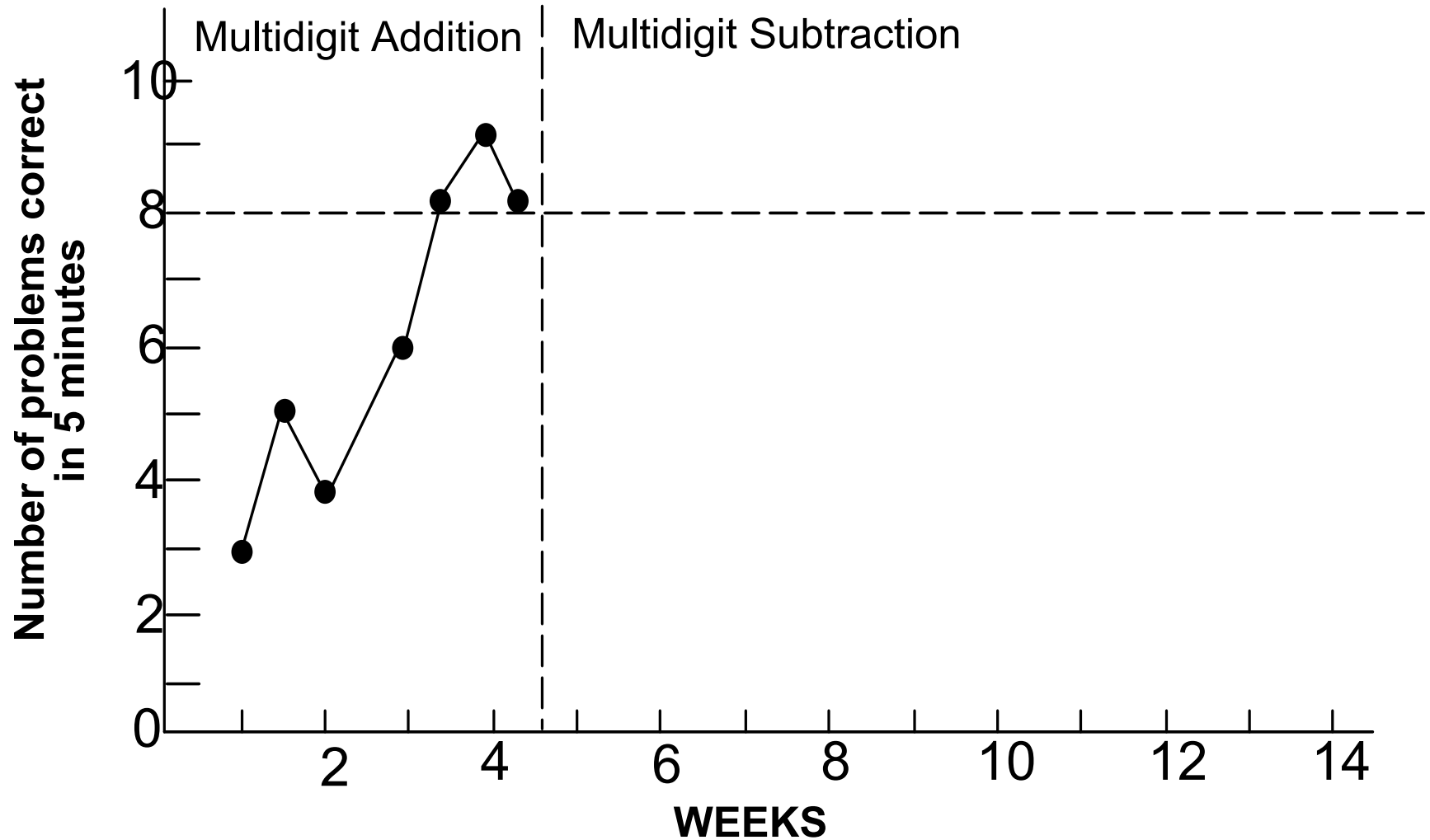
$$\begin{array}{r} 36422 \\ + 57529 \\ \hline \end{array}$$

$$\begin{array}{r} 34824 \\ + 69426 \\ \hline \end{array}$$

$$\begin{array}{r} 32415 \\ + 85439 \\ \hline \end{array}$$

$$\begin{array}{r} 45321 \\ + 86274 \\ \hline \end{array}$$

Mastery of Multidigit Addition



Hypothetical Fourth-Grade Math Computation Curriculum

1. Multidigit addition with regrouping
2. *Multidigit subtraction with regrouping*
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5. Multiply 2-digit numbers by a 2-digit number
6. Division facts, divisors to 9
7. Divide 2-digit numbers by a 1-digit number
8. Divide 3-digit numbers by a 1-digit number
9. Add/subtract simple fractions, like denominators
10. Add/subtract whole number and mixed number

