

When Assessment Isn't Enough: Understanding Student Progress Monitoring

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National Center on Student Progress Monitoring

CEDS 2005 ANNUAL
CONFERENCE

Educational Assessment:
Looking Forward,
Reaching Further
November 17, 2005





Overview

PART I

- Background on Progress Monitoring
- Curriculum-Based Measurement
- Mastery Measurement

PART II

- Procedures for conducting CBM

PART III

- Purposes of CBM
 - Screening
 - Progress monitoring
 - Instructional diagnosis

PART IV

- National Center on Progress Monitoring



Progress Monitoring

- **Teachers assess students' academic performance on a regular basis**
 - **To determine whether children are profiting appropriately from the typical instructional program**
 - **To build more effective programs for children who do not benefit adequately from typical instruction**



A Scientific Base Supports One Type of Progress Monitoring:

**Curriculum-Based
Measurement (CBM)**



What is Curriculum-Based Measurement?

A form of classroom assessment for...

- **describing academic competence**
- **tracking academic development**
- **improving student achievement**



Curriculum-Based Measurement

- **result of nearly 30 years of research**
- **used in schools across the country**
- **demonstrates strong reliability and validity**
- **used with all children to determine whether they are profiting from typical instruction**
- **used with failing children to enhance instructional programs**



Research Indicates:

- **CBM produces accurate, meaningful information about students' academic levels and growth;**
- **CBM is sensitive to student improvement;**
- **When teachers use CBM to inform their instructional decisions, students achieve better.**

When teachers instruct and assess student performance, typically they use a mastery measurement approach to assessment:

- **test exactly what is instructed, and**
- **the measurement task shifts when the skill changes**





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

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

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

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

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

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

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

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

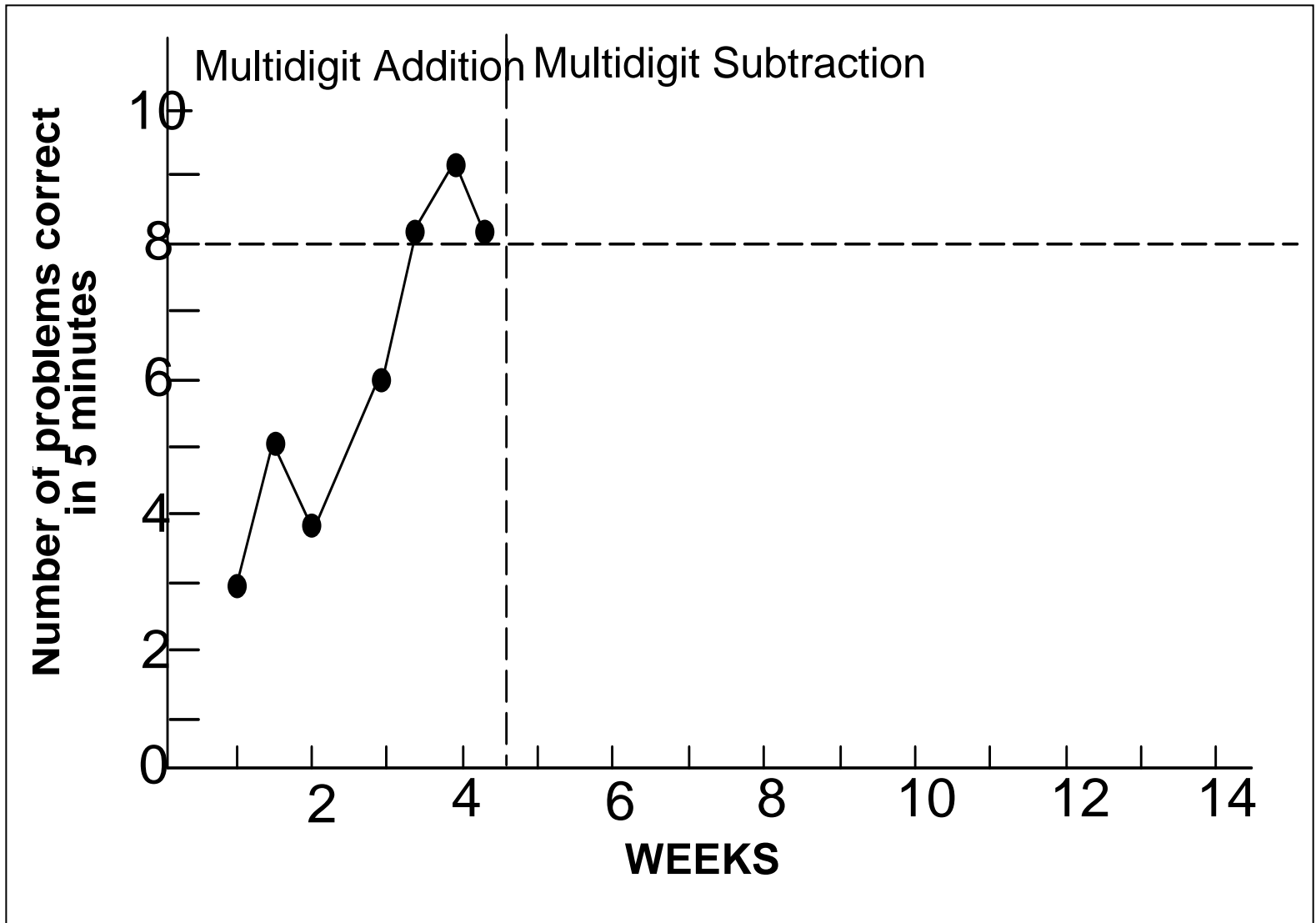
$$\begin{array}{r} 34824 \\ + 69426 \\ \hline \end{array}$$

