



Progress Monitoring the IEP: Putting Data into Action

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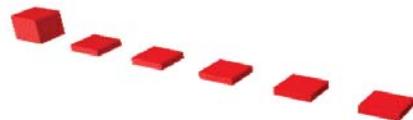
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Today's objectives...

**State Support
Team**



Understand purpose of progress monitoring for IEP goals

Review various forms of progress monitoring

Connect to own practice



Progress Monitoring: What it Means and Why it Matters



Activity: Affinity

1. Write on a post it note one thought per post-it as to “why do we progress monitor?”
2. Have everyone individually post his/her post-it on board or paper, noting categories... for example, if someone has a similar topic you would group those post it notes together to create “natural” categories/patters (do this for several iterations/rounds.
3. Next, select a facilitator to read off all of the topics and then make categories based off topics.
4. Then create connection arrows to see which area has the greatest impact....



LEGISLATION

Let's start with the law





Federal Regulation, IDEA: 34 CFR 300.320(a)(2)

IDEA states that each child's IEP must contain:

(3) A description of—

- (i) How the **child's progress** toward meeting the annual goals described in paragraph (2) of this section will be measured; and
- (ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided... [§ 300.320(a)(3)]





State Regulation and Operating Standards...

3301-51-07 (H)(1)(d) ***Definition of individualized education program***

(d) A description of:

- (i) How the child's **progress toward meeting the annual goals** described in paragraph (H)(1)(c) of this rule will be measured; and
- (ii) **When periodic reports on the progress** the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) **will be provided;**





Workload...

3301-51-09 (I) (1) (a) *Workload for an Individual Service Provider:*

All areas of service provided to children with and without disabilities, including, but not limited to: school duties, staff meetings, professional development, supervisions, travel/transitions, screening, assessment, evaluation, ***progress documentation and reporting***, secondary transition service planning, conference/consultation pertaining to individual students, documentation for individual students, and third party billing requirements.





Why it matters...

- Most importantly to determine if **student is or is not making progress**; **changing instruction** to meet student needs
- Legal issues-**denial of FAPE**
- OEC/ODE **comprehensive monitoring** will focus on student achievement





Why it matters...

- Districts must provide **FAPE** to students with disabilities
- One component of FAPE is whether student is **receiving a meaningful educational benefit** from the services provided
- Need data to be able to determine FAPE is provided and appropriate
 - **Present levels of performance**
 - **Progress data that aligns with goals**



Why it matters...

State Support
Team



- Parents are becoming more knowledgeable, parents are reviewing the progress monitoring data for progress and for denial of FAPE
- Parent can file a due process complaint for **failure to provide FAPE**
- **District can demonstrate it has provided FAPE by:**
 - **Following procedural safeguards** (timelines, PR-01s, etc.) **AND**
 - Demonstrating student made **progress on IEP goals**





Comprehensive Monitoring...



Comprehensive Monitoring Reviews:

- OEC is transitioning to include a **more results-driven accountability (RDA) review process.**
- The outcome of the review activities should provide valuable information for school districts' results-driven accountability (RDA) planning process to **improve results for children with disabilities, including implementation of special education processes and services/supports for students with disabilities.**





Progress Monitoring:

WHAT, WHY, AND HOW



What is Progress Monitoring?

Progress monitoring is:

- the **on-going process** of collecting and analyzing data to determine student progress,
- a scientifically based practice that is **used to assess students' academic performance and evaluate the effectiveness of instruction.**

(www.studentprogress.org)



What is Progress Monitoring?

Progress monitoring involves:

- **ongoing data collection on skills** to estimate **student rates of improvement**, and
- to identify students who **are not demonstrating adequate progress in order to alter/change instructional components** to better meet the needs of individual students to improve student performance.

Thus, teachers may use progress monitoring to design more effective, individualized instructional programs for students with disabilities.



Why do progress monitoring?

- When progress monitoring is implemented correctly, the **benefits** include:
 - **accelerated learning** because students are receiving more appropriate instruction;
 - more **informed instructional decisions**;
 - **documentation of student progress** for accountability purposes;
 - more **efficient communication with families and other professionals** about students' progress;
 - **higher expectations for students** by teachers

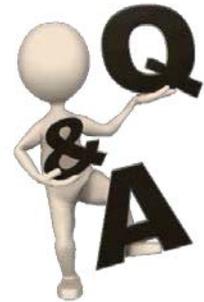




Why do progress monitoring?

Progress monitoring should be used to:

- Make instructional and service **decisions** based on student performance.
- Determine **progress** on IEPs (annual goals and objectives) for students in special education.
- Provide **parents** with information as to the student's progress toward annual goals (e.g., schedule, sufficient progress, data-collection procedures, etc.)





Quality indicators...

- The **frequency** and **manner** of reporting to parents is determined in consideration of a student's unique needs.
- Progress is reported to parents in a manner that is understood by them (e.g., jargon-free) and is **objective**, not subjective.
- Specific data is included in **measurable terms** regarding the extent to which the student is progressing towards meeting annual goals.





Quality indicators...

- The information included in reports to parents is **sufficient** to identify a student's **lack of progress** early enough that the Education/IEP team could, if necessary, reconvene to review and, if appropriate, **revise** the student's IEP to ensure the student is provided the appropriate supports to reach the annual goals.



Activity: What are quality indicators?

- **With a partner or small group, discuss what you think are quality indicators for progress monitoring...**



Why do progress monitoring?

Recent decisions have revealed 5 primary areas of concern:

1. The IEP team **fails** to develop or implement progress monitoring plans;
2. The **Responsibilities** for progress monitoring are **improperly delegated**;
3. The IEP team does not plan or implement progress monitoring for **behavior intervention plans**;



Why do progress monitoring?

4. The team uses **inappropriate measures** to determine student progress toward graduation;
5. Progress monitoring is **not frequent enough** to meet the requirements of IDEA or to provide meaningful data to IEP teams.



The How of Progress Monitoring



Activity: How do you PM?

- **How have you monitored your students progress? (have audience verbally share out, and have a scribe write down responses on the board or paper.**
- **How successful do you believe your current progress monitoring tools are? (have audience rate 1, 2, or 3 on a sticky note and poste it under the 1, 2, or 3, then count to see – one (not very effective), 2 (moderately effective), and 3 (effective).**



HOW...

The IEP *team might ask itself these three questions:*

- **How will** the child's progress be measured?
- **When will** the child's progress be measured?
- **How well** will the child need to perform in order to achieve his or her stated IEP goals (and, for some children, benchmarks or objectives)?

Must provide progress monitoring report on the **same schedule** as all general education students (interim report, report card, etc.)





How...

- Conducted **frequently** and provides an **easy and quick** method for gathering student performance data on important, **grade-level skills/content**.
- **Analysis of student progress** (performance across time) in order to **modify instructional programs** when needed and/or adjust student goals upward
- **Comparison of data** to individual student or to students in the teacher's classroom, in the child's school, or in the school district



Seven Steps to Progress Monitoring





Step 1: Write Measurable Goals & Objectives

- Precise and measurable goals provide a clear basis for monitoring student progress.
- The annual goals estimate what outcomes can be expected in an academic year based on the student's present level of performance.
- The objectives provide steps for meeting the goal.





Step 1: Write Measurable Goals & Objectives

Six components of a goal (and objectives)

1. **Who**
2. **Will do what**
3. **To what level/criteria** (*accuracy level— i.e.: 80%*)
and degree/mastery (*how many times the behavior must be observed for the goal to be considered completed?—i.e.: 3 out of 4 trials*)
4. **Under what condition** (setting, situation, given material...)
5. **In what length of time**
6. **How will progress be measured** (in addition to the check box)

Measurability



Appropriate application of different types of measurements:

- **Accuracy** refers to number of times a behavior or skill occurs, such as “75%, 14 out of 15 times, 10 consecutive times”.
- **Duration** refers to length of time and event e.g. “Attends to task for 15 minutes.”
- **Rate** refers to number of times within timed period e.g. “WPM” or “times per week”.
- **Cumulative counts** refer to number of times without a time reference e.g. “waves goodbye on 5 occasions”.



Step 2: Making Data Collection Decisions

Data **decisions** guide the **selection** of a meaningful data collection tool **specific** to the IEP goal/objective

- Type of data needed
- Where
- By Whom
- How often





Step 2: Make Data Collection Decisions continued...

Where will data be collected?

- ✓ Classroom
- ✓ Playground
- ✓ Cafeteria
- ✓ School Hallways
- ✓ Job-site
- ✓ Community

Anywhere data reflecting progress can be **observed**
and **counted** efficiently!



Step 2: Make Data Collection Decisions

Who will collect data?

General Education teacher

Special Education teacher

Paraprofessional

Student

Job coach

Parent

Others





Step 2: Make Data Collection Decisions continued...

How often will data be collected?

- ✓ Daily
- ✓ Weekly
- ✓ Monthly

Data must be gathered as **frequently** as **necessary**
and no more!





Step 2: Make Data Collection Decisions continued...

Effectiveness of services and instructional method is best determined when progress is measured frequently.

| If progress is monitored | Then effectiveness may |
|---|--------------------------------|
| Daily, as part of instruction | Be determined within 2 weeks |
| Twice a week | Be determined within a month |
| Weekly | Be determined within a quarter |
|  | |



Step 3: Determine Data Collection Tools/Schedules

- The tools used to collect data and measure progress provide *evidence* of student performance specific to IEP goals and objectives.
- Data collection tools should represent different types of measurement in order to provide a clear picture of *student progress*.





Step 3: Determine Data Collection Tools/Schedules

- The data collection schedule depends on how service is delivered:
 - Times for data collection should be worked into daily and weekly plans for instruction.
 - General education teachers and other service providers play a key role in data collection and input.
 - Times for data collection should be scheduled when concerns have been brought up.
 - *Data collection does not necessarily have to be separate from instructional time.*





Step 3: Determine Data Collection Tools/Schedules

- **Visual representation of data** provides a picture of student progress, and helps to clarify the written word or list of numbers used to make decisions.
- Ways to **show data visually** include:
 - Graphs
 - Charts
 - Checklists

Methods and Examples



Forms of Progress Monitoring

- Curriculum Based Assessment/Measurement
- Portfolios
- Observations/Anecdotal Records
- Short-cycle Assessments
- Performance Assessments
- Checklists
- Running Records
- Work Samples
- Inventories
- Rubrics



Curriculum Based Assessments...



Curriculum Based Assessment

- Curriculum based assessment is a means of **tracking** educational progress through **direct assessment** of academic skills.
- CBAs are **sensitive** to **short-term** academic gains and can be administered frequently.



Curriculum Based Assessment

Curriculum-Based Assessment (CBA)
has the strongest evidence base.

- Provides an **easy** and **quick** method to gathering student progress
- Teachers can **analyze** student scores and **adjust** student goals and instructional programs
- Student data can be **compared** to teacher's classroom or school district data



Curriculum Based Assessments...

