A blue-tinted photograph of a person from behind, reaching their right arm up towards a gold star on the ceiling. The scene is lit with dramatic spotlights from above, creating a sense of aspiration and achievement. The background is a gradient of light blue and white.

What the National Center on Student Progress Monitoring Can Do For You!

August 30, 2007

Note About This Webinar

- Although commercial tools are displayed in our Tools Chart and mentioned in this presentation, we do not recommend or endorse any specific product.



Objectives

- Describe the NCSPM and what we do as a Center
- Review the NCSPM Web site and learn how to maximize the use of the Tools Chart
- Describe the technical review process



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 researchers at Vanderbilt University



Our Mission

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



A blue-tinted photograph of a person from behind, reaching their right arm up towards a five-pointed gold star mounted on a wall. The scene is lit from the side, creating a strong shadow of the person's arm and hand on the wall. The background is a light, warm color.

National Center on Student Progress Monitoring Web Site



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?](#)

Web Library



The National Center on Student Progress Monitoring (NCSPM) has exciting: downloadable articles, PowerPoint

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.

Review of Tools



Our [Technical Review Committee](#) regularly reviews tools and has

What's New - updated 7/25/07



New Practitioner Briefs Added to Our Library! We have posted two new practitioner briefs on our website; the first is [What Is Student Progress Monitoring and How Will It Help Me?](#) The second is [Getting Started: How Do I Implement CBM in My School?](#) Both briefs are geared toward administrators, but are beneficial for teachers and families as well. Added 7/18/07

July Issue of The Progress Monitor The July issue of The Progress Monitor, the Center's free monthly e-newsletter, is now available on the [newsletter archives page](#) in our library. If you would like to receive The Progress Monitor, please [sign up here](#). Added 7/25/07

NCSPM to Hold New Webinar on August 30 The National Center on Student Progress Monitoring (NCSPM) staff will provide an



National Center on Student Progress Monitoring



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About Us



To meet the challenges of implementing effective progress monitoring, the Office of Special Education Programs (OSEP) has funded the **National Center on Student Progress Monitoring**. Housed at the American Institutes for Research, and working in conjunction with researchers from Vanderbilt University, we are a national technical assistance and dissemination center dedicated to the implementation of scientifically based student progress monitoring.

The Center's mission:

The Center's mission is 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).

The Student Progress Monitoring Center's integrated program of

services will:

- Raise **knowledge and awareness** by forming partnerships and communicating with States, districts, associations, technical assistance providers, institutions of higher education, and other interested groups;
- Provide **implementation support** for using and sustaining proven progress monitoring practices to States and districts; and
- Provide for **national dissemination** by developing resources and supporting on-going information sharing through advanced web services, regional meetings, and a national conference.

[Our Staff](#)



National Center on Student Progress Monitoring



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Web Library

The National Center on Student Progress Monitoring (NCSPM) has exciting downloadable articles, PowerPoint 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:


- [Articles and Research](#)
- [Presentations](#)
- [Frequently Asked Questions](#)
- [Newsletter Archives](#)
- [Links](#)
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To ensure that everyone has full access to our resources, all of our publications are downloadable in

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Address <http://www.studentprogress.org/family/default.asp> Go


 **National Center on Student Progress Monitoring**

 **IDEAs that Work**
U.S. Office of Special Education Programs

Home About Library **Families** Tools Discuss 2007 Summer Institute

Student Progress Monitoring Resources for Families

Are you, as **parent** or **family member** of a child, looking for information about student progress monitoring that will assist in your child's efforts to meet his or her goals? Or are you an **educator** looking for ways to communicate with families about student progress monitoring and how and why it is used in schools? This section offers resources about progress monitoring, written in family-friendly language, explaining the benefits of implementing student progress monitoring for the student, the teacher and the family.



[Student Progress Monitoring: What This Means for Your Child](#)

[What Is Curriculum-Based Measurement And What Does It Mean to My Child?](#)

[Fact Sheet: Benefits of Curriculum-Based Measurement](#)

[Curriculum-Based Measurement and Statewide Tests](#)



[What Can I Do to Make Sure My Child Receives the Benefits of CBM?](#)

Please feel free to download and share these resources. And let us know what you think. Send us an e-mail at studentprogress@air.org telling us what you think about the resources, how you are using them, and what additional resources would be useful to you in the future.

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U.S. Office of Special Education Programs

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Student Progress Monitoring Discussions & Newsletter

The National Center on Student Progress Monitoring (NCSPM) allows people from across the country to share information and ideas. Only people who have registered with the site can post a message, however, anyone can read any posting and download any message attachment.