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

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



Mastery of Multidigit Addition





Multidigit Subtraction Mastery Test

Name: _____ Date _____

Subtracting

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

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

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

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

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

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

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

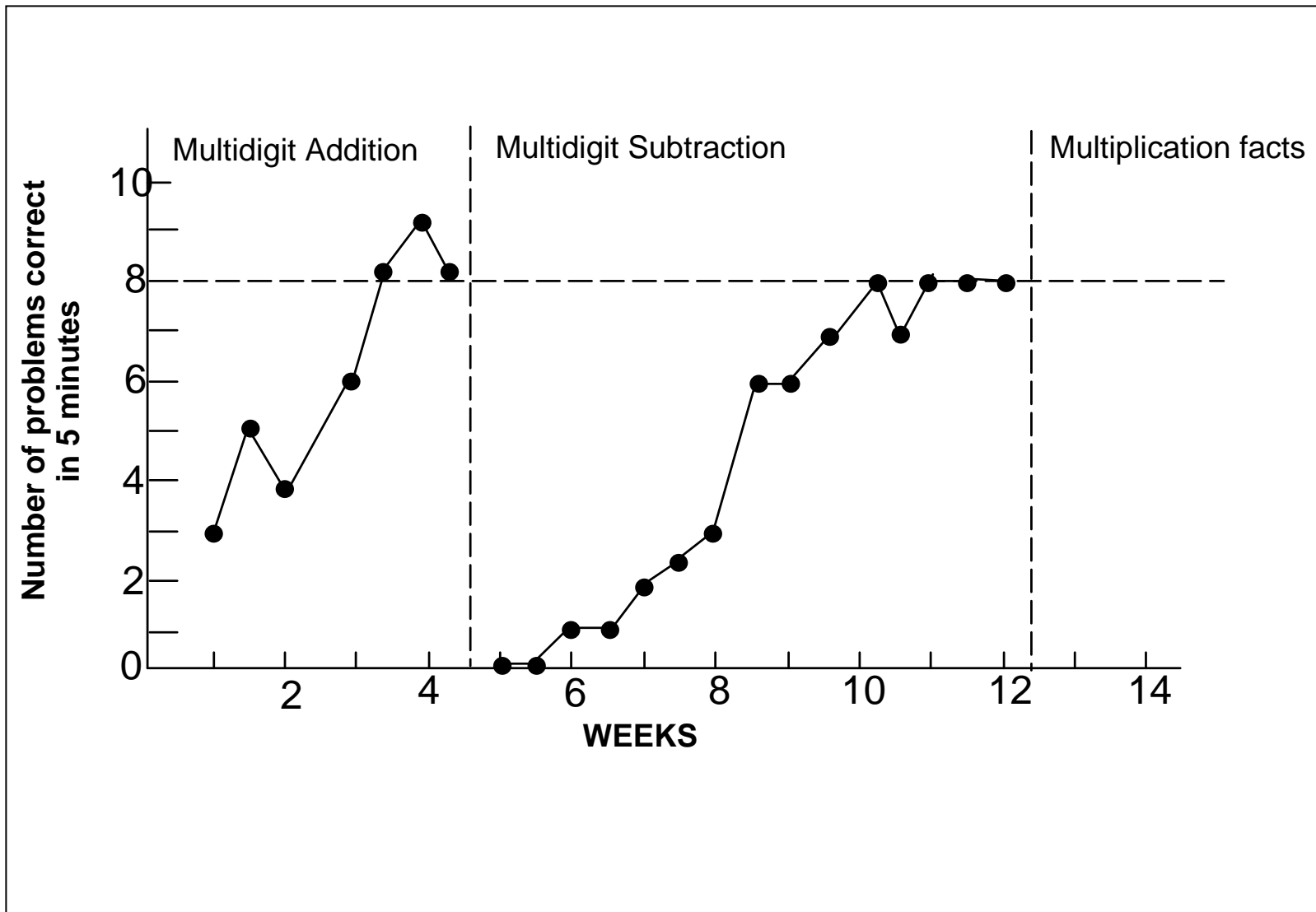
$$\begin{array}{r} 3484 \\ - 426 \\ \hline \end{array}$$

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

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



Mastery of Multidigit Addition and Subtraction





Some Problems Associated with Mastery Measurement:

- Hierarchy of skills is logical, not empirical.
- Assessment does not reflect maintenance or generalization.
- Measurement shifts make it difficult to estimate learning patterns across time.
- Measurement methods are designed by teachers, with unknown reliability and validity.
- Measurement framework is often associated with a particular set of instructional methods (i.e., the measurement may be tied closely to the curriculum being used).