Appropriate to use for monitoring:

- **Reading** (sight words, comprehension, etc.), **mathematics** (facts, formulas, operations), **writing** (mechanics, content, structure, organization),
- **Probes** using brief reading passages, short spelling lists, or samples of math items from the curriculum;
- **Performance** on **teacher-created** assessments.

Abby's Sample CBM LSF Score Sheet

Score Sheet

Student's Name Abby H.

Examiner's Initials JF

Teacher's Name Mrs. Fischer

Date of Testing Nov. 18

School Darby Elementary

Letter Sound Fluency Test

If child does not say anything after 3 seconds: do not say anything, point to next letter. If names incorrect letter: keep going. Draw a diagonal slash through any letters the student does not say the sound for or says the sound incorrectly. Circle the last item that child attempts. Stop at 1 minute. If finished before 1 minute: record time.

m c e ~~h~~ d ~~j~~ a n t x ~~b~~ g u s z p ~~f~~ l w i (r) k o v

18 number of letters sounded correctly (in 60 seconds)

_____ adjusted score (if completed test in less than 1 minute)

Student Name: _____

Date: _____

Word Reading

Directions: Place the “Word Reading Student Copy” probe in front of the student and say, **“Please read from this list of words. Read across the page and then on to the next row.”** Demonstrate by sweeping your finger from left to right across the first two rows of words. Start timing when the student begins reading. Mark a bracket] after the last word read. If a student self corrects, write S.C. above the word and count as correct. If they say an incorrect word, mark a slash through the word, and count as incorrect. If they hesitate more than 3 seconds, supply the word and count as incorrect. If a student skips a words, circle the word and count it as incorrect.
Note: This is a 60 second timed test.

| | | | | | | | | |
|-----------|--------|-------------|----------|-----------|---------|--------|--------|-----|
| I | the | sun | fast | it | me | and | his | 8 |
| but | too | feet | food | set | day | she | help | 16 |
| cut | think | keep | read | need | list | room | small | 24 |
| when | hand | best | look | across | took | number | still | 32 |
| open | told | grow | new | long | zone | down | cover | 40 |
| low | happen | below | maybe | word | pick | part | black | 48 |
| important | world | they | every | inside | music | maybe | boom | 56 |
| wall | step | watch | find | forest | week | picked | side | 64 |
| any | fell | rich | north | those | visit | mass | there | 72 |
| branch | leave | anything | timeline | question | few | spend | letter | 80 |
| learn | case | passed | herself | does | without | ground | road | 88 |
| travel | bring | information | power | students | insects | grain | study | 96 |
| isn't | eight | born | paint | stream | warm | trade | pole | 104 |
| cannot | child | taxes | object | guess | rule | cloud | size | 112 |
| clear | scale | subject | terror | hurricane | crowd | while | hours | 120 |

Correct _____

37: Miscue Analysis Story – Student #3

Adventure on Highway 66

| | |
|---|-----|
| A snowstorm can be exciting ^{dangerous} . But too much snow can cause ^{pause} | 11 |
| trouble. I learned this ^{it} in a way I will never forget. | 22 |
| My name is John Hearst ^{John-John} . I'm a bus driver. At five o'clock one | 35 |
| morning I turned ^{burned} my bus onto Highway 66. It was ^{saw} snowing. But I was ^{saw} | 49 |
| used to driving in all kinds of weather ^{snow won't} . Maybe this storm ^{wouldn't} last | 62 |
| long. | 63 |
| As I drove, I counted my ^{the} passengers. There were ^{are} 14 – nine men, | 75 |
| four women and a little two-year-old boy. ^{But} It was so early that most of | 91 |
| them were still asleep. No one seemed to worry about the storm ^{rain} . | 103 |
| But after an hour or two, I felt the wind getting stronger. The bus | 117 |
| swayed ^{swing} from side to side. It was snowing harder, and I had to drive more | 132 |
| and more slowly. I wished I had never started out. I didn't like the look of | 148 |
| things ^{that} . | 149 |

Figure 35. Jamal's Number Identification Score Sheet

Number Identification—Administrator copy

Student: Jamal Date: Oct. 3 Number correct: 54

Directions: Write the number that the student says in the blank.

| | | | |
|------------------------------|-------------------------------|--------------------|----------------|
| 1. <u>42</u> (42) | 22. <u>9</u> (9) | 43. <u>17</u> (17) | 64. _____ (20) |
| 2. <u>94</u> (94) | 23. <u>92</u> (92) | 44. <u>19</u> (19) | 65. _____ (16) |
| 3. <u>5</u> (5) | 24. <u>4</u> (4) | 45. <u>38</u> (38) | 66. _____ (13) |
| 4. <u>7</u> (7) | 25. <u>81</u> (18) | 46. <u>12</u> (12) | 67. _____ (5) |
| 5. <u>49</u> (49) | 26. <u>37</u> (37) | 47. <u>4</u> (4) | 68. _____ (0) |
| 6. <u>15</u> (15) | 27. <u>12</u> (12) | 48. <u>16</u> (16) | 69. _____ (19) |
| 7. <u>31</u> (31) | 28. <u>50</u> (50) | 49. <u>10</u> (10) | 70. _____ (11) |
| 8. <u>44</u> (44) | 29. <u>45</u> (45) | 50. <u>14</u> (14) | 71. _____ (36) |
| 9. <u>0</u> (0) | 30. <u>76</u> (76) | 51. <u>46</u> (46) | 72. _____ (5) |
| 10. <u>4</u> (40) | 31. <u>42</u> (42) | 52. <u>20</u> (20) | 73. _____ (62) |
| 11. <u>2</u> (2) | 32. <u>33</u> (33) | 53. <u>11</u> (11) | 74. _____ (5) |
| 12. <u>22</u> (22) | 33. <u>3</u> (3) | 54. <u>74</u> (74) | 75. _____ (1) |
| 13. <u>32</u> (32) | 34. <u>4</u> (4) | 55. <u>3</u> (3) | 76. _____ (3) |
| 14. <u>10</u> (10) | 35. <u>37</u> (37) | 56. <u>22</u> (22) | 77. _____ (74) |
| 15. <u>9</u> (9) | 36. <u>67</u> (67) | 57. <u>7</u> (7) | 78. _____ (13) |
| 16. <u>1</u> (1) | 37. <u>17</u> (17) | <hr/> | 58. _____ (18) |
| 17. <u>20</u> (20) | 38. <u>13</u> (13) | 59. _____ (10) | 80. _____ (3) |
| 18. <u>82</u> (82) | 39. <u>7</u> (7) | 60. _____ (20) | 81. _____ (4) |
| 19. <u>17</u> (17) | 40. <u>62</u> (26) | 61. _____ (35) | 82. _____ (2) |
| 20. <u>12</u> (12) | 41. <u>46</u> (46) | 62. _____ (12) | 83. _____ (8) |
| 21. <u>48</u> (48) | 42. <u>1</u> (1) | 63. _____ (79) | 84. _____ (12) |

Student Name: Maggie

$$\begin{array}{r} 1 \\ \times 8 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 11 \\ 8253 \\ + 7257 \\ \hline 25152 \end{array}$$

$$\begin{array}{r} 1 \\ 963 \\ + 72 \\ \hline 1035 \end{array}$$

$$\begin{array}{r} 8807 \\ 1344 \\ + 6102 \\ \hline 16253 \end{array}$$

$$\begin{array}{r} 164 \\ + 144 \\ \hline 208 \end{array}$$

$$\begin{array}{r} 9 \\ 6 \overline{) 54} \\ \hline \end{array}$$

19

$$\begin{array}{r} 3246 \\ + 8221 \\ \hline 11467 \end{array}$$

$$\begin{array}{r} 383 \\ 2 \overline{) 766} \\ \hline \end{array}$$

$$\begin{array}{r} 211 \\ 7957 \\ 4983 \\ + 5734 \\ \hline 18674 \end{array}$$

$$\begin{array}{r} 4 \\ 85 \\ \times 9 \\ \hline 765 \end{array}$$

$$\begin{array}{r} 9 \\ 3 \overline{) 27} \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ 523 \\ + 87 \\ \hline 610 \end{array}$$

20

$$\begin{array}{r} 12 \\ \times 7 \\ \hline 68 \end{array}$$

$$\begin{array}{r} 4 \\ 9558 \\ - 6519 \\ \hline 3039 \end{array}$$

$$\begin{array}{r} 5263 \\ - 3242 \\ \hline 2021 \end{array}$$

$$\begin{array}{r} 12 \\ 9703 \\ 528 \\ 6287 \\ + 143 \\ \hline 16661 \end{array}$$

$$\begin{array}{r} 1 \\ 22 \\ \times 7 \\ \hline 154 \end{array}$$

$$\begin{array}{r} 11 \\ 195 \\ + 245 \\ \hline 440 \end{array}$$

19

$$\begin{array}{r} 10 \\ \times 7 \\ \hline 70 \end{array}$$

$$\begin{array}{r} 11 \\ 545 \\ + 56 \\ \hline 601 \end{array}$$

$$\begin{array}{r} 4 \\ \times 5 \\ \hline 20 \end{array}$$

$$\begin{array}{r} 2 \\ \times 8 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 8 \\ 9246 \\ - 8804 \\ \hline 0442 \end{array}$$

$$\begin{array}{r} 71 \\ \times 6 \\ \hline 426 \end{array}$$

15

$$\begin{array}{r} 4396 \\ - 3724 \\ \hline \end{array}$$

$$\begin{array}{r} 303 \\ \times 0 \\ \hline 000 \end{array}$$

$$\begin{array}{r} 10 \\ \times 14 \\ \hline 40 \\ 100 \\ \hline 140 \end{array}$$

$$\begin{array}{r} 122 \\ 3078 \\ 412 \\ 3394 \\ + 6596 \\ \hline 13480 \end{array}$$

$$\begin{array}{r} 0707 \\ 5 \overline{) 3517} \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 13 \\ \times 8 \\ \hline 104 \end{array}$$

15

88CD

Column A

Applications 2

Column B

(1)

Write the number in each blank.

_____ two
 _____ eleven
 _____ thirteen

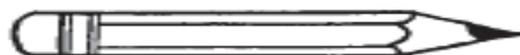
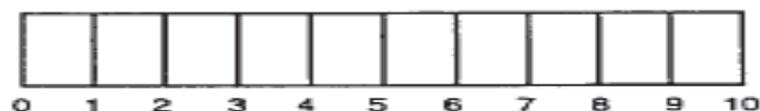
(2)

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, _____, _____

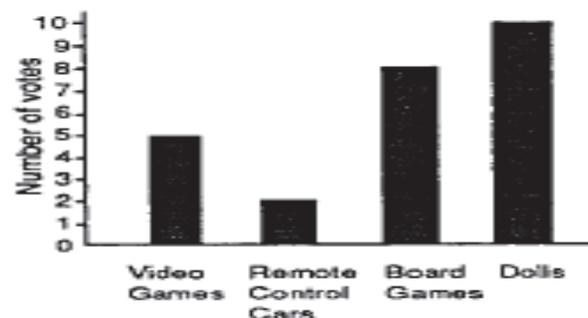
(5)

Write the number in the blank.

