

Progress Monitoring

Progress monitoring is just what it sounds like, assessment meant to measure progress. They are given on a more frequent than summative or benchmark assessments. They can be used to measure the effectiveness of instruction as well as to guide decisions about future instruction. We use two different tools for formal monitoring progress.

NeSA-R Progress Monitoring Quizzes

Description:

We have created progress monitoring quizzes to align with the state reading assessment (NeSA-R). These quizzes are given to students in grades 3-8 and 11 each month a benchmark is not given. They are made up of old STARS items, the Study Guides used in previous years, and selections chosen and questions written by our teachers.

Teachers will be given a master copy of these. They are to make student copies of each packet. Administer to your reading groups. Check the quiz and record the item number of each item missed by each student. A sample of the recording form follows.

Purpose:

These tests items are to be used for guiding instruction. Use student performance information to decide which concepts may need additional focus during the next month.

Timeline:

They are to be administered the weeks of 9/27, 10/25, 11/22/10, 1/24, and 2/21/11.

AIMSweb Progress Monitoring

Most students scoring in the “at-risk” category on AIMSweb benchmarks will be scheduled for progress monitoring. They are similar to the benchmarks, just given more often. Performance data will be graphed and shared with all teachers involved with each student. Students will be assessed at grade level, not instructional level.

Purpose:

The purpose is to measure the effectiveness of instruction with a student. AIMSweb can use the data to create trend lines on the graphs. These lines predict where a student will finish the year if progress occurs at the same rate. The really cool thing is that we can tell the program when we add or change an intervention. It will then recalculate the trend line. For example, we have an “at risk” second grader who is improving in oral reading fluency by 1.2 words per week. The trend line shows, and his reading teacher observes, that he will not be “caught up” by the end of the year. It is decided that he will begin to receive an additional 20 minutes of instruction during the day. After that change is made he begins to improve by 2.4 words per week. His trend line will recalculate and we’ll get a new picture of where he should be by the end of the year.

This will only work if the assessment office knows the status of instruction and any interventions being used.

Timeline:

Progress monitoring will occur every week or every two weeks depending upon the needs of the students. Assessment office personnel will administer these assessments when appropriate.