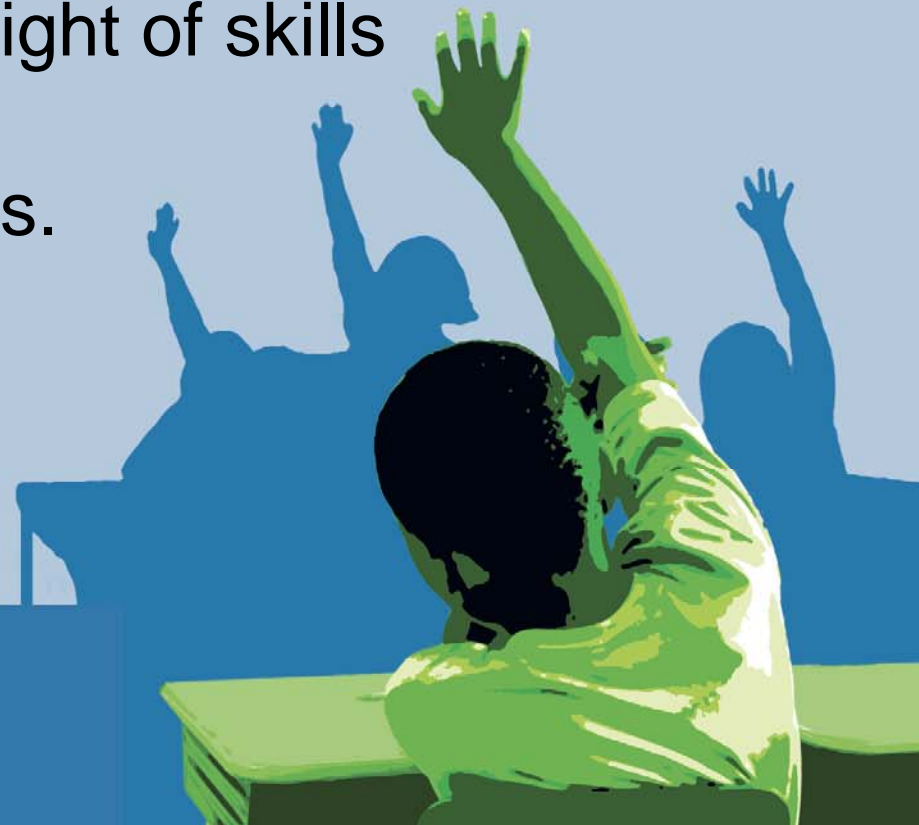
Curriculum-Based Measurement, circumvents these problems by:

- making no assumptions about instructional hierarchy for determining measurement (i.e., CBM fits with any instructional approach),
- incorporating automatic tests of retention and generalization, and
- illustrating student growth across the year on the skills to be mastered.

Part II

Procedures for Conducting CBM in Mathematics

1. Identify the skills in the year-long curriculum.
2. Determine the relative weight of skills for instruction.
3. Create alternate test forms.
4. Give tests frequently.
5. Graph and analyze data.
6. Modify instruction as needed.





1. Identify the Skills or Standards for the Year

- **Skills on the measure represent what students should learn by the end of the year**



Fourth Grade Math Computation Curriculum

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- 8 Divide 3-digit numbers by a 1-digit number
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- 10 Add/subtract whole number and mixed number



2. Determine Relative Weights of Skills in the Curriculum

- **Each problem type is weighted equally, or**
- **Some problem types are given more importance in the curriculum and, therefore, appear more frequently on each test (e.g., basic multiplication facts)**



3. Create Alternate Test Forms

- **Each test samples the year-long curriculum**
- **Each test contains the same types of problems but uses different numerals**



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

Taken from Fuchs, L. S., Hamlett, C. A., & Fuchs, D. (1998). *Monitoring Basic Skills Progress: Basic Math Computation (2nd ed.)*. [computer program]. Austin, TX: ProEd.

Available: from <http://www.proedinc.com>



Password: ARM

Name: _____ Date _____

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

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 $7 \overline{)56}$



4. Give Tests Frequently

- Recommend assessing students in general education every one or two weeks
- Recommend assessing students in special education twice weekly and those individuals at risk once or twice weekly
- Measures must be given at least monthly to qualify as progress monitoring



Scoring Tests

- Score the number of digits correct in each answer, or score the total number of correct problems.
- The slope data provided are based on number of digits correct in answers (i.e., for use with *Monitoring Basic Skills Progress* materials)



Tests Are Scored by Digits Correct in the Answers

$$\begin{array}{r} 4507 \\ - 2146 \\ \hline 2361 \end{array}$$

4
correct
digits

$$\begin{array}{r} 4507 \\ - 2146 \\ \hline 2461 \end{array}$$

3
correct
digits

$$\begin{array}{r} 4507 \\ - 2146 \\ \hline 2441 \end{array}$$

2
correct
digits



Computation--Digits in Answers

Grade	Top Score	Benchmark	Slope (weekly)
1	30	20	.35
2	45	20	.30
3	45	30	.30
4	70	40	.70
5	80	30	.70
6	105	35	.40



Concepts and Applications

Sample page from a three-page test for Grade 2 Math Concepts and Applications

- From *Monitoring Basic Skills Progress*

Name _____ Date _____ Test 3 Page 1

Column A Applications 2 Column B

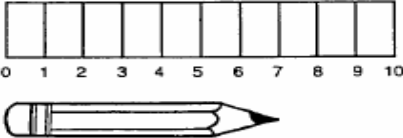
(1) Write the number in each blank.

_____ two
_____ eleven
_____ thirteen

(2) Write + or - in the blank.

9 _____ 2 = 11

(3) How long is the pencil?



_____ units

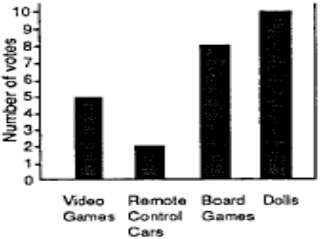
(4) Counting by 3's, fill in the blanks.