1 + 7 = _____ + 1

(6)

Favorite Toys



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? _____

(7)

Write the number in the blank.

$$\underline{\hspace{2cm}} + 4 = 4 + 2$$

(8)

Write the answer in the blank.

Jamar has 64¢ to buy a snack on the field trip. Joe has 52¢. How much more can Jamar spend for his snack than Joe?

(9)

Write the letter of the matching fraction in each blank.



(A) $\frac{1}{3}$



(B) $\frac{1}{4}$



(C) $\frac{1}{10}$

(D) $\frac{1}{2}$

(10)

Write <, >, or = in each blank.

316 _____ 988

98 _____ 225

(11)

Write the number.

7 hundreds 3 tens 9 ones
= _____

(12)

September

| | S | M | T | W | T | F | S |
|---------------------|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 |
| First day of school | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| | 28 | 29 | 30 | | | | |

Write the letter in the blank.

The first day of school falls on which day of the week?

- (A) Tuesday
- (B) Wednesday
- (C) Monday

(13)

Counting by 100's, fill in the blanks.

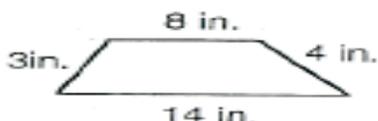
400, 500, 600, _____, _____

Column A

Applications 4

Column B

~~(1)~~



perimeter = 28 in.

(2)

Write a number in the blank.

180 minutes = 3 hours

(3)

Rewrite as a decimal.

$$\frac{7}{10} = \underline{.70}$$

$$\frac{8}{100} = \underline{.08}$$

(4)

Look at this number.

6,784.91

Which digit is in the tenths place? 9

(5)

Southgate Mall is 15 miles from town. There are 36 stores upstairs and 27 stores downstairs. How many stores are there in the mall altogether?

$$\begin{array}{r} 1 \\ 36 \\ + 27 \\ \hline 63 \end{array}$$

63

(6)

Write $>$, $<$, or $=$ in the blank.

$$\frac{9}{10} = \frac{9}{10}$$

(7)

Which is the best unit for weighing a box of cereal?

- (A) milligrams
- (B) grams
- (C) kilograms

B

(8)

Daniel has \$7.16. If he buys a \$3.49 toy, how much will he have left?

$$\begin{array}{r} 7.16 \\ - 3.49 \\ \hline 3.67 \end{array}$$

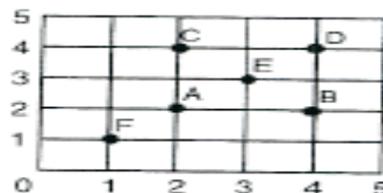
\$3.67

~~(9)~~

Complete the sequence.

23, 26, 29, 30, 31

(10)



Write the letter of the point that goes with each number pair.

C (2, 4)

B (4, 2)

Fig. 2.10: CBM writing sample scored for total words

| | |
|--|-----------|
| I woud drink water from the ocean..... | 07 |
| and I woud eat the fruit off of..... | 08 |
| the trees. Then I woud bilit a..... | 07 |
| house out of trees, and I woud..... | 07 |
| gather firewood to stay warm. I..... | 06 |
| woud try and fix my boat in my..... | 08 |
| spare time. | <u>02</u> |
| Word total = | 45 |

Using the total-words scoring formula, this sample is found to contain 45 words (including misspellings).

2. Total letters--The examiner counts up the total number of letters written during the 3-minute probe. Again, misspelled words are included in the count, but numbers written in numeral form are excluded. Calculating total letters is a reasonably quick operation. When compared to word-total, it also enjoys the advantage of controlling for words of varying length. For example, a student who writes few words but whose written vocabulary tends toward longer words may receive a relatively low score on word-total but receive a substantially higher score

Fig. 2.11: CBM writing sample scored for total letters

| | |
|--|-----------|
| I woud drink water from the ocean..... | 27 |
| and I woud eat the fruit off of..... | 24 |
| the trees. Then I woud bilit a..... | 23 |
| house out of trees, and I woud..... | 23 |
| gather firewood to stay warm. I..... | 25 |
| woud try and fix my boat in my..... | 23 |
| spare time. | <u>09</u> |
| Letter total = | 154 |

for letter-total . As with word-total, though, the letter-total formula gives only a general idea of writing fluency without examining a student's mastery of writing conventions. When scored according to total letters written, our writing sample is found to contain 154 letters.

3. Correctly Spelled Words--The examiner counts up only those words in the writing sample that are spelled correctly. Words are considered separately, not within the context of a sentence. When scoring a word according to this approach, a

Fig. 2.12: CBM Writing sample scored for correctly spelled words

| | |
|--|----|
| I woud drink water from the ocean..... | 06 |
| and I woud eat the fruit off of..... | 07 |
| the trees. Then I woud bilit a..... | 05 |
| house out of trees, and I woud..... | 06 |
| gather firewood to stay warm. I..... | 06 |
| woud try and fix my boat in my..... | 07 |
| spare time. | 02 |
| Correctly Spelled Words = 39 | |

good rule of thumb is to determine whether--in isolation--the word represents a correctly spelled term in English. If it does, the word is included in the tally. Assessing the number of correctly spelled words has the advantage of being quick. Also, by examining the accuracy of the student's spelling, this approach monitors to some degree a student's mastery of written language. Our writing sample is found to contain 39 correctly spelled words.

4. Correct Writing Sequences--When scoring correct writing sequences, the examiner goes beyond the confines of the isolated word to consider units of writing and their relation to one another. Using this approach, the examiner starts at the beginning of the writing sample and looks at each successive pair of writing units (writing sequence). Words are considered separate writing units, as are essential marks of punctuation. To receive credit, writing sequences must be correctly spelled and be grammatically correct. The words in each writing sequence must also make sense within the context of the sentence. In effect, the student's writing is judged according to the standards of informal standard American English. A caret (^) is

Portfolios...



Portfolios...

- A **purposeful** collection of student work that exhibits the student's efforts, progress, and achievement in one or more areas of the curriculum. A thoughtful collection of materials that document **learning over time**.
- **Selection includes the following:**
 - Criteria for selection
 - Criteria for judging work



Portfolios...

Appropriate to use for monitoring:

- To show student progress over time (based on IEP goals/objectives)
- Student writing
- Online portfolio

Examples of data collection forms for portfolios:

- A collection of written samples in an academic area
- Online collection of academic or behavioral progress

Completed Portfolio Checklist

A 'completed portfolio' is an organized selection of your work and accomplishments throughout your high school career. In order to successfully pass your Junior Portfolio Conference the following items are required:

- At least one item, although multiple items are preferred, demonstrating understanding of each Essential Skill:
 - Acting in the benefit of the community
 - Thinking and acting ethically
 - Working collaboratively
 - Communicating effectively
 - Working creatively
 - Solving problems
 - Persisting in achieving quality
 - Applying effective research methods
 - Managing materials and time to accomplish goals
 - Working independently
 - Appreciating and understanding different perspectives
 - Making connections and being aware of context
- At least one research paper demonstrating mastery of research skills, including the mechanics of in-text and bibliographic citations
- Documentation of 60 Community Service Hours, verified by a filled-out and signed Community Service Log Sheet and/or letters of commendation, including hours served, from your community service supervisor(s).

For each item you must complete a Portfolio Item Reflection Sheet or write a paragraph explaining why the item has been included for the chosen skill. A definition, in your own words, is good to have for each skill. These summaries are instrumental during the portfolio preparation and review process.

Extra copies of the **Portfolio Item Reflection Sheets**, **Community Service Log Sheets**, and **Portfolio Conference Prep Forms** are located in the Library Media Center and can also be obtained through your advisor.

Essential Skills Evaluation Rubric

The student must have at least one item demonstrating their achievement for each Essential Skill. At the Freshman or Sophomore Portfolio Conferences and the Junior Portfolio Defense, the assembled parties will evaluate each skill as one of the following:

- Missing / Fails:* None or no appropriate items. The student has little to no understanding of the skill.
- Approaches:* The student demonstrates awareness of what the skill means, has understanding of what the skill entails, and can provide a reasonable example. This is acceptable for freshman and first year ESOL students.
- Meets:* The student demonstrates understanding and use of the skill according to the provided rubric. Juniors must meet the standard in order to pass!
- Advanced:* The student demonstrates deeper cognitive understanding, and discusses several appropriate items that indicate college level mastery of this skill.

Below is a rubric for what “meets” each Essential Skill:

Acting in the benefit of the community

During the explanation of his portfolio items, the student has shown that he is capable of recognizing that he is a part of a community and/or communities, understanding the needs of the community, deciding how he can help fulfill the needs of the community, making compromises if the needs of the community are different than his own, and seeing his actions through to the end.

Thinking and acting ethically

During the explanation of his portfolio items, the student has shown that he is capable of recognizing others and the community, considering and understanding actions before he acts, perceiving positive and negative consequences for himself, others, the community and the environment for all actions, accepting and dealing with consequences.

Working collaboratively

During the explanation of his portfolio items, the student has shown that he is capable of listening and responding appropriately, constructing and following group/class guidelines, following group/class guidelines, and contributing individually to the goals of the group/class.

Communicating effectively

During the explanation of his portfolio items, the student has shown that he is capable of understanding a subject and/or concept, conceptualizing or outlining the subject and/or concept and translating it into an appropriate meaningful visual, oral, written, physical or musical form.

Working creatively

During the explanation of his portfolio items, the student has shown that he is capable of recognizing habits and methods of himself and others in the field of study and creative community, understand the purpose of the habits of methods of himself and others, experimenting with different materials, concepts and purposes in relation to the context of those habits and methods, and designing new methods by combining elements from different habits and methods. The student shows that he is capable of self reflection with growing awareness of identity, emotions and choices, as well as soliciting, selecting and processing feedback instrumental to the developmental process.

Emily Waller

Holiday Song

Music Video

Radio Commercial

Film Score

Movie Post Production

Original Song

Biography

Grayson Tech

Emily Waller's Music Technology Portfolio

<http://www.lystincors.com/media/get/MQ/tv/OxMA>



My name is Emily Waller and I am a senior at Grayson High School. Music Technology is a program provided by the Grayson Technical Education Program. I enjoy singing, playing guitar, playing piano, and playing basketball. I mascotted for basketball and football for three years. I will be attending Trevecca Nazarene university in the fall. I am going to major in Commercial Music and possibly minor in Communication.

Basic Geometry Portfolio

Table of Contents

1. Standards of Assessment
2. What is the purpose of a portfolio?
3. Building the portfolio
4. Assessing the portfolio
5. Checklist
6. Goal Sheet

WHAT IS THE PURPOSE OF A PORTFOLIO?

The purpose of this portfolio is to showcase students' progress over the course of a year. They will be able to identify their strengths and weaknesses through self-evaluation, set goals for themselves, and show proficient organizational skills. The portfolio will be a project under construction during the course of the school year culminating into a wonderful collection of student work, thoughts, and reflections. It is something the students can be proud of, enhancing their self-efficacy. It keeps them in tune to what is going on in the classroom at all times by holding them accountable. The portfolio is a terrific resource to provide a summary of the school year. The following pages will better explain the procedures being used to build and assess portfolios.

