



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).



2007 Summer Institute
on Student Progress Monitoring


Technical Review Committee and 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 art and mathematics
- Twenty-eight tools in the chart




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	Flates of Improvement Specified
Accelerated Reader	Accelerated Reader	○	●	○	●	●	●	●
	Math	●	●	●	○	●	○	●
	Maze	●	●	●	●	●	●	●
	Reading	●	●	●	●	●	●	●
AIMSweb	Test of Early Numeracy	●	●	○	●	●	○	●
	Early Literacy	●	●	○	●	●	●	●
	Spelling	●	●	●	●	●	●	●
	Written Expression (WE)	●	○	●	●	●	●	●
	Initial Sound Fluency	●	●	●	●	●	○	●
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Word Use Fluency	●	●	●	○	○	○	○
	Rapid Fluency	●	●	●	○	○	○	○
	Oral Reading Fluency	●	●	●	○	○	○	○
	Phonemic Segmentation Fluency	●	●	●	●	●	●	●
	Nonsense Word Fluency	●	●	●	●	●	●	●
i-Checkup	Maze	●	●	○	●	●	●	●
	Reading	●	●	●	●	●	●	●
Monitoring Basic Skills Progress (MBSPP)	Math	●	●	●	●	●	●	●
	Reading	●	●	●	●	●	●	●


Seven Core Standards of Technical Adequacy

- Foundational Psychometric Standards:
 1. Reliability
 2. Validity




Seven Core Standards of Technical Adequacy

- **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.
- Each and every component must demonstrate sufficient evidence to be rated as "sufficient" standard.




Standards of Technical Adequacy

(1) Frequent Progress Monitoring

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

(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	<i>Meets evidence standards</i>	<i>Does not meet evidence standards</i>



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 <i>OR</i> is based on test construction principles from tools used in referred studies.	Yes	
TRC Decision	<i>Meets evidence standards</i>	<i>Does not meet evidence standards</i>

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	<i>Meets evidence standards</i>	<i>Does not meet evidence standards</i>

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	<i>Meets evidence standards</i>	<i>Does not meet evidence standards</i>

Reliability

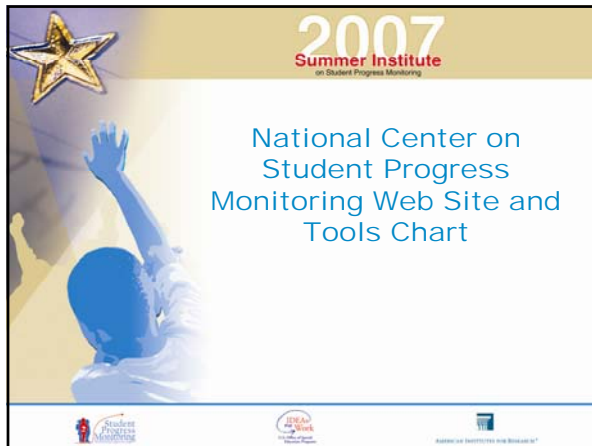
Reliability estimates (e.g., Cronbach's alpha, test-retest, and/or inter-rater reliability) are reported.	Yes	Any other patterns of responses
Provided information is relevant and specific to the tool submitted.	Yes	
TRC Decision	<i>Meets evidence standards</i>	<i>Does not meet evidence standards</i>

Validity

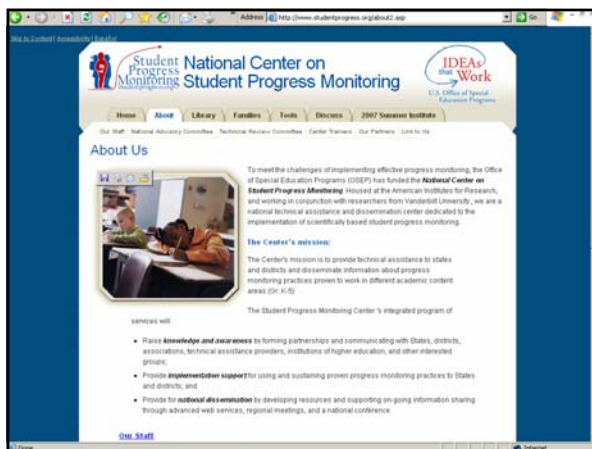
Validity information (e.g., content, concurrent, predictive, and/or construct) is reported.	Yes	Any other patterns of responses
Provided information is relevant and specific to the tool submitted.	Yes	
TRC Decision	<i>Meets evidence standards</i>	<i>Does not meet evidence standards</i>


Next Steps

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










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 Literacy Skills (DIBELS)
 - Edcheckup
 - PASeries
 - STAR



Choosing an SPM Tool

- **I am a teacher with 25 students in my classroom and cannot afford to set aside blocks of time to administer progress monitoring probes to selected students. Are there tools that can be administered by the paraprofessional in my classroom?**
 - All tools currently included on our tools chart can be administered by a paraprofessional.

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



2007
Summer Institute
on Student Progress Monitoring

For more information,
please visit
www.studentprogress.org

E-mail us at
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Or call toll-free
1-866-770-6111

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