84, 87, 90, _____, _____

(5) Write the number in the blank.

1 + 7 = _____ + 1

(6) Favorite Toys



Toy	Number of votes
Video Games	5
Remote Control Cars	2
Board Games	8
Dolls	10

Write the number in each blank.

How many votes did video games get? _____

How many fewer votes did remote control cars get than board games? _____

How many more votes did dolls get than board games? _____



Concepts and Applications: Number of Blanks Correct

Grade	Top Score	Benchmark	Slope (weekly)
2	32	20	.40
3	47	30	.60
4	42	30	.70
5	32	15	.70
6	35	15	.70

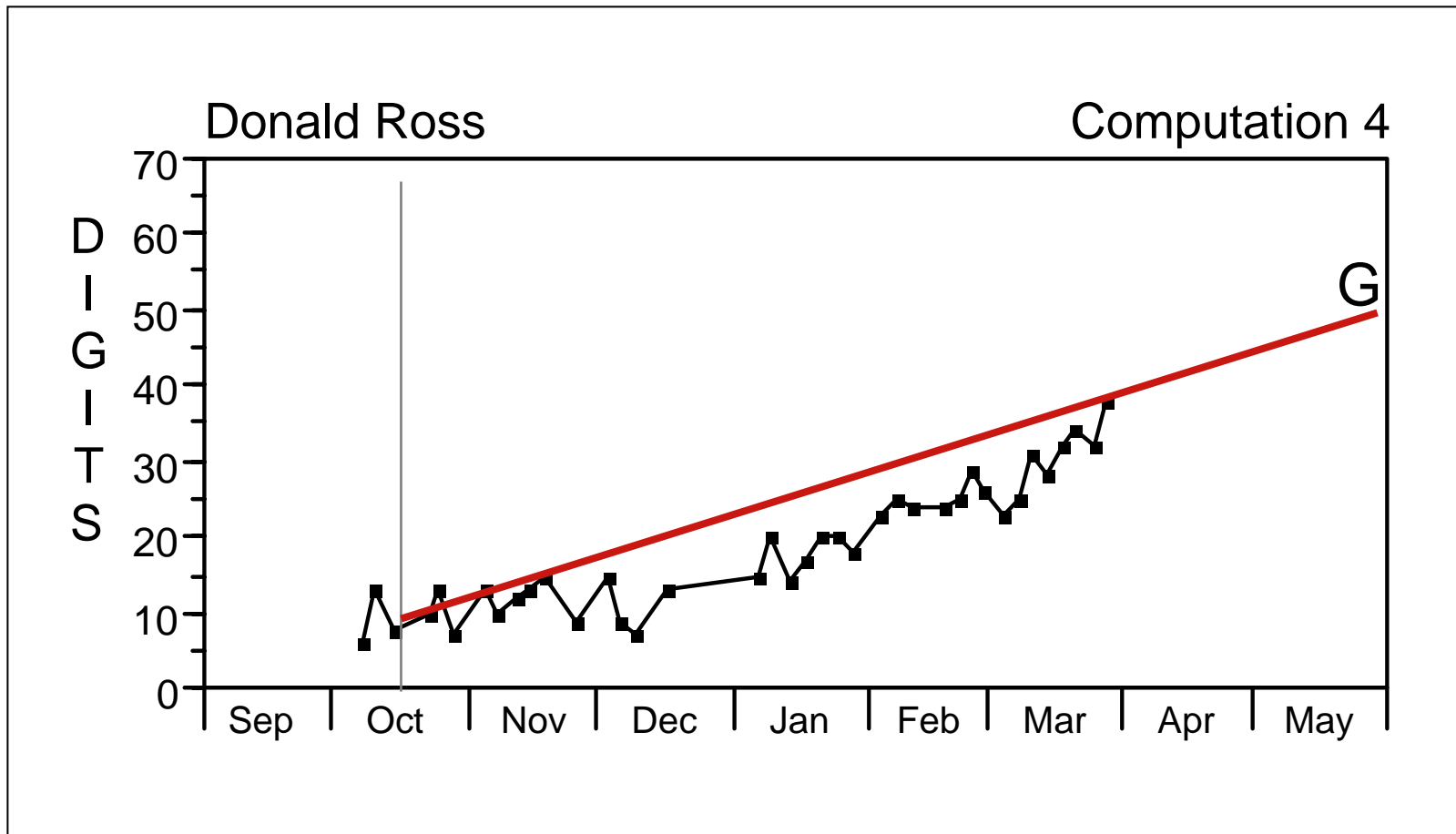


5. Graph and Analyze Data

- **Compare trend of student progress to goal line (goal line connects beginning performance with year-end target)**
 - **If student progress is less steep than goal line, modify instruction**
 - **If student progress is steeper than goal line, set higher target**