Journey
North

Tulip Garden Study

• Mapping SPRING
in North America

Nobody sees a flower
nearly - it is so small - we
saw it there, and to see takes
time, like to have a friend
take time
- Georgia O'Keefe

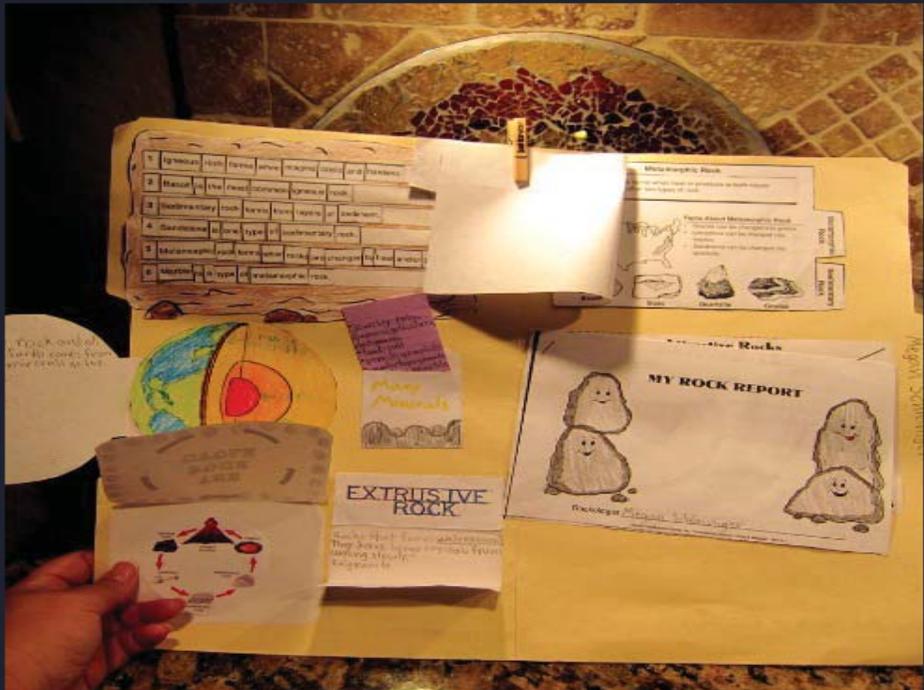
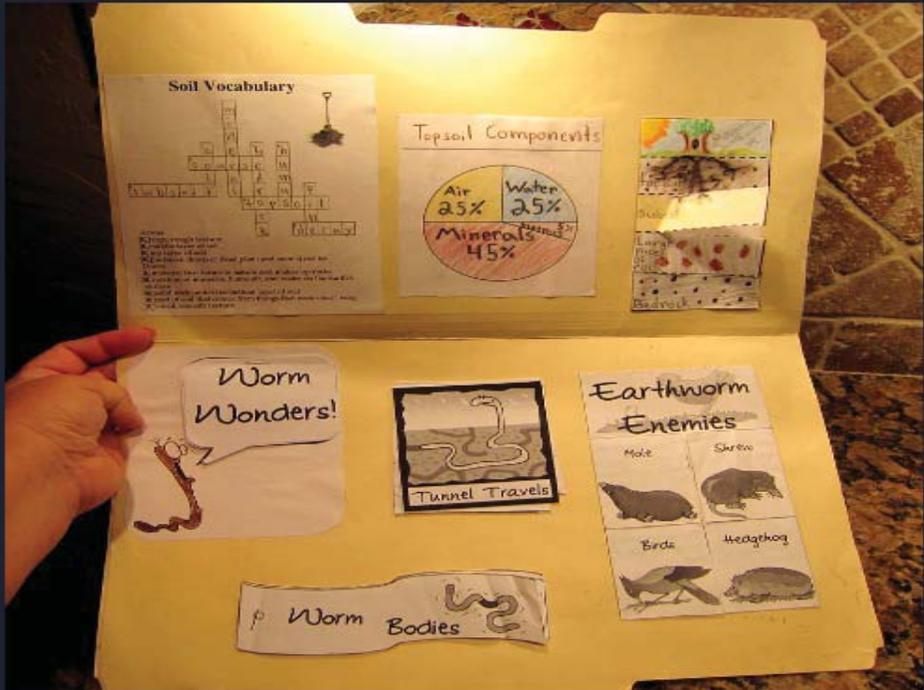
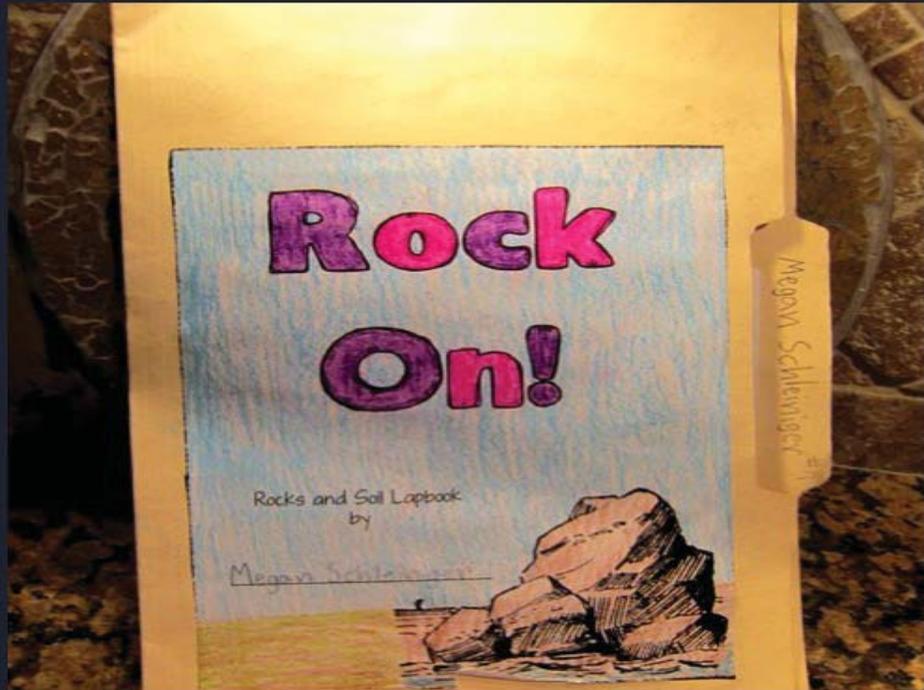


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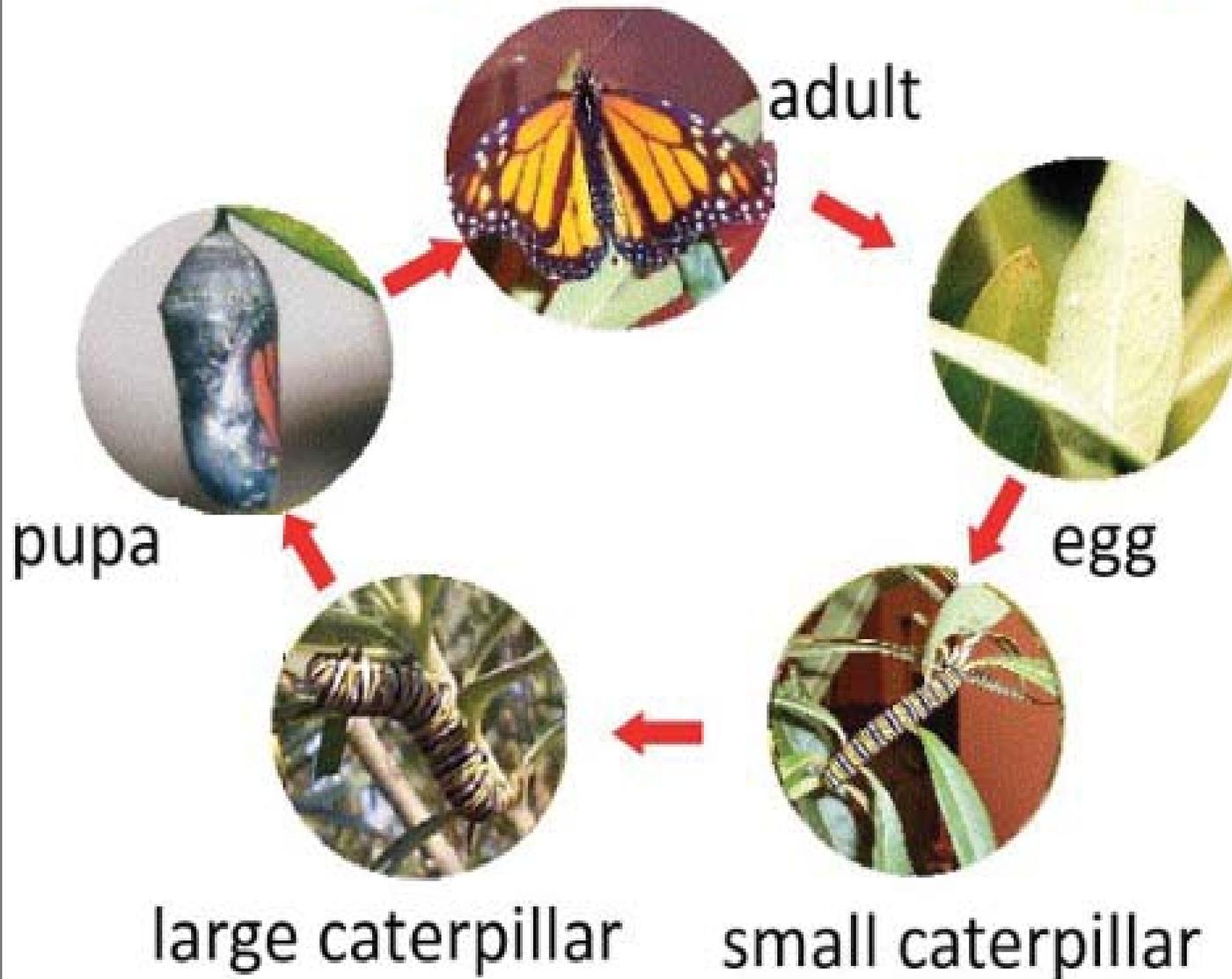


Cinquains

Spring Time
Longer days come
Blowing wind tomorrow
Animals getting happy
Spring Day
- by Thom



Life Cycle of a Butterfly



Vocabulary

metamorphosis

larva

exoskeleton

pupa

chrysalis

Observation



Observation & Anecdotal Records...

Observation:

- A **methodical** and **structured** assessment of student learning connected to goal
- Has **beginning** and **end time**

Anecdotal Records:

- Written description, **word for word**, **action for action** of what child said and did
- Like a **transcript** of an event, series of events, or day
- More **descriptive**



Observation & Anecdotal Records...

- Observer should have sense of **purpose** and idea of what looking for
- Take notes
- Be careful of drawing conclusions about motivation (what they do, not why they do); what see and hear (**no judgments**)
- **Factual, accurate, thorough**



Observation/Anecdotal Records...