Returning Members
Login here

New? Share your thoughts?
Sign up here

Browse the Discussion
Login not required



The following discussion rooms are featured:

- Getting Started**
- Implementation**
- Administrative Issues**
- Student Progress Monitoring Tools**

NCSPM strongly encourages the participation in these discussions. We ask that all members respect our participation guidelines. If you happen upon a posting that you feel is inappropriate, please email us and we will be certain to remove it immediately.


Let us know if there is a discussion topic you are interested in bringing up, and we will be certain to air it. Please send us a quick note at: studentprogress@air.org


A Note for Members of Our Listserv

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U.S. Office of Special Education Programs

Home About Library Families Tools Discuss **2007 Summer Institute**

Session Descriptions Agenda Lodging Travel Registration Poster Session 2006 2005 2004

2007 Summer Institute on Student Progress Monitoring

Nashville, TN, July 10-11, 2007



The materials from the 2007 Summer Institute will be posted online soon.

Jump to section:

[Sessions](#) | [Attendees](#) | [Trainers](#) | [Registration](#) | [Fees](#) | [Location](#) | [Who we are](#)

This year's sessions include:

- Using Curriculum-Based Measurement for Progress Monitoring in Written Expression
- Using Curriculum-Based Measurement to Determine Response to Intervention (RTI)
- Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Reading
- Advanced Curriculum-Based Measurement for Progress Monitoring in Reading
- Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math
- Aligning Curriculum-Based Measurement with District Benchmarks and Annual Yearly Progress (AYP)
- Choosing a Progress Monitoring Tool that Works for You


For detailed sessions descriptions, [click here](#).

Who Should Attend


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Review of Progress Monitoring Tools

Tools Chart Tool Review Process 2007 Call for Tools

The tools chart below reflects the results of two annual reviews that the [Center's Technical Review Committee \(TRC\)](#) have completed. A star in the "Area" column indicates new information from the 2006 review. Across the top of the chart are the standards by which the TRC reviews each tool. Please click on each standard for more detailed information. The left side of the chart lists all of the tools that have been reviewed. The vendors of the tools have provided implementation information, which includes the cost of the tool, what is needed to implement it, the support you will receive from the vendor, how the tool is intended to be used, and with whom it should be used. To access this information, click on the links under the word "Area." More information about the TRC review is available on the [tool review process page](#).

 **PRINTER FRIENDLY VERSION -PDF**

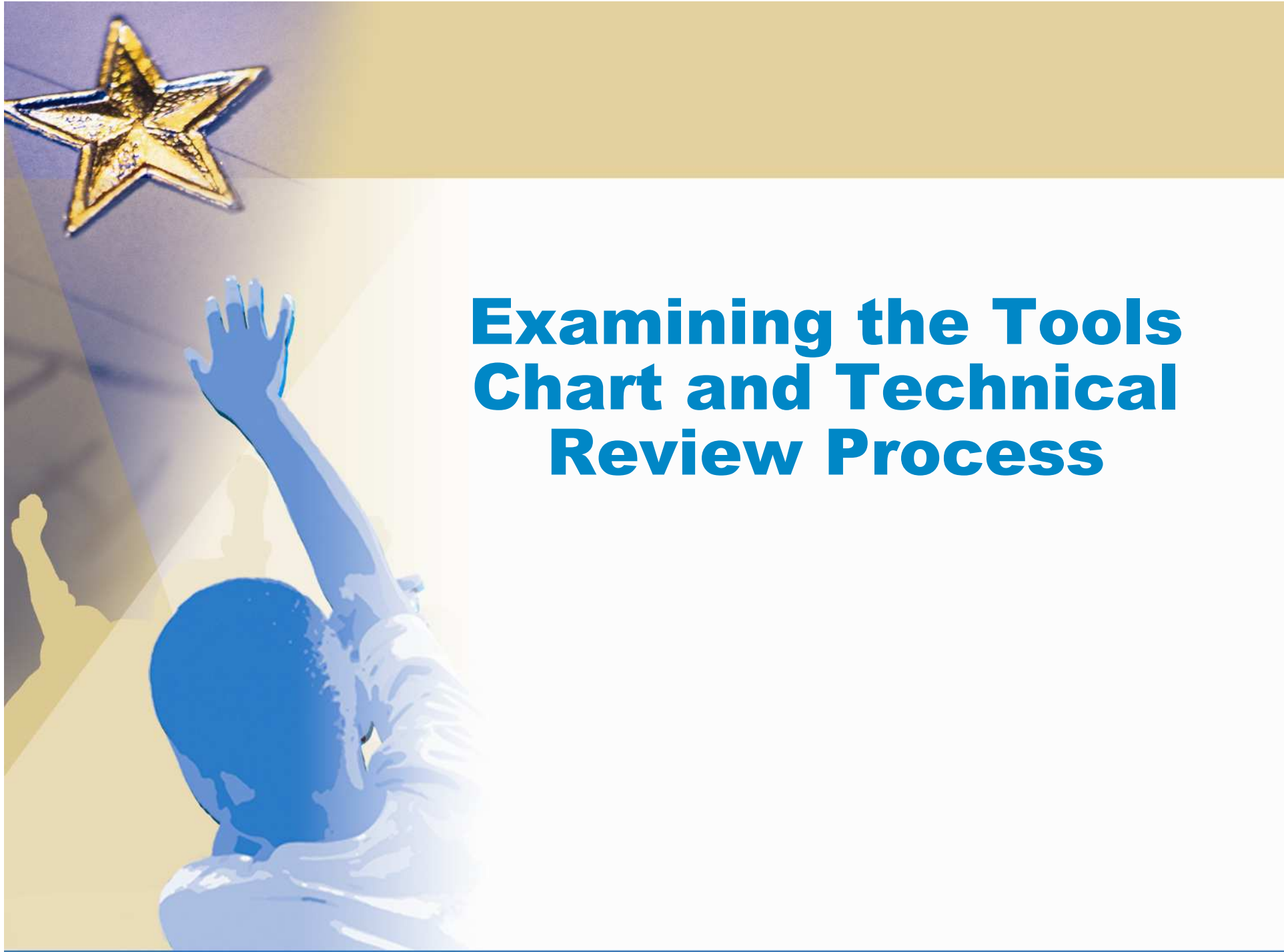
 Please note that the National Center on Student Progress Monitoring does not endorse or recommend the tools included in the chart. The Center provides this information to assist educators and practitioners in making informed decisions about scientifically based tools that best meet their individual needs.