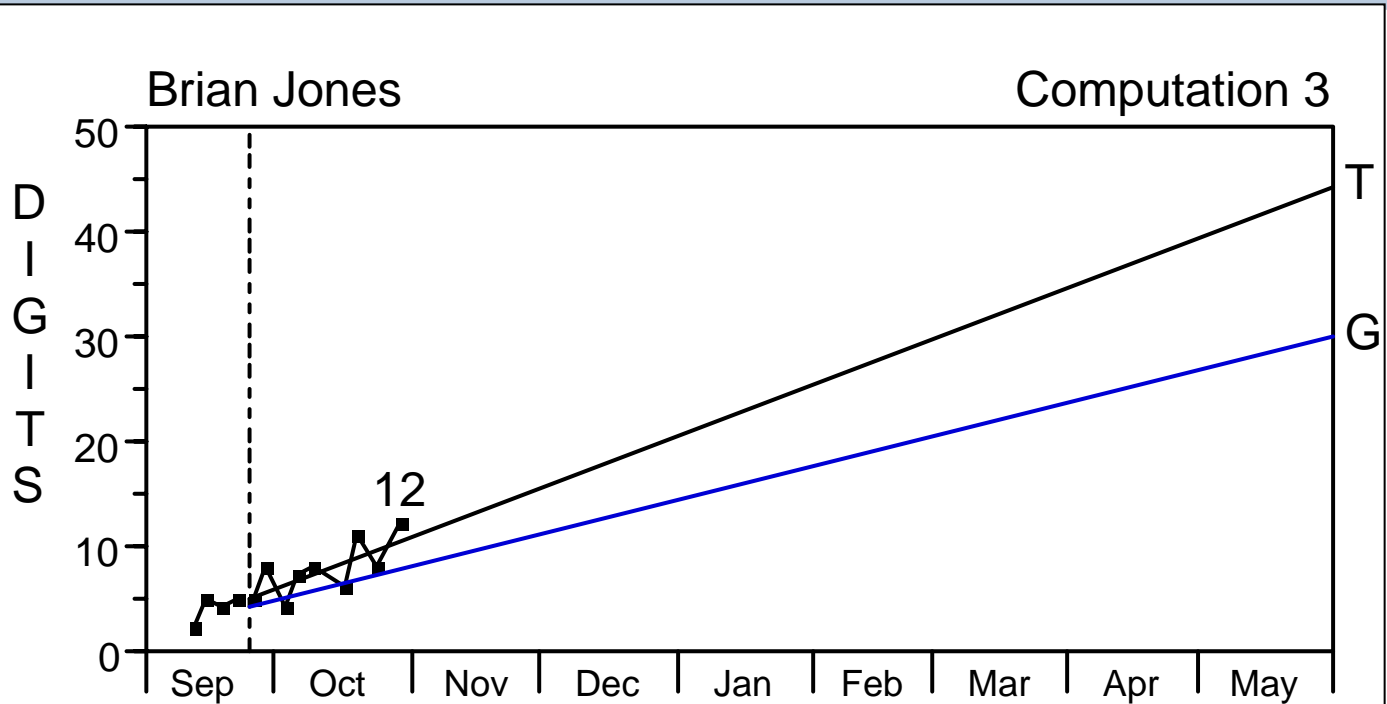


Donald's Progress in Digits Correct Across the School Year





Trend of student data > goal line: Raise the goal.



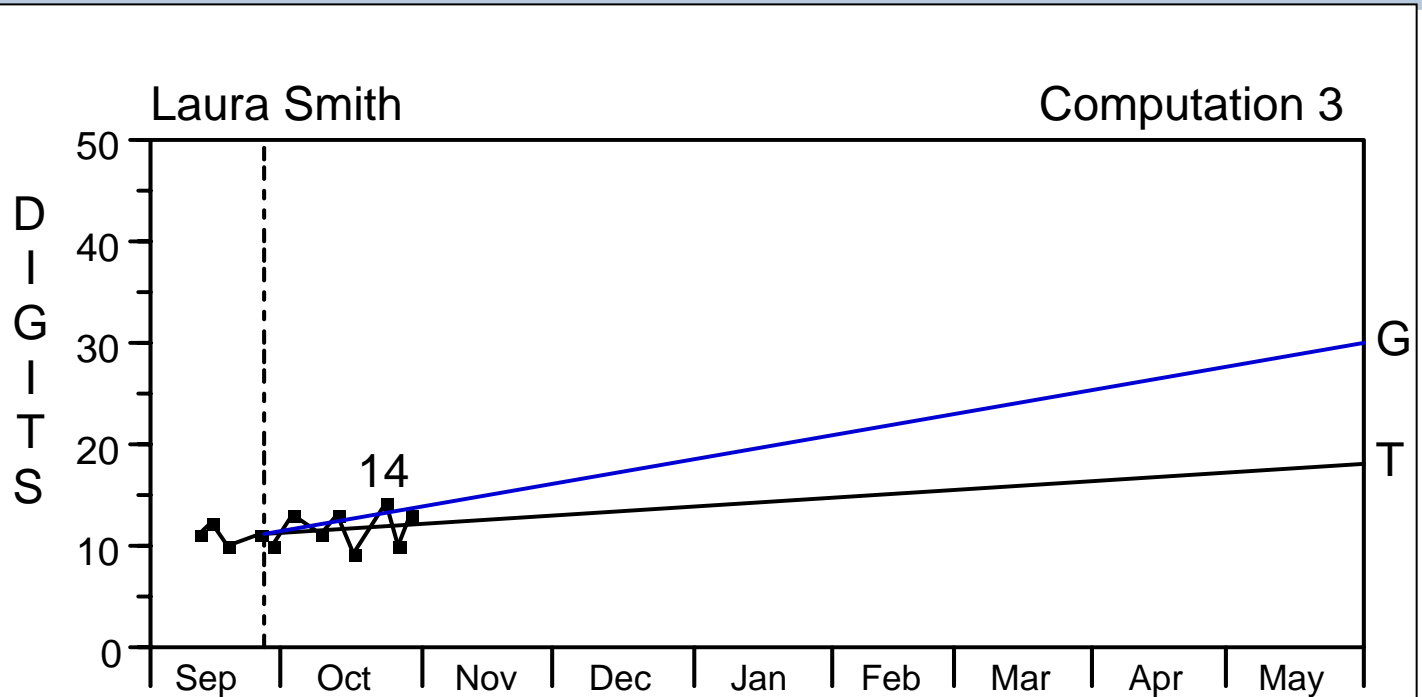
OK!! Raise the goal.