Multidigit Subtraction Mastery Test

Name: _____ Date _____

Subtracting

$$\begin{array}{r} 6521 \\ - 375 \\ \hline \end{array}$$

$$\begin{array}{r} 5429 \\ - 634 \\ \hline \end{array}$$

$$\begin{array}{r} 8455 \\ - 756 \\ \hline \end{array}$$

$$\begin{array}{r} 6782 \\ - 937 \\ \hline \end{array}$$

$$\begin{array}{r} 7321 \\ - 391 \\ \hline \end{array}$$

$$\begin{array}{r} 5682 \\ - 942 \\ \hline \end{array}$$

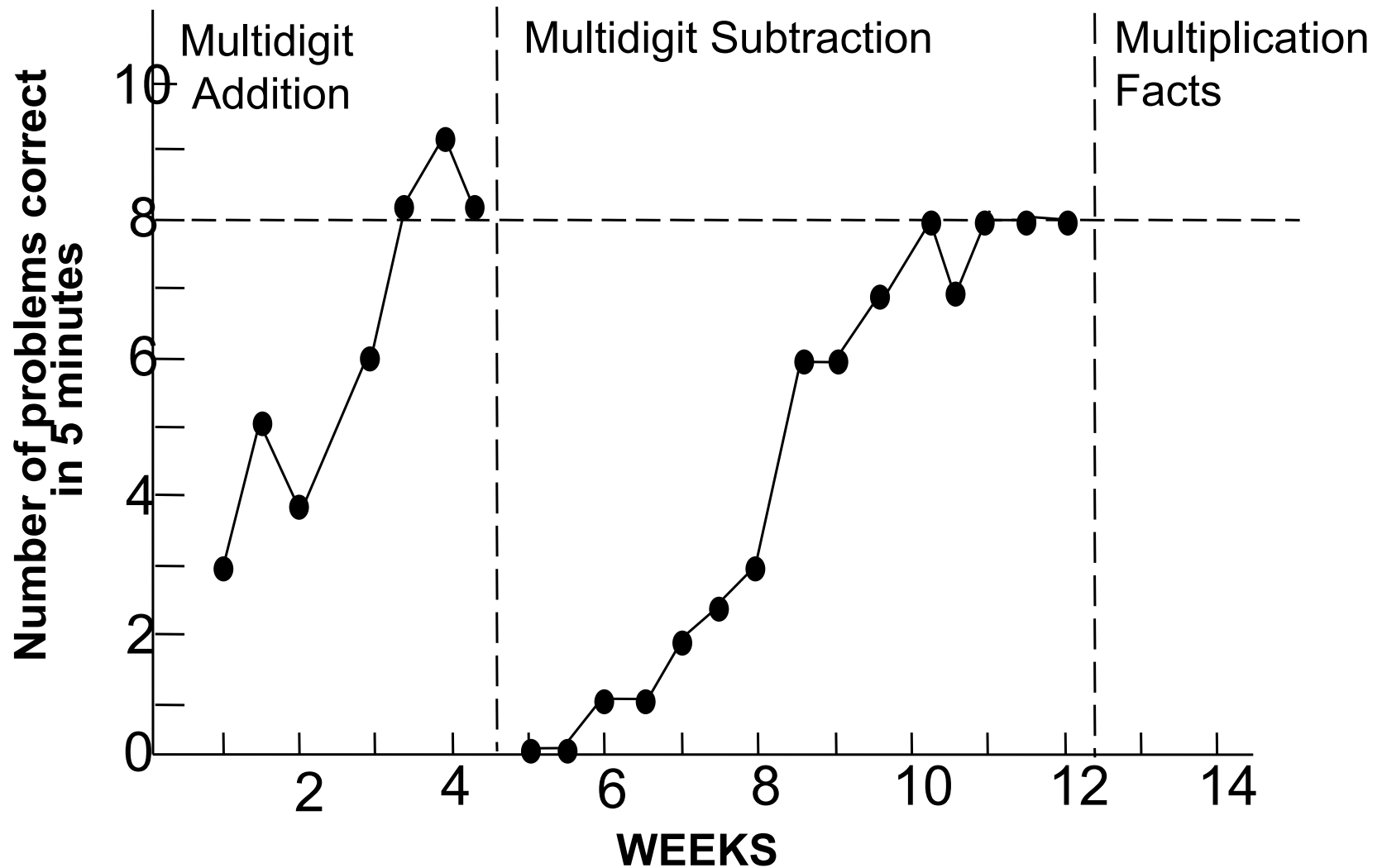
$$\begin{array}{r} 6422 \\ - 529 \\ \hline \end{array}$$

$$\begin{array}{r} 3484 \\ - 426 \\ \hline \end{array}$$

$$\begin{array}{r} 2415 \\ - 854 \\ \hline \end{array}$$

$$\begin{array}{r} 4321 \\ - 874 \\ \hline \end{array}$$

Mastery of Multidigit Addition and Subtraction



Problems with Mastery Measurement

- Hierarchy of skills is logical, not empirical.
- Performance on single-skill assessments can be misleading.
- Assessment does not reflect maintenance or generalization.
- Assessment is designed by teachers or sold with textbooks, with unknown reliability and validity.
- Number of objectives mastered does not relate well to performance on high-stakes tests.

Curriculum-Based Measurement
(CBM) was designed to address
these problems.

An Example of CBM:
Math Computation

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 $7\overline{)30}$
P $\begin{array}{r} 95225 \\ + 75268 \\ \hline \end{array}$	Q $8\overline{)32}$	R $\begin{array}{r} 1156 \\ 2824 \\ + 83 \\ \hline \end{array}$	S $7\frac{4}{7} - 2 =$	T $\begin{array}{r} 38 \\ \times 33 \\ \hline \end{array}$
U $\frac{3}{5} + \frac{1}{5} =$	V $\begin{array}{r} 982 \\ - 97 \\ \hline \end{array}$	W $\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$	X $\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$	Y $7\overline{)56}$