Appropriate to use for monitoring:

- **Observation** is used when you are trying to determine when a behavior occurs (e.g., hitting), where it occurs, etc.
- **Anecdotal Records** are used for documentation of events that are occurring to find a pattern of behavior (off task, etc.).

A B C Observation Recording Form

Observer _____ Student _____

Location (e.g., class #, gym, cafe) _____ Date _____

†

| Time | Antecedent | Behavior | Outcome/Consequence |
|------|--|--|---|
| | Activity During: | When: | Student will: Because: Therefore the function is to obtain/avoid (circle one) |
| | <input type="checkbox"/> Large group activity <input type="checkbox"/> Small group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Transition <input type="checkbox"/> Unstructured activity Specify: | <input type="checkbox"/> Directed to work on tasks requiring specific academic skills <input type="checkbox"/> Directed to complete nonacademic tasks <input type="checkbox"/> Given correction <input type="checkbox"/> Working/playing w Peers <input type="checkbox"/> Alone (no interaction) <input type="checkbox"/> Engaged in self-selected task <input type="checkbox"/> Directed to stop self-selected task Notes: | <input type="checkbox"/> adult(s) respond (look at or talk to student) <input type="checkbox"/> peer(s) respond (look at, laugh or talk to student) <input type="checkbox"/> get specific activity/object <input type="checkbox"/> get specific sensory input <input type="checkbox"/> adult attention removed <input type="checkbox"/> peer attention removed <input type="checkbox"/> specific activity/object removed <input type="checkbox"/> specific sensory input removed Notes: |
| | <input type="checkbox"/> Large group activity <input type="checkbox"/> Small group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Transition <input type="checkbox"/> Unstructured activity Specify: | <input type="checkbox"/> Directed to work on tasks requiring specific academic skills <input type="checkbox"/> Directed to complete nonacademic tasks <input type="checkbox"/> Given correction <input type="checkbox"/> Working/playing w Peers <input type="checkbox"/> Alone (no interaction) <input type="checkbox"/> Engaged in self-selected task <input type="checkbox"/> Directed to stop self-selected task Notes: | <input type="checkbox"/> adult(s) respond (look at or talk to student) <input type="checkbox"/> peer(s) respond (look at, laugh or talk to student) <input type="checkbox"/> got specific activity/object <input type="checkbox"/> got specific sensory input <input type="checkbox"/> adult attention removed <input type="checkbox"/> peer attention removed <input type="checkbox"/> specific activity/object removed <input type="checkbox"/> specific sensory input removed Notes: |

Behavior Observation Tally Sheet

Student: Juan G. Observer: Mr. Keeley

Target Problem Behavior: Inappropriate Verbal Comments (off-task)

Target Alternate Behavior: Appropriate Verbal Comments (on-task)

Date: 11/11/11 Setting/Activity: Class Discussion

Type of Measurement: X Frequency Duration Interval

P = Problem Occurrence

A = Alternate Occurrence

| Start Time | Stop Time | Tally or Intervals | | | | | | | | | | Total |
|------------|-----------|--------------------|---|---|---|---|---|---|---|---|----|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 9:00 | 9:10 | P | P | P | P | | | | | | | |
| 9:10 | 9:20 | P | P | A | P | | | | | | | |
| 9:20 | 9:30 | P | P | P | A | A | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

Behavior Count: 7 (30 Min) Average Duration: Percentage: 70%

Additional Observations or Comments: Juan's comments wer directed at

his peers. They were funny and seemed to be attempts to gain their attention.

He offered on 3 "on-task" verbal comments between 9:10 and 9:30. Seventy

Percent (7 out of 10) of Juan's comments were inappropriate.

(Rabalate, 2003, p. 34)

Ask yourself: How can I monitor the student's behavior so I have a reliable record of progress?

Method of data collection:

- Frequency count across the day
- Frequency count from math period
(time of day) (time of day)
- Interval recording every _____
seconds or minutes across the day
(circle one)
- Interval recording every _____
seconds or minutes from _____ to _____
(circle one) (time of day) (time of day)
- Collect tally card at the end of each week

Describe exactly how data will be collected/recorded.
Attach copies of any forms utilized.

DAILY DATA

| | | | | | | | | | | | | | | | | | |
|---|--------|--------|--------|--------|--------|--------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| X = asking for help; \ = staying in room Behavior being measured/Unit of measurement | | | | | | | | | | | | | | | | | |
| | 7 | | | | | | | | | | | | | | | | |
| | 6 | | | | | | | | | | | | | | | X | |
| | 5 | | | | | | | | X | A | | | | | | X | |
| | 4 | | | X | | | | | X | B | | | | | X | X | |
| | 3 | | | X | | | X | X | X | S | | X | X | | X | X | X |
| | 2 | X | | X | | | X | X | X | E | | X | X | | X | X | X |
| | 1 | X | X | X | | X | X | X | X | N | X | X | X | X | X | X | X |
| | Yes/no | \ | | \ | | | \ | \ | \ | T | | \ | \ | | | \ | \ |
| | Dates | Jan 25 | Jan 26 | Jan 27 | Jan 28 | Jan 29 | Feb 1 | Feb 2 | Feb 3 | Feb 4 | Feb 5 | Feb 8 | Feb 9 | Feb 10 | Feb 11 | Feb 12 | Feb 15 |

Days

ANALYSIS (Date: _____)

- Desired decrease in problem behavior
 - Undesired increase in problem behavior
 - Desired increase in replacement behavior
 - Undesired decrease in replacement behavior
- Action to be taken: Continue Modify Plan for generalization

Plan for action: Increase positive verbal reinforcement for working steadily and for staying in classroom for the entire math period.

Functional Behavior Assessment Observation Form

Name: **George** Observer: **Ms. England** Dates Observed - From **Feb 8th** To **Feb 12th**

Directions: Preparing the form: Before you begin observing, enter: 1. The client's name under "Name"; 2. Your name under "Observer"; 3. Dates for which you will be using this form under "Dates Observed"; 4. Time intervals when you will be observing under "Time Intervals" (beginning on the left side); 5. Target behaviors being monitored next to "Target Behaviors"; 6. Additional antecedents and perceived functions, if necessary; and 7. If known, usual setting events and actual consequences. An **EVENT** is an occurrence of a target behavior, or cluster of target behaviors, in time. **Event Numbers** correspond to the order that target behaviors, or clusters, occur in time. **When you observe**, every time a target behavior or cluster occurs, enter: 1. The date on the column under "date," next to the appropriate event number; 2. The event number under the appropriate time interval column for a. The target behavior(s) that occurred within that event; b. The setting event, c. The antecedent, d. The actual consequence, and e. The perceived function. **When you are done using this observation form:** Look for patterns of behavior.

| Event # | Date | Time Intervals: (Enter time intervals) ⇨ | 9 to 10 am | 10 to 11 am | 11 to 12 pm | 12 to 1 pm 12:30 Lunch | 1 to 2 pm | 2 to 3 pm | 3 to 4 pm |
|---------|------|--|-----------------|-------------|-------------|---------------------------|-----------|-----------|-----------|
| 1 | 2/8 | Target Behaviors | | | | | | | |
| 2 | 2/8 | Humming loudly | 4 | | | | | 2; 7; 13 | |
| 3 | 2/8 | List behaviors ⇨ Inappropriate jokes | 4 | | | 8; 12; 15 | | | 9 |
| 4 | 2/9 | Head on table | 1; 11; 14 | | 6 | | | | 10 |
| 5 | 2/9 | (Enter event number under time intervals) Refusing to participate | 1; 14 | | | | | | |
| 6 | 2/9 | Throwing books | 5; 11 | | | | | | 3 |
| 7 | 2/9 | Setting Event | | | | | | | |
| 8 | 2/10 | List setting events ⇨ Not sleep well | 1; 11 | | | | | | |
| 9 | 2/10 | Head ache | | | | | | | |
| 10 | 2/10 | (Enter event number under time intervals) | | | | | | | |
| 11 | 2/11 | Antecedent | | | | | | | |
| 12 | 2/11 | List other antecedents if needed ⇨ Demand/Request | 1; 4; 5; 11; 14 | | 6 | | | | 3; 10 |
| 13 | 2/11 | Difficult Task | | | | | | | |
| 14 | 2/12 | Transition | | | | | | | |
| 15 | 2/12 | Interruption | | | | | | | |
| 16 | | (Enter event number under time intervals) Told "No" | | | | | | | |
| 17 | | Told "Wait" | | | | | | | |
| 18 | | Alone (No Attention) | | | | | | | |
| 19 | | Free Time | | | | 8; 12; 15 | | 2; 7; 13 | 9 |
| 20 | | Actual Consequence | | | | | | | |
| 21 | | List actual consequences ⇨ Request repeated | 1 | | | | | 7; 13 | |
| 22 | | Ignored | 1; 14 | | | | | 2 | 3; 9 |
| 23 | | Threatened | | | | | | | 3 |
| 24 | | Attention | 4 | | | 8; 12; 15 | | | |
| 25 | | Sent away | 5; 11 | | 6 | | | | 10 |
| 26 | | | | | | | | | |
| 27 | | Perceived Function | | | | | | | |
| 28 | | List other functions if necessary ⇨ Obtain Attention | 4 | | | 8; 12; 15 | | 2; 7; 13 | 9 |
| 29 | | Obtain Item | | | | | | | |
| 30 | | Obtain: | | | | | | | |
| 31 | | Escape Demand/Request | 1; 4; 5; 11; 14 | | 6 | | | | 10 |
| 32 | | Escape Activity | | | | | | | 3 |
| 33 | | Escape Person | | | | | | | |
| 34 | | Escape: | | | | | | | |
| 35 | | Self-Stimulation | | | | | | | |

Patterns Observed:

1. Behaviors occur most often between 9 to 10 am (math lecture); 12 to 1 pm (lunch); 2-3 pm (free time)
2. Not sleeping well seems to be a setting event for putting head on table
3. The function of humming loudly and telling inappropriate jokes seems to be to obtain attention
4. The function of putting head on table, refusing to participate, and throwing books seems to be to escape a request

Running Records

A **running record** is a very detailed description of behavior or an event, which is recorded as it happens. It is a bit like a sport commentators running commentary at a football game. That is the commentator describes in detail what is exactly happening. In a similar way a running record records exactly what a child is doing and saying within a particular time-frame. Running records are used mainly to provide very objective information about a particular situation.