Student's rate of progress exceeds the goal line

A1					
S1					
S2					
M1					
M2					
D1					



Trend of student data < goal line: Make a teaching change.



Uh-oh! Make a teaching change.

Student's rate of progress is less than the goal line.

A1					
S1					
S2					
M1					
M2					
D1					



6. Modify Instruction as Needed

- **When student progress is not appropriate, consider instructional variables that can be altered:**
 - Particular skills targeted for instruction
 - Type of instructional procedures used
 - Instructional arrangement (teacher-student ratio, peer-mediated instruction)
 - Allocation of time for instruction
 - Materials used
 - Motivational strategies used



Part III

Three General Purposes of CBM:

- Screening
- Progress Monitoring
- Instructional
Diagnosis





CBM Screening

- **All students tested early in the year**
- **Two alternate forms administered in same sitting**
- **Students who score below a particular criterion are candidates for additional testing or for modified instruction (continued research needed in this area)**



Instructional Decision Making in General Education

- **Identify students whose progress is less than adequate**
- **Use information to enhance instruction for all students**



Class Skills Profile-- by problem type for each student

CLASS SKILLS PROFILE - Computation

Teacher: Mrs. Smith

Report through 3/17

Name	A1	S1	M1	M2	M3	D1	D2	D3	F1	F2
Adam Qualls	■	■	■	▨	▨	▨	▨	▨	■	▨
Amanda Ramirez	■	▨	■	▨	▨	▨	▨	▨	■	▨
Anthony Jones	▨	▨	■	▨	▨	▨	▨	▨	▨	▨
Aroun Phung	■	■	■	■	■	■	▨	▨	■	■
Becca Jarrett	■	■	■	■	▨	■	▨	▨	■	■
Charles McBride	■	■	■	■	▨	■	▨	▨	■	■
Cindy Lincoln	▨	▨	■	■	▨	■	■	▨	▨	■
David Anderson	▨	▨	■	■	▨	▨	▨	▨	■	■
Emily Waters	■	■	■	■	▨	■	■	▨	■	■
Erica Jernigan	■	▨	■	▨	▨	▨	▨	▨	▨	▨
Gary McKnight	■	■	■	■	▨	■	▨	▨	■	■
Icon										
Jenna Clover	■	■	■	■	▨	■	▨	▨	■	■
Jonathan Nichols	■	▨	■	■	▨	■	▨	▨	▨	▨
Jung Lee	■	■	■	■	■	■	■	■	■	■
Kaitlin Laird	■	▨	■	▨	▨	▨	▨	▨	■	■
Kathy Taylor	■	■	■	■	■	■	▨	▨	■	■
Matthew Hayes	■	■	■	■	■	▨	▨	▨	■	■
Michael Elliott	■	▨	■	■	▨	■	▨	▨	▨	■
Michael Sanders	▨	▨	■	▨	▨	▨	▨	▨	■	▨
Samantha Spain	▨	■	■	■	▨	■	■	■	■	■
Vicente Gonzalez	■	■	■	■	■	▨	▨	▨	■	▨
Victoria Dillard	■	▨	■	■	▨	■	▨	▨	■	▨
Yasmine Sallee	■	■	■	■	■	■	■	■	■	▨

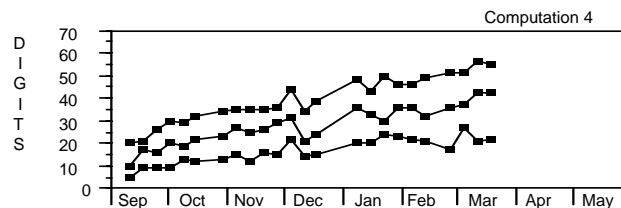
□ COLD. Not tried	0	1	0	0	0	0	2	8	2	5
▨ COOL. Trying these.	3	8	0	5	14	3	16	10	3	3
▨ WARM. Starting to get it.	2	1	0	1	3	6	0	2	0	1
■ VERY WARM. Almost have it.	5	3	8	4	0	4	0	1	1	0
■ HOT. You've got it!	13	10	15	13	6	10	5	2	17	14



In general education, the focus is on the class report to enhance instruction for all students and to identify which students are in need of more help.

CLASS SUMMARY

Teacher: Mrs. Smith
Report through 3/17



Students to Watch

Jonathan Nichols
Amanda Ramirez
Anthony Jones
Erica Jernigan
Icon

Most Improved

Icon
Michael Elliott
Jonathan Nichols
Michael Sanders
Matthew Hayes

Areas of Improvement: Computation

M1 Multiplying basic facts
M2 Multiplying by 1 digit
M3 Multiplying by 2 digits
D1 Dividing basic facts

Whole Class Instruction: Computation

M3 Multiplying by 2 digits
58% of your students are either COLD or COOL on this skill.