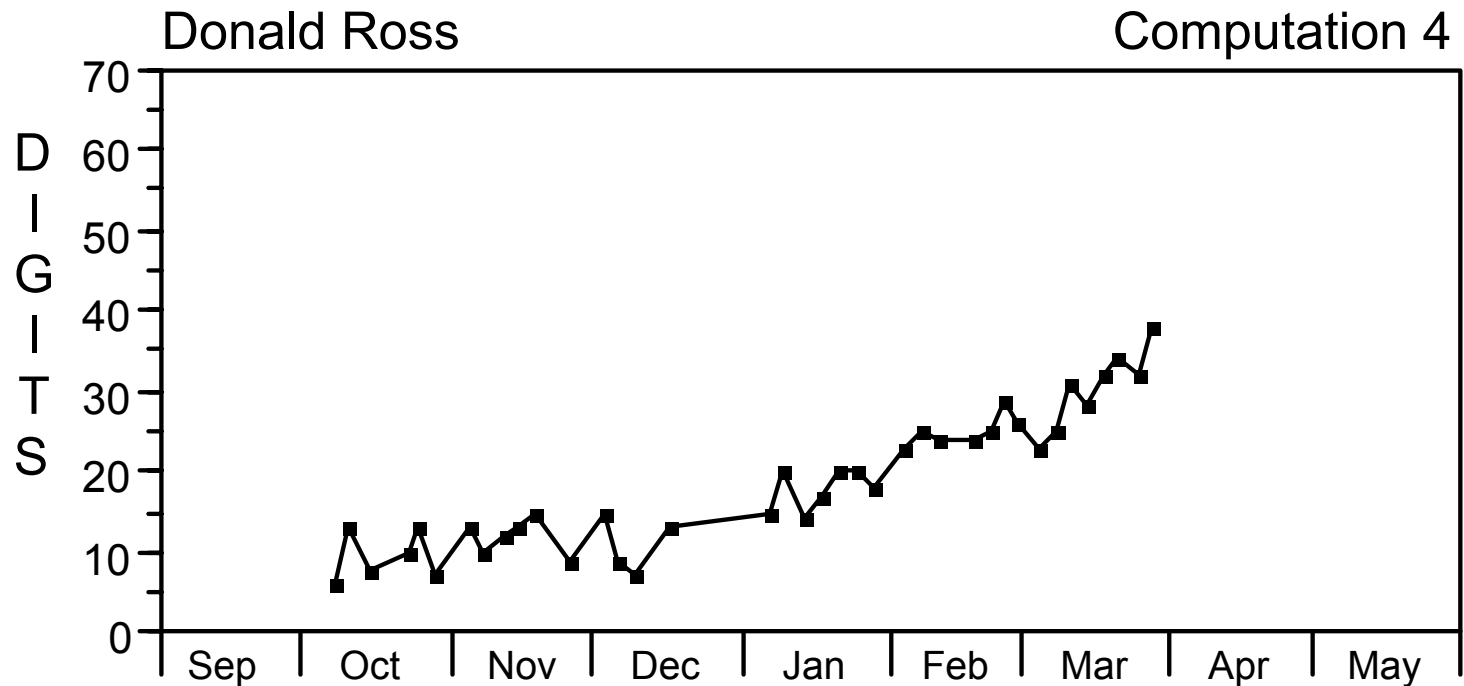
Password: AIR

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 $5 \overline{)10}$

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

Donald's Progress in Digits Correct Across the School Year



One page of a 3-page CBM in math concepts and applications (24 total problems)

(1)

Write the letter in each blank.

- _____ $\overset{\cdot}{z}$ (A) line segment
 _____ $\leftarrow \underset{K}{\quad} \underset{L}{\quad} \rightarrow$ (B) line
 _____ $\underset{M}{\cdot} \rightarrow \underset{N}{\quad}$ (C) point
 _____ (D) ray

(2)

Look at this numbers.:

356.17

Which number is in the hundredths place? _____

(3)

Solve the problem by estimating the sum or difference to the nearest ten.

Jeff wheels his wheelchair for 33 hours a week at school and for 28 hours a week in his neighborhood. About how many hours does Jeff spend each week wheeling his wheelchair?

(4)

Write the number in each blank.

3 ten thousands, 6 hundreds, 8 ones

2 thousands, 8 hundreds, 4 tens, 6 ones

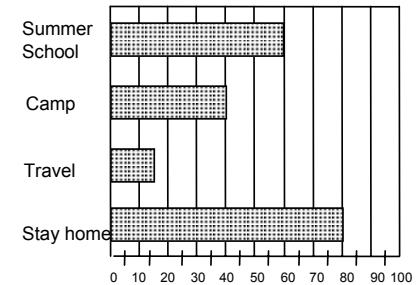
(5)

Write a number in the blank.

1 week = _____ days

(6)

Vacation Plans for Summit School Students



Number of Students

Use the bar graph to answer the questions.

The P.T.A. will buy a Summit School T-Shirt for each student who goes to summer school. Each shirt costs \$4.00. How much money will the P.T.A. spend on these T shirts? \$ _____ .00

How many students are planning to travel during the summer? _____

How many fewer students are planning to go to summer school than planning to stay home? _____