Because you are writing a description of behavior as it happens, the running record will be written in the **present tense**, e.g. Claire holds onto the string with one hand.

| | |
|--|---|
| Date: 05.07.07 Time: 9:30 am – 9:33 am Child: Karly (3.2 years) Place: On the puzzle mat Setting: Karly is at the puzzle mat during indoor free play. | Observer: Jane Background information: For the past week Karly has spent the majority of her free play time at the puzzles. Others involved: N/A |
| Time | Observation |
| 9.30 am | Karly kneeling, reaches across the mat with her right hand. Slowly and still using one hand, she brings the puzzle toward her. She places her left hand onto the puzzle mat. Dropping her right knee, then her left, Karly crosses her legs, bending slightly over the puzzle in front of her. <u>'There, this one's easy.'</u> she says to herself with a smile. |
| 9.31 am | Very slowly, Karly turns the puzzle upside down and the pieces fall to the mat. Using her right hand, Karly turns each puzzle piece over carefully. Still sitting cross-legged, Karly turns her attention to a group of girls giggling loudly as they run past the puzzle mat. She shifts her focus back to the puzzle. |
| 9.32 am | She looks intently at the pieces. Choosing the four corner pieces, Karly places one in each corner of the puzzle frame. Using two fingers of the right hand, Karly switches two of the pieces from the top to the bottom of the frame. <u>'There'</u> , she states and hits both her hands on her knees. |



Share and Discuss



- 1.) How might you use these tools?
- 2.) What are challenges to using these tools?
- 3.) Other Epiphanies?



Short Cycle Assessments...



Short-Cycle Assessments...

- These are **frequent** or daily formative assessments specific to an instructional goal.
- Provide information in regards to **content standards**
- Show teaching **strengths** and **areas of improvement**



Short-Cycle Assessments...

Appropriate to use for monitoring:

- To show **what** and **how** much the student has learned
- To indicate when the teacher needs to **adjust** the instruction to meet student needs

Examples of data collection forms for short-cycle assessments

- Graphic organizers
- Short quizzes on selected skill
- Mini whiteboards
- <https://www.teachingchannel.org/videos/teacher-assessment-strategy>

For **Math**...

For **Reading**

State Support



Exit Ticket

Cut all items out along the dashed lines.

© 2012, Imulefun

origin (x,y) (2,2)

y-axis x-axis

Ordered Pairs and Graphing

I can locate, name and graph ordered pairs on a coordinate plane.

| | |
|---|---|
| <p>Predict what will happen in your reading today. (one or two sentences)</p> | <p>What was the main idea?</p> <p>Main Idea: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>Summarize what you read.</p> <p>Who: _____</p> <p>_____</p> <p>What: _____</p> <p>_____</p> <p>When: _____</p> <p>_____</p> <p>Where: _____</p> <p>_____</p> <p>Why: _____</p> | <p>Draw a picture of the main idea.</p> |





Performance Assessments...



Performance Assessment...

- Requires students to **demonstrate** that they have specific skills and competencies by performing or producing something.
- Also known as alternative or authentic assessment
- Requires student to **perform** a task
- Structure how to **score before** hand (perhaps with criterion or a rubric)



Performance Assessments...

Appropriate to use for monitoring:

- ✓ designing and carrying out **experiments**;
- ✓ working with other students to accomplish **tasks**;
- ✓ demonstrating proficiency in using a piece of **equipment** or a technique' building **models**'
developing, interpreting, and using maps;
- ✓ **writing** essays, term papers, critiques, poems, or
short stories; giving speeches;
- ✓ playing musical **instruments**



Performance Assessments...

- **Speech for English 1**
- **Science tube roller coaster:**
- **Video of Newton's Laws of Motion**
 - **RAFT**

RAFT Writing Prompts: IMPERIALISM

| Role | Audience | Format | Topic |
|---------------------------------|--|-------------------------------|--|
| Wealthy Indian | British People | Thank you note | Thanking Britain for all the positive things they did for India. You must specifically list them in this letter. |
| Indian who resents British Rule | British Parliament | Letter to the Editor | Commenting on the unfair policies of the British in India |
| Political Cartoon Artist | Newspaper Readers | Political Cartoon | Criticizing Western Imperialism |
| National Leader | People of a region which was taken over by a Western Power | Poster OR comic strip OR song | A before/after picture which shows the impact of imperialism on their nation |

Checklist...



Checklists...

A list of behaviors identifying a student's skills and knowledge that enables teachers to **observe** and easily **check off what children know and are able to do**



Checklists...

Appropriate to use for monitoring:

- When multiple, chronological steps are needed to be performed
- To determine that all steps have been completed
- Organizational skills

Teacher Checklist – Reading Comprehension

Student _____ Date _____ School _____
 Date of Birth _____ Grade _____ Teacher _____

| <u>YES</u> | <u>NO</u> | <u>SOMETIMES</u> | <u>THE STUDENT:</u> |
|------------|-----------|------------------|--|
| 1. _____ | _____ | _____ | 1. orients book in proper position and turns pages left to right. |
| 2. _____ | _____ | _____ | 2. attempts to read, using picture and context cues. |
| 3. _____ | _____ | _____ | 3. recognizes common words in stories. |
| 4. _____ | _____ | _____ | 4. begins to use phonetic cueing system (e.g., beginning sounds). |
| 5. | | | 5. uses decoding skills: |
| a. _____ | _____ | _____ | a. uses common vowels, vowel patterns, consonant sounds, consonant blends, digraphs, and diphthongs, |
| b. _____ | _____ | _____ | b. applies rules of syllabication, |
| c. _____ | _____ | _____ | c. demonstrates knowledge of prefixes, suffixes and |
| d. _____ | _____ | _____ | d. compound words. |
| 6. _____ | _____ | _____ | 1. uses context clues. |
| 7. _____ | _____ | _____ | 6. automatically recognizes previously taught vocabulary in print (sight and reading vocabulary). |
| 8. _____ | _____ | _____ | 1. demonstrates fluent oral reading. |
| 9. | | | 9. comprehends complex sentence structure |
| a. _____ | _____ | _____ | a. understands passive voice (Mice were eaten by the cat.). |
| b. _____ | _____ | _____ | b. understands relative clauses (the cake that Mac ate). |
| c. _____ | _____ | _____ | c. understands direct and indirect quotes within a passage. |
| d. _____ | _____ | _____ | d. understands pronoun reference (he = Billy). |
| 10. | | | 10. recognizes different uses of words depending on context: |
| a. _____ | _____ | _____ | a. recognizes meanings of antonyms and synonyms. |
| b. _____ | _____ | _____ | b. recognizes multiple meanings (fly – a fly, to fly). |
| c. _____ | _____ | _____ | c. understands figurative language (hold your horses). |
| d. _____ | _____ | _____ | d. differentiates homonyms (rode – road). |
| 11. | | | 10. comprehends age- and/or grade-appropriate passages: |

Name: Alex

Date:

My Self-Monitoring Form

Today in class . . .



Was I paying attention to my assigned work? Y N

Was I following the classroom rules? Y N

Was I paying attention to my assigned work? Y N

Was I following the classroom rules? Y N

Was I paying attention to my assigned work? Y N

Was I following the classroom rules? Y N

Was I paying attention to my assigned work? Y N

Was I following the classroom rules? Y N

Was I paying attention to my assigned work? Y N

Was I following the classroom rules? Y N

Total number of Y (yes) = _____ My Goal = _____

Signed: _____

Student

Teacher

Parent

Organizational Checklist

Get organized! Be able to find your assignments and turn them in! Be able to locate your notes to study for tests! Open your binder and go down the checklist: for each item, write a Y (for Yes) if you meet the criteria fully for all binders being checked or an N (for No) if you do not meet the criteria fully. Example: if you meet all criteria for the question for your math and science binders but not for your history binder, record an N. If your planner or correct binders are absent (e.g., absence of even binders on an even day) record an N. When finished, divide the number of Y's by 8 and record this in the last space as the percentage of binders that are organized.

| BINDERS/ BOOKBAG | DATES | | | | | | |
|---|-------|--|--|--|--|--|--|
| | | | | | | | |
| Do you have the correct binders for today (i.e., even binders on even day, 'B' binder on 'B' day)? | | | | | | | |
| Are your binders free from loose and irrelevant material (e.g., non-subject related material)? | | | | | | | |
| Is your planner present? | | | | | | | |
| Is your planner free of loose and irrelevant material? | | | | | | | |
| Inside your binders: are there clearly defined locations for storing incomplete assignments? "I keep them in _____" | | | | | | | |
| Inside your binders: are there clearly defined locations for storing completed assignments (i.e., those assignments ready to be turned in.)? "I keep them in _____" | | | | | | | |
| Inside the binders: are there clearly defined locations for storing all other class papers (e.g., graded assignments, class notes, class handouts)? "I keep them in _____" | | | | | | | |
| Is there a clearly defined central location for recording all long-term projects for each subject? "I record them in _____" | | | | | | | |

Planner Checklist

Get organized! Be able to complete your assignments and turn them in! For each item, write a Y (for Yes) if you meet the question fully or an N (for No) if you do not meet the question fully. If your planner is absent, record an N.

| Long-term projects/assignments: Once a week, answer the following questions about the <u>entire</u> previous week. | | DATES | | | | | |
|---|---|-------|--|--|--|--|--|
| | | | | | | | |
| Has a long-term project/assignment, in any class, been recorded in the last week? | | | | | | | |
| Was the subject recorded in which the assignment is due? | | | | | | | |
| Was the due date of the assignment recorded? | | | | | | | |
| Was there sufficient detail recorded in order to complete the project? | | | | | | | |
| Short-term projects/assignments: Once a week, answer the following questions about the <u>last time</u> you could have been assigned work/ the last time you had the class. | | DATES | | | | | |
| English | Has a short-term project/assignment been recorded in the last week, including "none"? | | | | | | |
| | Was the subject recorded in which the assignment is due? | | | | | | |
| | Was the due date of the assignment recorded? | | | | | | |
| | Was there sufficient detail recorded in order to complete the project? | | | | | | |
| | Record the NUMBER of missing assignments. | | | | | | |
| Math | Has a short-term project/assignment been recorded in the last week, including "none"? | | | | | | |
| | Was the subject recorded in which the assignment is due? | | | | | | |
| | Was the due date of the assignment recorded? | | | | | | |
| | Was there sufficient detail recorded in order to complete the project? | | | | | | |
| | Record the NUMBER of missing assignments. | | | | | | |



Share and Discuss



- 1.) How might you use these tools?
- 2.) What are challenges to using these tools?
- 3.) Other Epiphanies?

Running Record...



Running Records...

Focuses on a sequence of events that occurs over time, giving a more detailed picture of the behavior over time.

Appropriate to use for monitoring:

Reading running record



"Birthday Surprise"

Teacher Page

Name: Greyson Date: 1/20 Week: 1

Directions: Instruct student to read the following passage 3 times. Let student know you will be timing the readings. Encourage the student to read smoothly (not too fast, or too slow). Write the 3 times below.