Small Group Instruction: Computation

S1 Subtracting
Cindy Lincoln
Icon
Kaitlin Laird
Michael Elliott
Michael Sanders

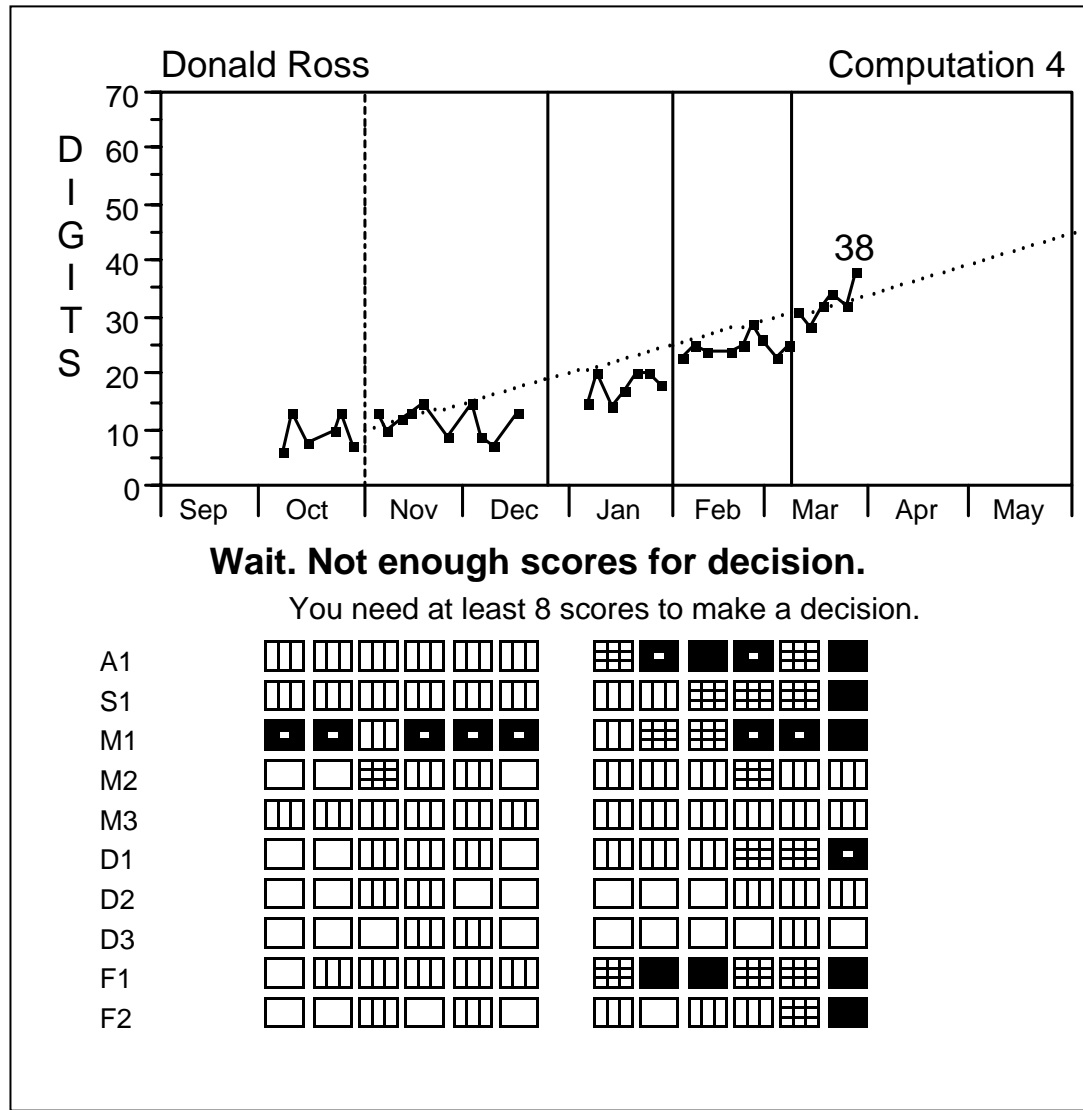


Instructional Diagnosis

- **Examination of particular skills student has mastered or not mastered**
- **Use progress monitoring data to evaluate effects of different instructional adaptations for particular student**



For students whose progress is unacceptably poor, CBM is used for individual decision making.





For a Responsiveness-to-Intervention Framework

- **CBM used to identify risk:**
 - One-time screening
 - Monitoring response to general education

- **CBM is used to evaluate effects of treatment without special education**
 - Individual adaptations to class instruction
 - Preventive tutoring



Responsiveness to Intervention

- **CBM used to designate response or lack thereof to identify student(s) who potentially have learning disabilities**
 - **Performance is substantially below level of classmates**
 - **Slope (growth rate) is substantially less than slope of classmates**