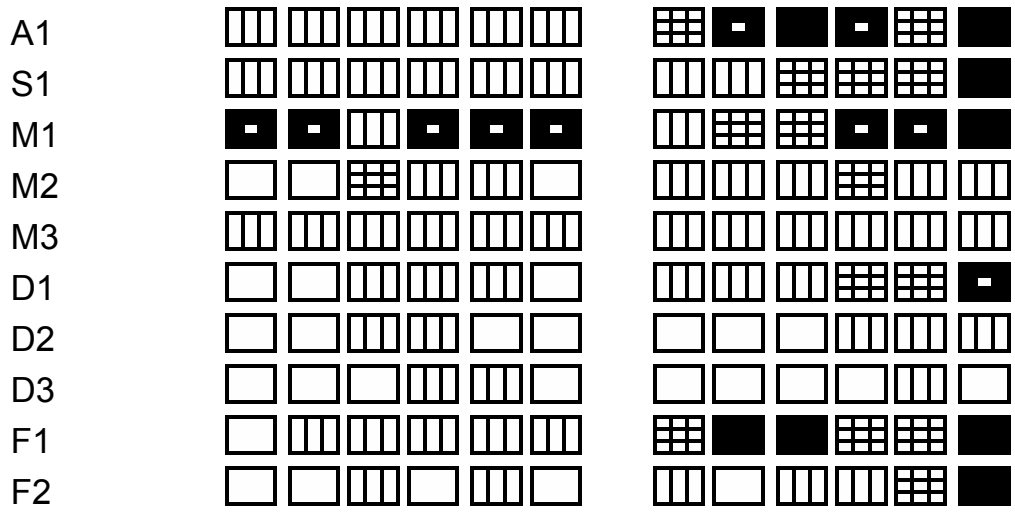
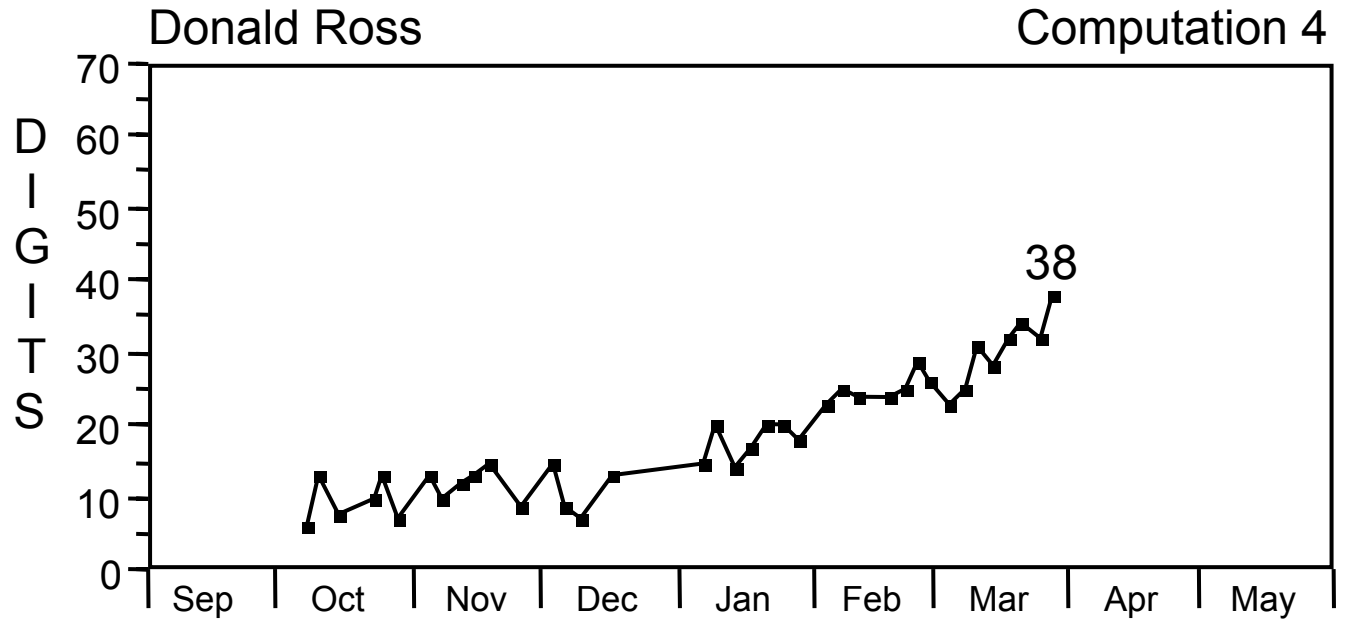
(7)

To measure the distance of the bus ride from school to your house you would use

- _____ (A) meters
 _____ (B) centimeters
 _____ (C) kilometers

Donald's Graph and Skills Profile

**Darker
boxes =
greater
level of
mastery.**



Sampling performance on year-long curriculum for each CBM

- Avoids need to specify a skills hierarchy
- Avoids single-skill tests
- Automatically assesses maintenance/generalization
- Permits standardized procedures for sampling the curriculum, with known reliability and validity
- SO THAT: CBM scores relate well to performance on high-stakes tests

CBM's Two Methods for Representing Year-Long Performance

Method #1:

Systematically sample items from the annual curriculum (illustrated in Math CBM, just presented)

Method #2:

Identify a global behavior that simultaneously requires the many skills taught in the annual curriculum (illustrated in Reading CBM, presented next)

Hypothetical Grade 2 Reading Curriculum

- Phonics
 - cvc patterns
 - cvce patterns
 - cvvc patterns . . .
- Sight Vocabulary
- Comprehension
 - Identification of who/what/when/where
 - Identification of main idea
 - Sequence of events
- Fluency

Grade 2 Reading CBM

- Each week, every student reads aloud from a second-grade passage for 1 minute
- Each week's passage is the same difficulty
- As student reads, teacher marks errors
- Count number of words read correctly
- Graph scores

CBM

- Not interested in making kids read faster
- Interested in kids becoming better readers
- The CBM score is an overall indicator of reading competence
- Students who score high on CBM
 - Are better decoders
 - Are better at sight vocabulary
 - Are better comprehenders
- Correlates highly with high-stakes tests

CBM passage for Correct Words Per Minute

Mom was going to have a baby. Another one! That is all we need thought Samantha who was ten years old. Samantha had two little brothers. They were brats. Now Mom was going to have another one. Samantha wanted to cry.

“I will need your help,” said Mom. “I hope you will keep an eye on the boys while I am gone. You are my big girl!”

Samantha told Mom she would help. She did not want to, thought. The boys were too messy. They left toys everywhere. They were too loud, too. Samantha did not want another baby brother. Two were enough.

Dad took Samantha and her brothers to the hospital. They went to Mom’s room. Mom did not feel good. She had not had the baby. The doctors said it would be later that night. “I want to wait here with you,” said Samantha. “Thank you Samantha. But you need to go home. You will get too sleepy. Go home with Grandma. I will see you in the morning,” said Mom.

That night Samantha was sad. She knew that when the new baby came home that Mom would not have time for her. Mom would spend all of her time with the new baby.

The next day Grandma woke her up. “Your mom had the baby last night,” Grandma said. “We need to go to the hospital. Get ready. Help the boys get ready, too.”

Samantha slowly got ready. She barely had the heart to get dressed. After she finished, she helped the boys. They sure were a pain! And now another one was coming. Oh brother!