*** Circle errors from the 1st read in red, the 2nd read in blue, and the 3rd read in black.

*** With the same colors, put a ✓ next to any words the student self corrects (SC).

Today was my friend Maddie's 9th birthday party! She invited all our friends 13
 from school and said there would be lots of games and prizes. I was ecstatic! 28
 Yesterday my mom and I went to the mall to get Maddie a present. Maddie and I 45
 always play Barbie's so I picked out a new Barbie for her. My mom wrapped it 61
 in gorgeous pink polka-dot wrapping paper. We were almost to Maddie's party 73
 when I realized I had left the present at home. Oh no, now Maddie will think I 90
 didn't get her a present! I would be the only person without a present for 105
 Maddie! I pleaded with my mom to go back home and get Maddie's present. But 120
 my mom said I would have to bring it another day. I was heartbroken. I arrived 136
 at Maddie's party and felt very uneasy. When it came time for presents to be 151
 unwrapped I wanted to disappear. The first present Maddie opened happened 162
 to be exactly what I got her. The wrapping was even the same pink polka-dot 177
 wrapping and the card had my name on it. Suddenly I realized what happened. 191
 My mom must have secretly dropped off the present for me! My mom saved 205
 the day. She is so amazing! 211

1st Read: Time: 1:58

of Errors: 5

of SC: 6

Rate & Tone: 1 2 3 4
(Circle One)

2nd Read: Time: 1:48

of Errors: 3

of SC: 6

Rate & Tone: 1 2 3 4
(Circle One)

3rd Read: Time: 1:43

of Errors: 2

of SC: 1

Rate & Tone: 1 2 3 4
(Circle One)

Overall Score: Rate & Tone: 10/12

Time: 1:48
(Choose the middle time)

of Errors: 3
(Choose the middle score)

of Self Corrections: 6
(Choose the middle score)

RUNNING RECORD SHEET

Name: _____ Date: _____ D. of B.: _____ Age: _____ yrs _____ mos.

School: _____ Recorder: _____

| Text titles | Errors Running Words | Error Ratio | Accuracy Rate | Self-correction Ratio |
|---------------------|-------------------------|----------------|------------------|--------------------------|
| Easy _____ | _____ | 1: _____ | _____ % | 1: _____ |
| Instructional _____ | _____ | 1: _____ | _____ % | 1: _____ |
| Hard _____ | _____ | 1: _____ | _____ % | 1: _____ |

Directional movement _____

Analysis of Errors and Self-corrections

Information used or neglected — Meaning (M), Structure or Syntax (S), Visual (V)

Easy _____

Instructional _____

Hard _____

Cross-checking on information (Note that this behavior changes over time)

| Page | Title | Count | | Analysis of Errors and Self-Corrections | |
|------|-------|-------|----|---|-----------|
| | | E | SC | Information used | |
| | | | | E MSV | SC MSV |
| | | | | | |

| Name: _____ | | Date: _____ |
|---|---|--|
| Story: The Monster is Coming! | | RW = 100 |
| Page | Story text to record child's reading | Strategies used |
| 4 | A woman ran into the school. "Run!" she shouted. "Hide! There's a monster in the village! It'll eat us! It'll crush us in our homes!" "Don't be silly!" said the teacher. Then they heard the booming sound of giant footsteps. A huge monster, as tall as a tree, stamped past their school. It shook its giant, hairy head from side to side and roared loudly. | |
| 5 | "We should hide in the village hall," said the teacher sensibly. "Line up in the school playground." The playground was full of people. Somehow, Simon lost the teacher. | |
| 6 | Simon was afraid, but he wanted to [see what was going on.] | |
| | | Miscues total: |
| Reading Symbols No errors ✓ = correct SC = self-corrected Miscues/errors: T = told word O = omitted word ^ = inserted word Write any incorrect word over target word. | | Reading Strategies Ph = phonic G = graphic S = syntactic C = contextual |

Find the number of miscues in the top row of this table to find the corresponding accuracy rate in the bottom row.

| Miscue total | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Accuracy rate | 99% | 98% | 97% | 96% | 95% | 94% | 93% | 92% | 91% | 90% | 89% | 88% | 87% | 86% | 85% |

95% or greater = comfortable level for independent reading. 94% or below = frustration level for independent reading.

Accuracy Rate = _____

The accuracy rate indicates how well the pupil uses a range of strategies, including accurate decoding of text, to read. Use the accuracy rate as evidence towards **AF1**.

Next steps: Refer to the Teaching Version of *The Monster is Coming!* for comprehension questions in order to gather evidence about how well the pupil can read for meaning, including gathering other **AF** evidence, eg. **AF3**.

| Name: <u>James</u> | | Date: <u>12th October</u> |
|--|---|--|
| Story: <u>Is the Wise Owl Wise?</u> | | RW = 100 |
| Page | Story text to record child's reading | Strategies used |
| 4 | Owl did not shut his eyes. He kept them open just a little bit. It made him look very clever. | Ph |
| 5 | The animals in the forest saw him and said, "He looks so wise. He looks so clever." | S |
| 6 | There was a pond in the forest and in the pond lived many frogs. One summer it didn't rain. All the water in the pond dried up. The frogs got very hot. "What shall we do?" they said. "Let us go and ask Owl. He'll tell us what to do. He looks so wise. He looks so clever." | Ph C |
| 7 | The frogs told Owl about [the pond.] | G |
| | | Miscues total: 4 |
| Reading Symbols No errors ✓ = correct SC = self-corrected | | Reading Strategies Ph = phonic G = graphic S = syntactic C = contextual |
| Miscues/errors T = told word O = omitted word ^ = inserted word Write any incorrect word over target word | | |

Find the number of miscues in the top row of this table to find the corresponding accuracy rate in the bottom row.

| | | | | | | | | | | | | | | | |
|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Miscue total | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Accuracy rate | 99% | 98% | 97% | 96% | 95% | 94% | 93% | 92% | 91% | 90% | 89% | 88% | 87% | 86% | 85% |

95% or greater = comfortable level for independent reading. 94% or below = frustration level for independent reading.

Accuracy Rate = 96%

The accuracy rate indicates how well the pupil uses a range of strategies, including accurate decoding of text, to read. Use the accuracy rate as evidence towards **AF1**.

Next steps: Refer to the Teaching Version of *Is the Wise Owl Wise?* for comprehension questions in order to gather evidence about how well the pupil can read for meaning, including gathering other AF evidence, eg. **AF3**.

Work Samples...



Work Samples...

- Student work that shows level of skill
- A collection of student work that **demonstrates** what they know and are able to do that provides a concrete example of learning
- **Analyzing** work based on set criteria (rubric)



Work Samples...

Appropriate to use for monitoring:

- To show concrete example of **progress over time**
- To show comparison to peers in a concrete manner
- Show patterns of errors

- 12 What is the dog's problem in the story and How is the problem solved? Use details from the story.

The dog problem is that it has no home and no master to feed it. So when the dog shows up and eat the cat food and scares it, Mr. Hacher brings in the dog food in the house. Then When it is all done it lase down when Ms. Hacher is trying to get it out side. So Ms. Hacher said, This is not going to work so he said I will adopt this dog and name it garvis.

- 16 Each student in Ms. Jackson's class voted for one game to play outside. All the students will play the game that gets the most votes. This tally chart shows the number of students who voted for each game.

Game Vote

| Game | Number of Students |
|-----------------------|--------------------|
| Duck Duck Goose | HHH I |
| Kickball | HHH II |
| Red Light Green Light | HHH II |
| Freeze Tag | IIII |

- a. How many more students voted for Duck Duck Goose than voted for Freeze Tag?

6 students voted for duck duck
goose and 4 student voted for
Freeze tag.

Ms. Jackson said, "We need to vote again."

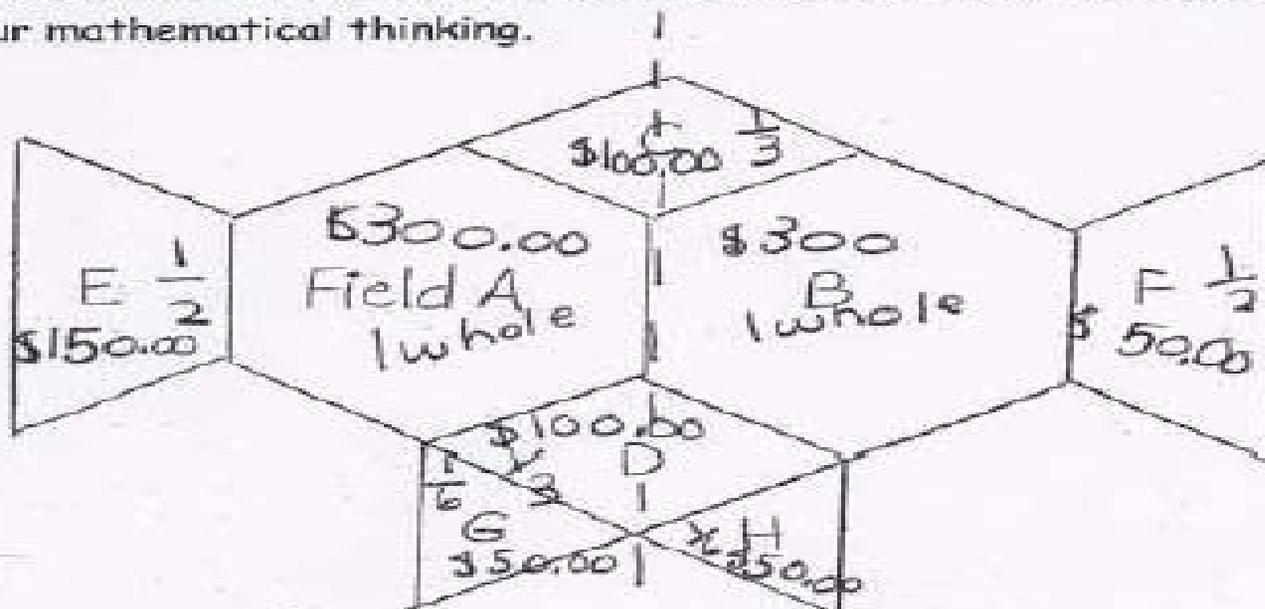
- b. Explain why the students need to vote again.

The student need to vote
agin because kick ball and
Red light green light have the
same number of votes They
both have 7 votes.

Name _____

Farmer Fred

Farmer Fred's fields are worth twelve hundred dollars total. The fields are formed with the same properties as your pattern blocks. Each field's value is based on its size. What fraction of the total value is each field worth? How much is each field worth? Show and explain all of your mathematical thinking.



I have to figure out what the fields are worth and the fraction of the fields. You can't solve this problem if you don't know fractions. I will make a table and write the answers on it.

Inventories...



Inventories...

- Individually administered tools designed to determine a student's **approximate** independent, instructional, and frustration reading levels and other abilities
- List of items provided on an assessment **specific** to the **goal** or **objective** being monitored





Inventories...

Appropriate to use for monitoring:

- To determine student preferences
- To determine learning styles
- To become self-aware of strengths and job requirements



Level: Three

Narrative

Concept Questions:

Why do people go to libraries?

Check out books, read stuff

(3-2-1-0)

What does "getting animals to come to you" mean to you?

We calling your dog over

(3-2-1-0)

What can waves do?

Crash on the beach

(3-2-1-0)

What sounds does a dolphin make?

I don't know

(3-2-1-0)

Score: _____ /12 = _____ %

_____ FAM _____ UNFAM

Prediction:

The Friend

Once upon a time there was a boy named Mark. Mark loved to go to the ocean and play his flute. One day he was playing his flute

O = omitted word

when a school of ^{dolphin} dolphins swam by. They leaped in the air every 30 seconds. Mark could almost predict when they would leap again.