Ranked Scores--

Average of Last Two CBM Scores

Slope-- Average Weekly Increase

RANKED SCORES - Computation

Teacher: Mrs. Smith

Report through 3/17

<u>Name</u>	<u>Score</u>	<u>Growth</u>
Samantha Spain _____	57 _____	+1.89 _____
Aroun Phung _____	56 _____	+1.60 _____
Gary McKnight _____	54 _____	+1.14 _____
Yasmine Sallee _____	53 _____	+1.34 _____
Kathy Taylor _____	53 _____	+1.11 _____
Jung Lee _____	53 _____	+1.23 _____
Matthew Hayes _____	51 _____	+1.00 _____
Emily Waters _____	48 _____	+1.04 _____
Charles McBride _____	43 _____	+1.12 _____
Michael Elliott _____	42 _____	+0.83 _____
Jenna Clover _____	42 _____	+0.78 _____
Becca Jarrett _____	41 _____	+1.14 _____
David Anderson _____	38 _____	+0.79 _____
Cindy Lincoln _____	36 _____	+1.04 _____
Kaitlin Laird _____	35 _____	+0.71 _____
Victoria Dillard _____	34 _____	+0.64 _____
Vicente Gonzalez _____	29 _____	+0.28 _____
Adam Qualls _____	26 _____	+0.60 _____
Michael Sanders _____	25 _____	+0.70 _____
Jonathan Nichols _____	25 _____	+2.57 _____
Amanda Ramirez _____	23 _____	+0.85 _____
Anthony Jones _____	19 _____	+0.05 _____
Erica Jernigan _____	18 _____	+0.23 _____
Icon _____	0 _____	+0.00 _____



**Overall
Class
Scores and
ID of
students
whose
progress is
poor
compared
to peers**

CLASS STATISTICS: Computation

Teacher: Mrs. Smith

Report through 3/17

Score

Average score	39.5
Standard deviation	12.6
Discrepancy criterion	26.9

Slope

Average slope	+0.98
Standard deviation	0.53
Discrepancy criterion	+0.45

Students identified with dual discrepancy criterion

	<u>Score</u>	<u>Slope</u>
Anthony Jones	19.0	+0.05
Erica Jernigan	18.0	+0.23



In Summary, CBM Is Used:

- **To identify students at risk who may need additional services**
- **To help general education teachers plan more effective instruction within their classrooms**
- **To help special education teachers design more effective instructional programs for students who do not respond to the general education program**
- **To document student progress for accountability purposes**
- **To communicate with parents or other professionals about students' progress**

Part IV

National Center on Student Progress Monitoring





What is the National Center on Student Progress Monitoring?

- Funded by the U.S. Department of Education, Office of Special Education Programs
- National technical assistance and dissemination center
- Housed at the American Institutes for Research in conjunction with Lynn Fuchs and Doug Fuchs 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 (Gr. K-5).

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National Center on Student Progress Monitoring

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What is Progress Monitoring?

Progress Monitoring is a scientifically based practice that is used to assess students academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

[How does Progress Monitoring work?](#)

[What are the benefits of Progress Monitoring?](#)

[Who should be practicing Progress Monitoring?](#)

[What challenges face Progress Monitoring?](#)

[Are there other names for Progress Monitoring?](#)

Discuss



The Discussion allows people from across the country to share information and ideas. You also have the opportunity to sign up for our newsletter.

What's New - updated 10/5/05



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National Center on Student Progress Monitoring

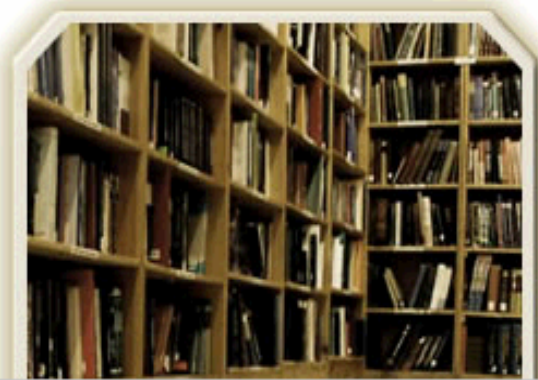


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Web Library

The National Center on Student Progress Monitoring (NCSPM) has exciting downloadable articles, power point presentations, FAQs, and additional resources about student progress monitoring, curriculum based measurement, applying decision making to IEPs and other researched based topics. All of our publications are designed to inform and assist audiences in implementing student progress monitoring at the classroom, building, local or state level.



Sections of the library:

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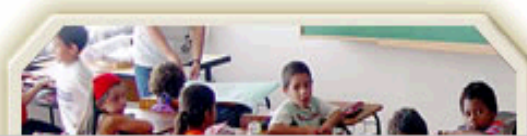
National Center on Student Progress Monitoring



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Review of Progress Monitoring Tools

In April 2004, National Center on Student Progress Monitoring issued a *Call for Submissions of Progress Monitoring Tools* to identify scientifically based progress monitoring tools and to provide technical assistance to participating states, districts and schools for successful implementation of them.



Overview of Technical Review Process

All submitters of progress monitoring tools are required to

Review of Progress Monitoring Tools Standards

Tools	Area	Number of Alternate Forms	Rates of Improvement Specified	AYP Benchmarks	Improving Student Learning or Teacher Planning	Sensitive to Student Improvement	Reliability	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 (MBSP)	Math	●	●	●	●	●	●	●
	Reading	●	●	●	●	●	●	●
Yearly Progress Pro	Reading	●	●	●	●	●	●	●
	Math	●	●	●	●	●	●	●
STAR Early Literacy (SEL)	Early Literacy	●	○	○	●	●	●	●
STAR Reading	Reading	●	●	○	○	●	●	●
Test of Word Reading Efficiency (TOWRE)	Sight Word Reading Efficiency	●	○	○	○	○	●	●
	Phonemic Decoding Efficiency	●	○	○	○	○	●	●
Test of Silent Word Reading Fluency (TOSWRP)	Reading	●	○	○	○	○	●	●

Key: ● The tool demonstrates sufficient evidence that meets the basic standard.

○ The tool did not demonstrate sufficient evidence that meets the basic standard.

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