Soon they were at the hospital. They walked into Mom’s room. Mom was lying in the bed. Her tummy was much Smaller. Samantha . . .

What We Look For in CBM

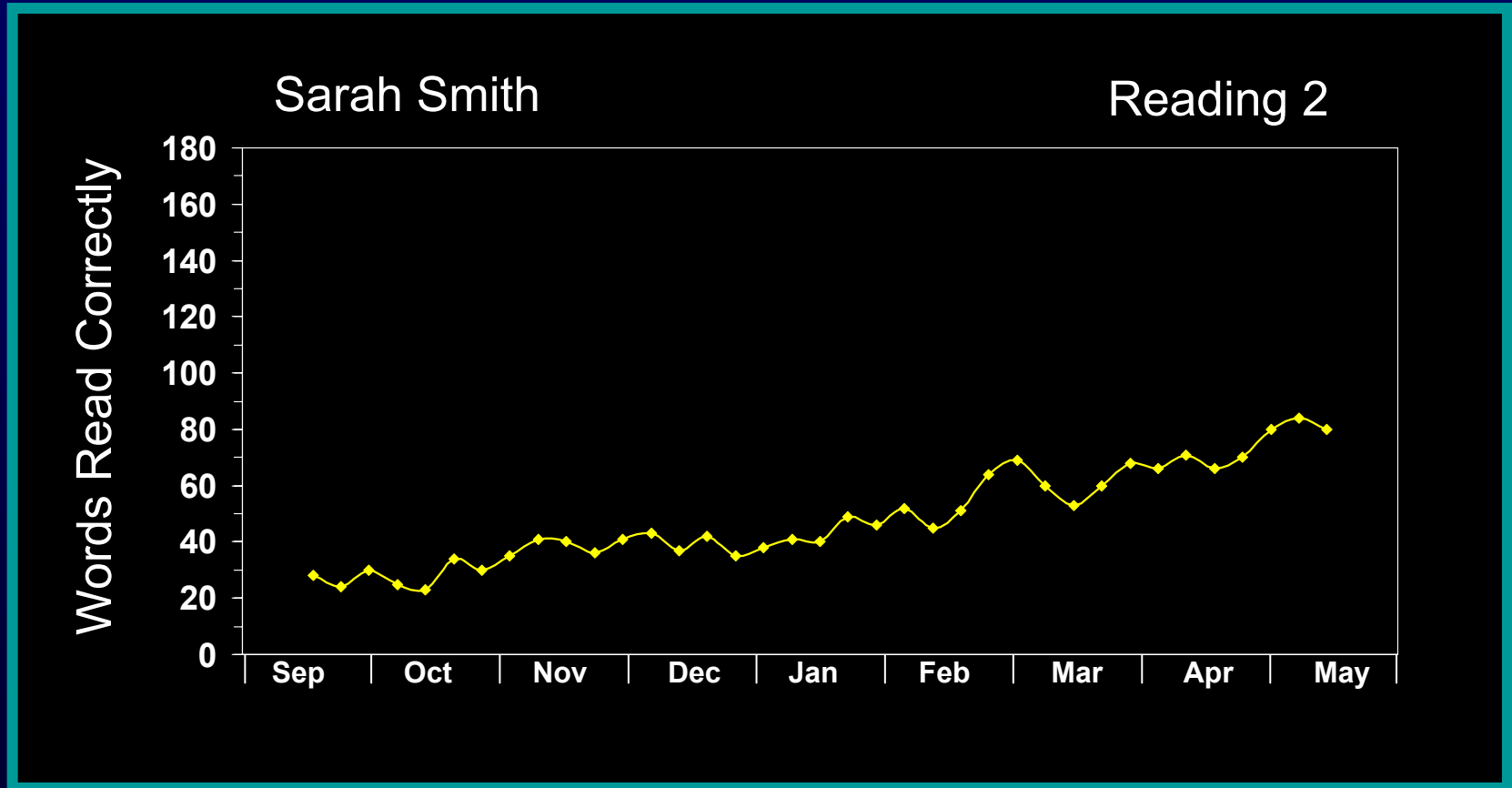
INCREASING SCORES:

Student is becoming a better reader.