Tools Legend [{show/hide}](#)

- The tool demonstrates sufficient evidence to meet the basic standard.
- The tool did not demonstrate sufficient evidence to meet the basic standard.
- * The star indicates that the tool was added in the 2006 review.
- i The letter "i" indicates that information was updated during the 2006 review.

Foundational Psychometric Standards **Progress Monitoring Standards**

Internet



Examining the Tools Chart and Technical Review Process

Technical Review Committee

- Dr. Chris Espin, University of Minnesota
- Dr. John Hintze, University of Massachusetts
- Dr. Robert Linn, University of Colorado
- Dr. Chris Schatschneider, Florida State University
- Dr. Ed Shapiro, Lehigh University
- Dr. Mark Shinn, National-Louis University



Procedural Integrity

- Disclose all contractual obligations or affiliations
- Have two reviewers perform independent review of each tool
- Discuss discrepancies in preliminary review by conference call to reach consensus
- Offer vendors opportunities to respond to the initial review results (e.g., providing new or additional evidence)
- Examine the consistency of review results across tools



Tools Submitted

	2004	2005 New Tools	2005 Resubmit	2006 New Tools	2006 Resubmit
Number of tools submitted to the Center	32	4	4	9	6
Number of tools added to the chart/revised due to resubmission	21	2	1	5	3



Tools Chart

- Subject areas: English language arts and mathematics
- Twenty-eight tools in the chart



Seven Core Standards of Technical Adequacy

- **Foundational Psychometric Standards:**
 1. Reliability
 2. Validity

- **Progress Monitoring Standards:**
 3. Sufficient number of alternate forms
 4. Sensitivity to learning
 5. Evidence of instructional utility
 6. Specification of adequate growth
 7. Description of benchmarks for adequate end-of-year performance or goal-setting process



Decision Rule

- Each standard is comprised of two or three essential components.
- Tools must demonstrate sufficient evidence for each and every component to be rated as “sufficient”.



Standards of Technical Adequacy

(1) Frequent Progress Monitoring

Alternate Forms are of equal and controlled difficulty.	Yes	Any other patterns of responses
Number of alternate forms is sufficient for frequent (at least monthly) progress monitoring.	Yes	
TRC Decision	Meets evidence standards	Does not meet evidence standards

(2) Adequate growth or goal setting

Adequate growth or goal setting is specified.	Yes	Any other patterns of responses
Basis for measuring adequate growth or goal setting is specified. Basis can be norm-referenced, criterion-referenced, or other appropriate procedures	Yes	
Evidence is based on specifically using this tool OR is based on test construction principles from tools used in referred studies.	Yes	
TRC Decision	Meets evidence standards	Does not meet evidence standards