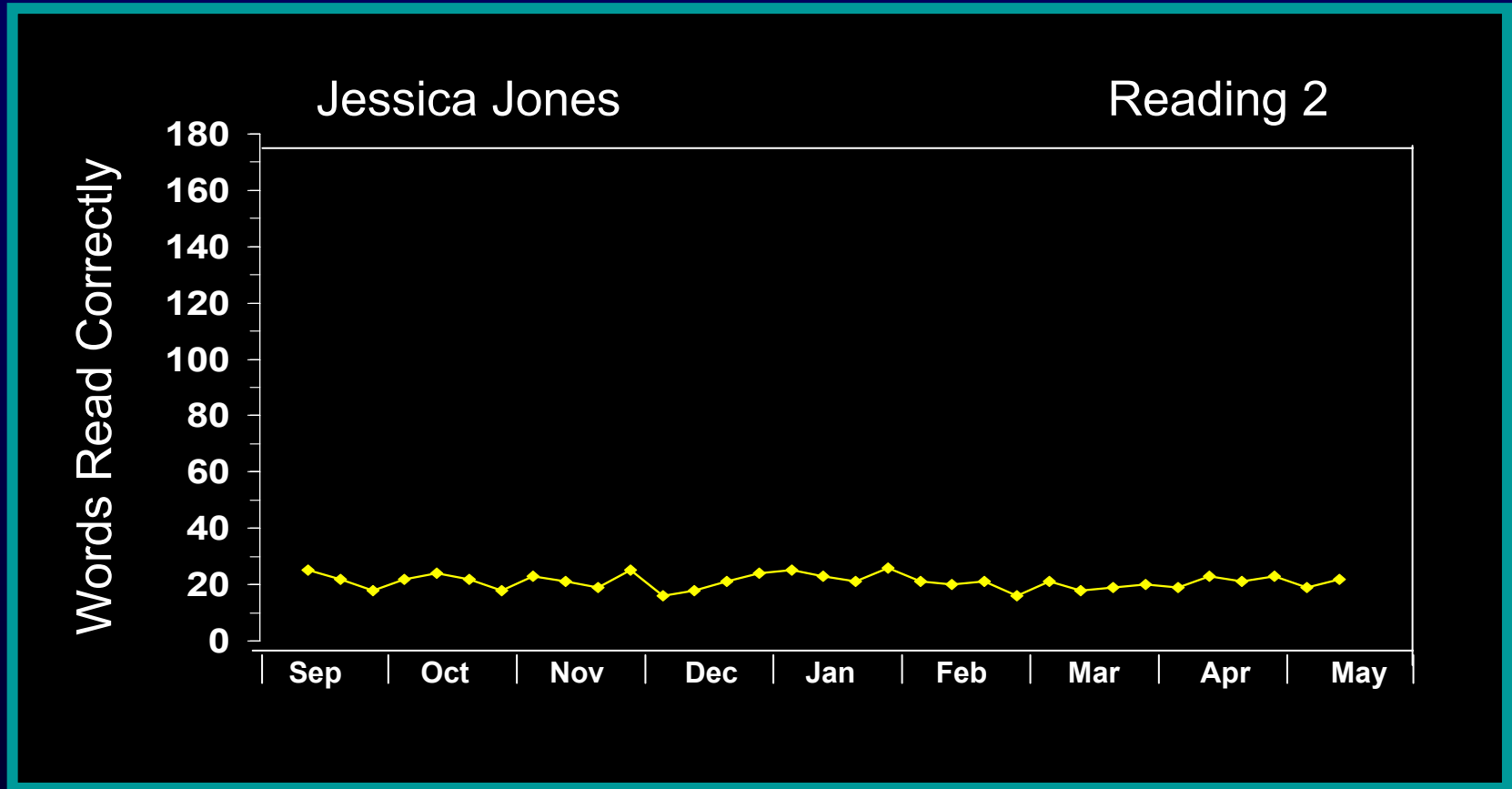
FLAT SCORES:

Student is not profiting from instruction and requires a change in the instructional program.

Sarah's Progress on Words Read Correctly



Jessica's Progress on Words Read Correctly



Reading CBM

- Kindergarten: Letter-Sound Fluency
- Grade 1: Word-Identification Fluency
- Grades 2-3: Passage Reading Fluency
- Grades 4-6: Maze Fluency

Kindergarten Letter-Sound Fluency

Teacher: *Say the sound
that goes with each
letter.*

Time: 1 minute

p U z u y

i t R e w

O a s d f

v g j S h

k m n b V

Y E i c x

...

Grades 2-3

Passage Reading Fluency

- Number of words read aloud correctly in 1 minute on end-of-year passages

CBM passage for Correct Words Per Minute

Jason Fry ran home from school. He had to pack his clothes. He was going to the beach. He packed a swimsuit and shorts. He packed tennis shoes and his toys. The Fry family was going to the beach in Florida.

The next morning Jason woke up early. He helped Mom and Dad pack the car, and his sister, Lonnie, helped too. Mom and Dad sat in the front seat. They had maps of the beach. Jason sat in the middle seat with his dog, Ruffie. Lonnie sat in the back and played with her toys.

They had to drive for a long time. Jason looked out the window. He saw farms with animals. Many farms had cows and pigs but some farms had horses. He saw a boy riding a horse. Jason wanted to ride a horse, too. He saw rows of corn growing in the fields. Then Jason saw rows of trees. They were orange trees. He sniffed their yummy smell. Lonnie said she could not wait to taste one. Dad stopped at a fruit market by the side of the road. He bought them each an orange.

Grades 4-6

Maze Fluency

- Number of words replaced correctly in 2.5 minutes on end-of-year passages from which every 7th word has been deleted and replaced with 3 choices

Computer Maze

A SCARY NOISE

Ray lived in Georgia. He was born there and had _____ friends. One day Dad had come home _____ work to say that they would have _____ move far away. Dad worked in _____ factory. The factory had closed and Dad _____ a new job. Dad had found a _____ job and now they had to move.