Standards of Technical Adequacy

Benchmarks for Adequate End-of-Year Performance or Goal Setting

Benchmarks for adequate end-of-year performance or goal setting are specified.	Yes	Any other patterns of responses
Basis for identifying benchmarks for adequate end-of-year performance or goal setting is specified. Basis can be norm-referenced, criterion-referenced, or other appropriate procedures.	Yes	
Evidence is based on specifically using this tool OR is based on test construction principles from tools used in referred studies.	Yes	
TRC Decision	Meets evidence standards	Does not meet evidence standards

Improved Teacher Planning or Student Achievement

Provided evidence shows improved teacher planning or student achievement by using the specific tool.	Yes	Any other patterns of responses
Evidence/data are research based.	Yes	
TRC Decision	Meets evidence standards	Does not meet evidence standards



Standards of Technical Adequacy

Data Sensitivity

Use of the specific tool produces data that are sensitive to children's development of academic competence and/or to the effects of intervention.	Yes	Any other patterns of responses
Evidence/data are research based.	Yes	
TRC Decision	Meets evidence standards	Does not meet evidence standards

Reliability

Reliability estimates (e.g., Cronbach's alpha, test-retest, and/or inter-rater reliability) are reported.	Yes	Any other patterns of responses
Provided information is relevant and specific to the tool submitted.	Yes	
TRC Decision	Meets evidence standards	Does not meet evidence standards

Validity

Validity information (e.g., content, concurrent, predictive, and/or construct) is reported.	Yes	Any other patterns of responses
Provided information is relevant and specific to the tool submitted.	Yes	
TRC Decision	Meets evidence standards	Does not meet evidence standards



Next Steps

- 2007 review of SPM tools:
 - Initiated in spring 2007
 - Results on Web site in fall 2007





Review of Progress Monitoring Tools

Updated December 2006

The National Center on Student Progress Monitoring does not endorse or recommend the tools included in the chart. The Center provides this information to assist educators and practitioners in making informed decisions about scientifically-based tools that best meet their individual needs.

Tools	Area	Foundational Psychometric Standards		Progress Monitoring Standards				
		Reliability	Validity	Alternate Forms	Sensitive to Student Improvement	AYP Benchmarks	Improving Student Learning or Teacher Planning	Rates of Improvement Specified
Accelerated Reader	* Accelerated Reader	○	●	○	●	●	●	●
AIMSweb	* Math	●	●	●	○	●	○	●
	Maze	●	●	●	●	●	●	●
	Reading	●	●	●	●	●	●	●
	* Test of Early Numeracy	●	●	●	●	●	○	●
	Early Literacy	●	●	○	●	●	●	●
	Spelling	●	●	●	●	●	●	●
	* Written Expression (WE)	●	○	●	●	●	●	●
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	●	●	●	●	●	●	●



Which Tool Should I Choose?

A Look at Possible
Decision-Making Scenarios

Choosing an SPM Tool

- **I'm interested in monitoring student progress in mathematics in my district for Grades 1–3. Which tools would be appropriate?**
 - AIMSweb
 - Monitoring Basic Skills Progress (MBSP)
 - Yearly Progress Pro
 - STAR



Choosing an SPM Tool

- **Which tools have probes that can be administered to students using paper-and-pencil?**
 - AIMSweb
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - Edcheckup
 - PASeries
 - Test of Word Reading Efficiency (TOWRE)
 - Test of Silent Word Reading Fluency (TOSWRF)
- *Note: To use the “full” features of each tool, such as graphing and generating reports, many tools require Internet access.



Choosing an SPM Tool

- **Which tools offer accommodations for students with special needs (e.g., English language learners, children with hearing impairments)?**
 - Accelerated Reader
 - Dynamic Indicators of Early Basic Literary Skills (DIBELS)
 - Edcheckup
 - PASeries
 - STAR



Choosing an SPM Tool

- **I am interested in finding a tool that I can use to monitor my students' progress weekly or even more frequently. Are there tools that have at least 20 alternate forms?**
 - AIMSweb
 - Dynamic Indicators of Early Basic Literary Skills (DIBELS)
 - Edcheckup
 - Monitoring Basic Skills Progress (MBSP)
 - STAR
 - Yearly Progress Pro



A photograph of a child in a white shirt reaching up towards a gold star on a wall. The scene is lit with a warm, golden light, creating a sense of aspiration and achievement. The child's hand is extended towards the star, which is mounted on a light-colored wall. The background is a soft, golden glow, suggesting a bright, sunny day or a well-lit room. The overall mood is one of hope and striving for excellence.

**For more information,
please visit
www.studentprogress.org**

**E-mail us at
studentprogress@air.org**

**Or call toll-free
1-866-770-6111**

Webinar Evaluation Survey

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