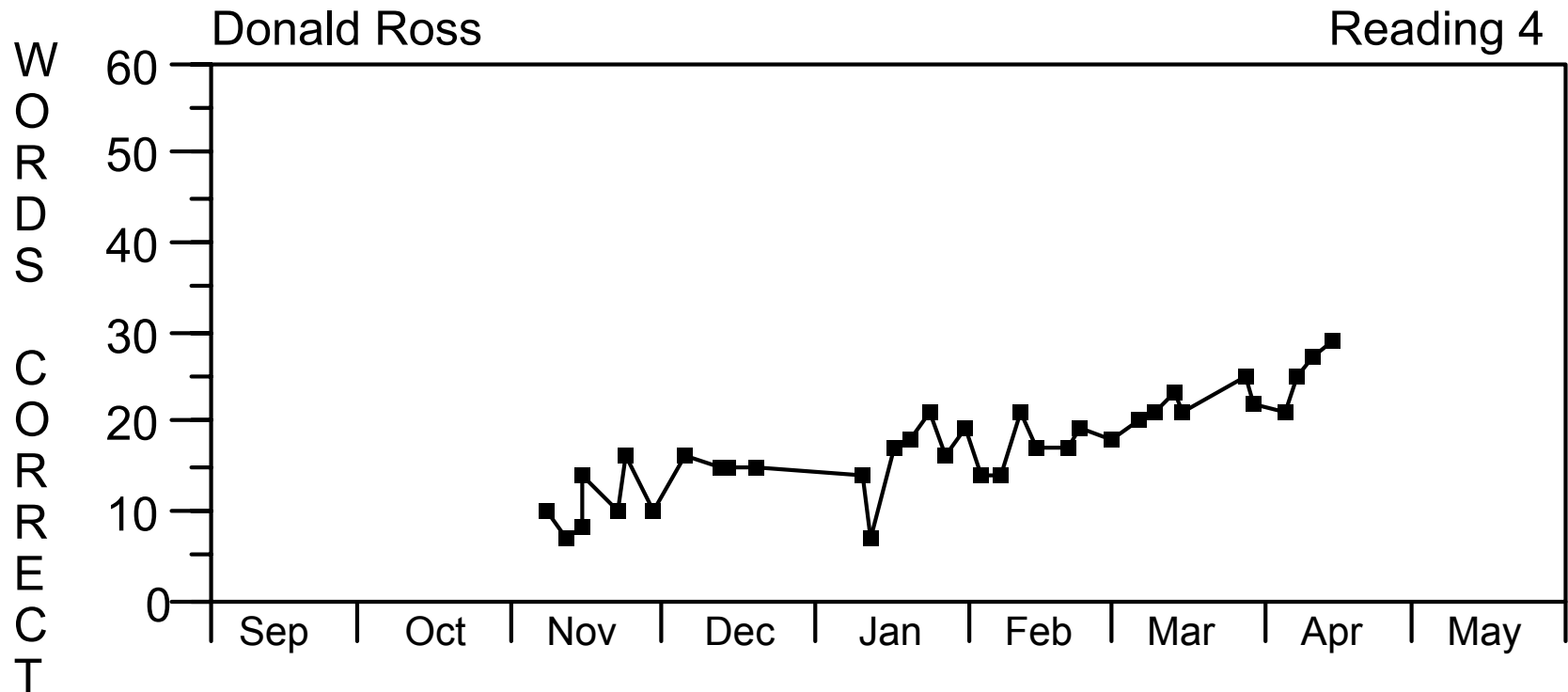
Ray _____ sad because he did not want _____ leave his school. He did not _____ to leave his friends.

"I am _____, son," said Dad.

"It is OK," _____ Ray with a smile. He did _____ want Dad to feel bad.

They _____ up the car and moved to a _____ state. Their new

Donald's Progress on Words Selected Correctly for CBM Maze Task



Upcoming Strand Sessions

- *Will Explain How CBM Is Used to:*
 - *Develop IEPs*
 - *Strengthen Instructional Programs*
 - *Identify LDs with RTI*

Part II:

The National Center on Student Progress Monitoring

- National technical assistance and dissemination center
- Housed at the American Institutes for Research in conjunction with researchers at Vanderbilt University

Mission

- To provide technical assistance to states and districts and disseminate information about progress monitoring practices proven to work in different academic content areas (Grades K-5).

Program of services include:

- Raise knowledge and awareness by
 - Forming partnerships
 - 14 organizations, including CEC, CASE, & CEDS
 - Regional Resource Centers (RRCs) and OSEP TA&D Network
 - White papers
 - The evidence base for various PM models
 - PM for students with sensory disabilities
 - PM for students with significant cognitive disabilities

Program of services include:

- Provide support for using and sustaining proven progress monitoring practices to States and districts:
 - Technical Review Committee (TRC)
 - Reviews student progress monitoring tools and instruments
 - Information about the TRC criteria and about the tools reviewed can be found on the Center website
 - Training Institutes
 - General information, Implementation of PM, Training of trainers
 - Summer Institute 2005—July 7 & 8, Washington, D.C.
 - Day-long training in CBM for Mathematics
 - Administrator Workshop
 - Workshop introducing CBM for Reading
 - Advanced issues in CBM Reading Workshop

Program of services include:

- The Website
 - Current information available
 - Overview of PM
 - Articles on PM and AYP, PM and Instructional decision making, and PM and IEPs
 - 5 Fact Sheets for Families
 - Link to Preservice Modules
 - FAQ on CBM Reading
 - CBM Reading Training Materials
 - Webinars and discussion groups
- Demonstration Sites

Technical Review Committee

Six (6) independent national experts:

- Articulated Center's definition of SPM
- Established rigorous standards for the technical adequacy of SPM tools
- Evaluated the technical adequacy of SPM tools submitted for review by commercial vendors

Center's Definition of Student Progress Monitoring

Student Progress Monitoring:

- Focuses on decision making to inform instruction
- Is used with students in special and general education
- Supports academic skill development in elementary grades

Student Progress Monitoring must:

- Be conducted frequently (**at least monthly**)
- Be designed to
 - (a) estimate rates of improvement,
 - (b) identify children who are not demonstrating adequate progress and therefore require additional or alternative forms of instruction, or
 - (c) to compare the efficacy of different forms of instruction and thereby design more effective, individualized instructional programs for at-risk learners.

Seven Standards of Technical Adequacy

1. Evidence of frequent progress monitoring
2. Evidence of adequate growth or goal setting;
3. Evidence of benchmarks for end-of-year performance or goal setting;
4. Evidence of improved instruction or student achievement;
5. Evidence of data sensitivity to academic competence or to effects of intervention
6. Reliability
7. Validity

Results of 2004 Review

<http://www.studentprogress.org/chart/chart.asp>

Test	Area/Tool Standard	Number of Alternate Forms	Rates of Improvement Specified	Benchmarks for Adequate End-of-Year Performance or Goal Setting Specified	Evidence for Improving Student Learning or Teacher Planning	Evidence that are Sensitive to Student Improvement	Evidence of Reliability	Evidence of Validity
AIMSWeb	Maze	●	●	●	●	●	●	●
	Reading	●	●	●	●	●	●	●
	Math	The measures are under development.						
	Early Literacy	○	●	●	●	●	●	●
	Spelling	○	●	●	●	●	●	●
	Written Expression	The measures are under development.						
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Initial Sound Fluency	●	●	●	○	●	●	●
	Word Use Fluency	●	●	○	○	○	●	●
	Retell Fluency	●	○	○	○	○	●	●
	Oral Reading Fluency	●	●	●	○	○	●	●
	Phonemic Segmentation Fluency	●	●	●	●	●	●	●
	Nonsense Word Fluency	●	●	●	●	●	●	●
EdCheckup	Maze	○	●	●	●	●	●	●
	Reading	●	●	●	●	●	●	●
Monitoring Basic Skills Progress (MBSB)	Reading	●	●	●	●	●	●	●
	Math	●	●	●	●	●	●	●
Yearly Progress Pro	Reading	●	●	●	●	●	●	●
	Math	●	●	●	●	●	●	●
STAR Early Literacy (SEL)	Early Literacy	●	○	○	●	●	●	●
STAR Reading	Reading	●	●	○	○	●	●	●
Test of Word Reading Efficiency (TOWRE)	Sight Word Efficiency	●	○	○	○	○	●	●
	Phonemic Decode Efficiency	●	○	○	○	○	●	●
Test of Silent Word Reading Fluency (TOSWRP)	Reading	●	○	○	○	○	●	●

Implementation Information

Dynamic Indicators of Early Basic Literacy Skills: Nonsense Word Fluency, 6th Edition (DIBELS –NWF)

COST	TECHNOLOGY, HUMAN RESOURCES, AND ACCOMMODATIONS FOR SPECIAL NEEDS	SERVICE & SUPPORT	APPLICATION/IMPLEMENTATION ISSUES	EASE OF USE
<p>Cost per student per year:</p> <p>Sopris West materials are \$2.36 per student for year 1 and \$1.40 per student for subsequent years. This price includes materials for all grade level DIBELS materials.</p> <p>\$1.00 per student per year for DIBELS data system to maintain, summarize and report scores. This includes benchmark, progress monitoring and unlimited reports.</p> <p>Sopris costs are: \$59.00 for the complete kit for year 1 and \$35.00 for subsequent years. This includes pre-printed benchmarks, progress monitoring and administration and scoring guide materials for 25 students.</p> <p>Forms and materials can be downloaded and photocopied for free from the DIBELS website.</p>	<p>Internet access is required for full use of product services.</p> <p>Testers will require 1-4 hours of training. Paraprofessionals can administer the test.</p> <p>Accommodations: A list of DIBELS Approved Accommodations is available in the Administration and Scoring Guide (e.g., giving directions in the student’s primary language or sign language).</p> <p>A Braille edition of stimulus materials may also be used if a student has sufficient skills with Braille. Scores for the Braille edition may not be directly comparable.</p>	<p>Dynamic Measurement Group, Inc. http://dibels.uoregon.edu http://sopriswest.com</p> <p>Palm Pilot version available at: http://wirelessgeneration.com</p> <p>Roland Good Natalie Flint Phone: 541-346-2145/2399</p> <p>Field tested training manuals are available and should provide all needed implementation information.</p> <p>A web-based tutorial is included and technical assistance is available at the DIBELS website.</p>	<p>The DIBELS NWF is a standardized, individually administered test of alphabetic principle including letter-sound correspondence and of the ability to blend letters into words in which letters represent their most common sounds for students in grades K-2.</p> <p>The student is presented with randomly ordered VC and CVC nonsense words on an 8.5”x11” sheet of paper and asked to verbally produce the individual letter sound of each letter or verbally produce, or read, the whole nonsense word. For example, if the stimulus word is “vaj” the student could say, /v/ /a/ /j/ or say the word “vaj” to obtain a total of three letter-sounds correct.</p> <p>The student is allowed one minute to produce as many letter-sounds as he/she can, and the final score is the number of letter-sounds produced correctly in one minute.</p> <p>The tool provides information on student performance in English. The test was normed using a nationally representative sample of 39,000 Kindergartners and 37,000 first graders.</p>	<p>DIBELS-NWF takes 2 minutes per probe to administer to individual students. There are 26 alternate forms available for progress monitoring.</p> <p>Raw, percentile and developmental benchmark scores are available.</p> <p>Raw scores are calculated by adding the number of letter-sounds produced correctly in one minute. A composite score is provided along with instructional recommendations obtained by calculating the odds of achieving subsequent literacy outcomes from longitudinal research.</p> <p>The benchmark goal is 50 correct letter sounds by the middle of first grade. Benchmark goals are based on odds of achieving subsequent early literacy goals.</p>

For Information about the OSEP LD Initiative

- www.NRCLD.org
- www.air.org/ldsummit/
- www.ld.org/advocacy/CommonGround.doc
- www.erlbaum.com
- *Identification of Learning Disabilities: Research to Practice*, Renée Bradley, Louis Danielson, and Daniel Hallahan (Eds.), 2002

For Information about Progress Monitoring Materials

- Reading probes
diana.j.phillips@vanderbilt.edu
- Math probes and/or software:
“Monitoring Basic Skills Progress”
Pro-Ed: 512-451-3246
- Web math system:
www.digitallearning.com
- AIMSweb software, measures, admin & scoring guides
www.aimsweb.com or <http://www.edformation.com>

For Information about Progress Monitoring, Training & Research

- National Center for Student Progress Monitoring
 - www.studentprogress.org
 - studentprogress@air.org
- Research Institute on Progress Monitoring
 - <http://progressmonitoring.org>

Upcoming Strand Sessions

- 9:45 – 10:45:
 - Progress Monitoring: History and Research
 - Chris Espin and Terri Wallace
 - with a guest appearance by Stan Deno
- 11:00 – 12:00:
 - Applications of Progress Monitoring to IEP and Program Development
 - Pam Stecker
- 1:15 – 3:30:
 - Applying Progress Monitoring to RTI Prevention and Identification
 - Doug Fuchs