He watched them for a long time because he was so interested in their play. That day he decided that he wanted to learn more about dolphins. Mark went to the library.

The next weekend he took a boat and rowed out about as far as he had seen the dolphins before. He started playing his flute, trying to mimic the pulsed sounds he had heard on tapes of dolphin sounds. He had learned that they make two kinds of pulsed sounds. One kind is called ^{snor} sonar and is used to locate dolphins and objects. The other kind of sound is a burst pulse that tells the emotional state of the dolphin. Mark was trying to mimic sonar. Soon, about 400 yards away, he saw the roll of the dolphins. The boat bounced in the waves as the dolphins came closer. They seemed to be ^{curious} curious about the sounds coming from the boat. Suddenly, the boat tipped sharply and Mark fell out. Somehow he held on to his flute. Mark was a good swimmer, but he was too far from land to swim. The only thing to do was to try to mimic the sound of a dolphin in trouble. Maybe then the dolphins would help him to land. Kicking strongly, he kept himself up above the water. He blew high,

and

and

and

and

and

Examiner Word Lists

| Fifth | Identified Automatically | Identified |
|------------------|--------------------------|------------|
| 1. attend | a | |
| 2. protest | a | |
| 3. movement | a | |
| 4. biography | | biography |
| 5. attention | a | attention |
| 6. capture | a | |
| 7. oxygen | a | |
| 8. tales | a | |
| 9. creature | a | |
| 10. obstacles | | obstacles |
| 11. divorced | a | |
| 12. registration | a | |
| 13. arrested | a | |
| 14. poison | | poison |
| 15. material | a | |
| 16. bulletin | a | |
| 17. giant | a | |
| 18. fluent | | fluent |
| 19. pioneers | | pioneers |
| 20. pouch | a | |

Total Correct Automatic 16 /20 = 80 %
 Total Correct Identified 15 /20 = 75 %
 Total Number Correct 19 /20 = 95 %

| Sixth | Identified Automatically | Identified |
|------------------|--------------------------|-------------|
| 1. sewed | | sewed |
| 2. controlled | c | |
| 3. championships | c | |
| 4. possessions | | possessions |
| 5. moisture | c | |
| 6. memories | c | |
| 7. abolish | | abolish |
| 8. pyramids | c | |
| 9. emerge | | emerge |
| 10. temperature | c | |
| 11. humidity | c | |
| 12. insistent | | insist |
| 13. irrigated | | irrigated |
| 14. thrived | c | |
| 15. slavery | c | |
| 16. evaporate | c | |
| 17. classified | c | |
| 18. preserved | | preserve |
| 19. fashioned | c | |
| 20. curious | c | |

Total Correct Automatic 14 /20 = 70 %
 Total Correct Identified 17 /20 = 85 %
 Total Number Correct 17 /20 = 85 %

| LEVELS | | |
|-------------|---------------|-------------|
| Independent | Instructional | Frustration |
| 18-20 | 14-17 | below 14 |
| 90-100% | 70-85% | below 70% |

Rubrics...



Rubrics...

- A **scoring tool** that explicitly represents the performance expectations for an assignment or piece of work.
- A rubric **divides** the assigned work into component parts and provides **clear descriptions** of the characteristics of the work associated with each component, at varying levels of mastery.
- Usually **handed out before assignment begins.**





Rubrics...

Appropriate to use for monitoring:

- Can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc.
- Use as a scoring or grading guide to provide formative feedback and support
- <https://www.teachingchannel.org/videos/designing-rubrics>



MATH PROJECT

Name: _____

Date: _____

Grade: _____

Teacher: _____

| | Criteria | | | | Value |
|--|--|---|--|--|-------|
| | 1 | 2 | 3 | 4 | |
| Problem Solving | Little or no understanding of the problem is evidenced. | Numerous errors when solving problems. | Few errors when solving problems. | No errors when solving problems. | _____ |
| Math Content | Demonstrates little or no knowledge or application of math skills. | Demonstrates a limited knowledge and application of math skills. | Demonstrates a general knowledge and application of math skills. | Demonstrates a clear knowledge and application of math skills. | _____ |
| Math Communication | Inaccurately communicates solutions to problems and concepts. | Limited communication of solutions to problems and concepts. | Satisfactorily communicates solutions to problems and concepts. | Accurately communicates solutions to problems and concepts. | _____ |
| Presentation | The reader is unable to follow the steps taken in the solution. | Solution is difficult to follow at times. | Solution is presented in a logical manner. | Solution is presented in an easy follow step-by-step model. | _____ |
| Use of Mathematical Terminology | No mathematical terminology is used or attempted. | Some mathematical terminology is presented, but not correctly used. | Mathematical terminology correctly used. | Mathematical terminology is prevalent and used correctly. | _____ |
| | | | | Total:_____ | _____ |

TEACHER COMMENTS

Essay Rubric

Directions: Your essay will be graded based on this rubric. Consequently, use this rubric as a guide when writing your essay and check it again before you submit your essay.

| Traits | 4 | 3 | 2 | 1 |
|---|---|---|---|--|
| Focus & Details | There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information. | There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information. | There is one topic. Main ideas are somewhat clear. | The topic and main ideas are not clear. |
| Organization | The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong. | The introduction states the main topic and provides an overview of the paper. A conclusion is included. | The introduction states the main topic. A conclusion is included. | There is no clear introduction, structure, or conclusion. |
| Voice | The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident. | The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident. | The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited. | The author's purpose of writing is unclear. |
| Word Choice | The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced. | The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone. | The author uses words that communicate clearly, but the writing lacks variety. | The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning. |
| Sentence Structure, Grammar, Mechanics, & Spelling | All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling. | Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding. | Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding. | Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with |



Share and Discuss



- 1.) How might you use these tools?
- 2.) What are challenges to using these tools?
- 3.) Other Epiphanies?

Step 4: Represent the Data Visually

Compiling data is a critical component!!!

- Periodically review and graph or chart the collected data.
- Attempting to compile all data collected during the year right before the IEP would be an overwhelming task.

| If data is collected: | Then data should be compiled: |
|------------------------------|--------------------------------------|
| Daily | Weekly |
| Two or three times per week | Bi-weekly or monthly |
| Once a week | Monthly |

Progress Monitoring Case:

**State Support
Team**



Joshua is now attending his 3rd school for the year. He has poor attendance and he is often tardy or late. He sometimes sleeps in class and becomes agitated when he is awakened. When he is awakened he is very aggressive (yelling at peers, taking items that does not belong to him... i.e., pencils, slamming materials on the desk, throwing assignments on the floor, and physically hitting or pushing peers). After lunch he is generally less aggressive as it relates to hitting. It must be noted that Joshua has been able to develop some good peer interactions, he is very athletic and can be helpful to peers when engaging in mathematical activities. He also enjoys rough housing and will occasionally become too aggressive towards peers (hitting, pushing, shoving, etc.).

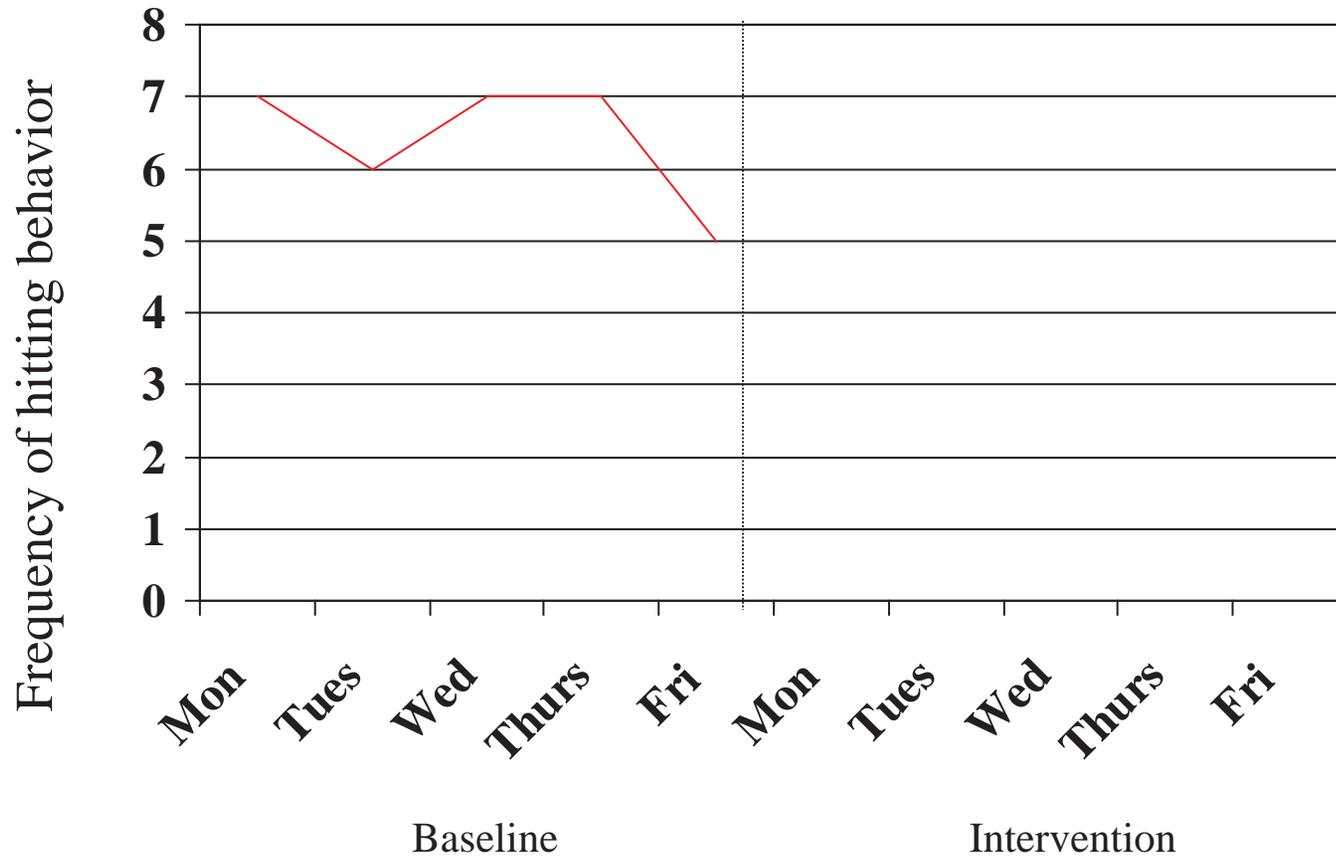


Joshua's hitting behavior

| Time | M | T | W | T | F | Total |
|------------------|----------|----------|----------|----------|----------|-------|
| 9-9:10 | / | / | | / | / | 4 |
| 9:30-40 | / | / | // | / | / | 6 |
| 10-10:10 | // | /// | / | // | / | 9 |
| 10:30-40 | /// | / | //// | /// | // | 13 |
| Day total | 7 | 6 | 7 | 7 | 5 | |

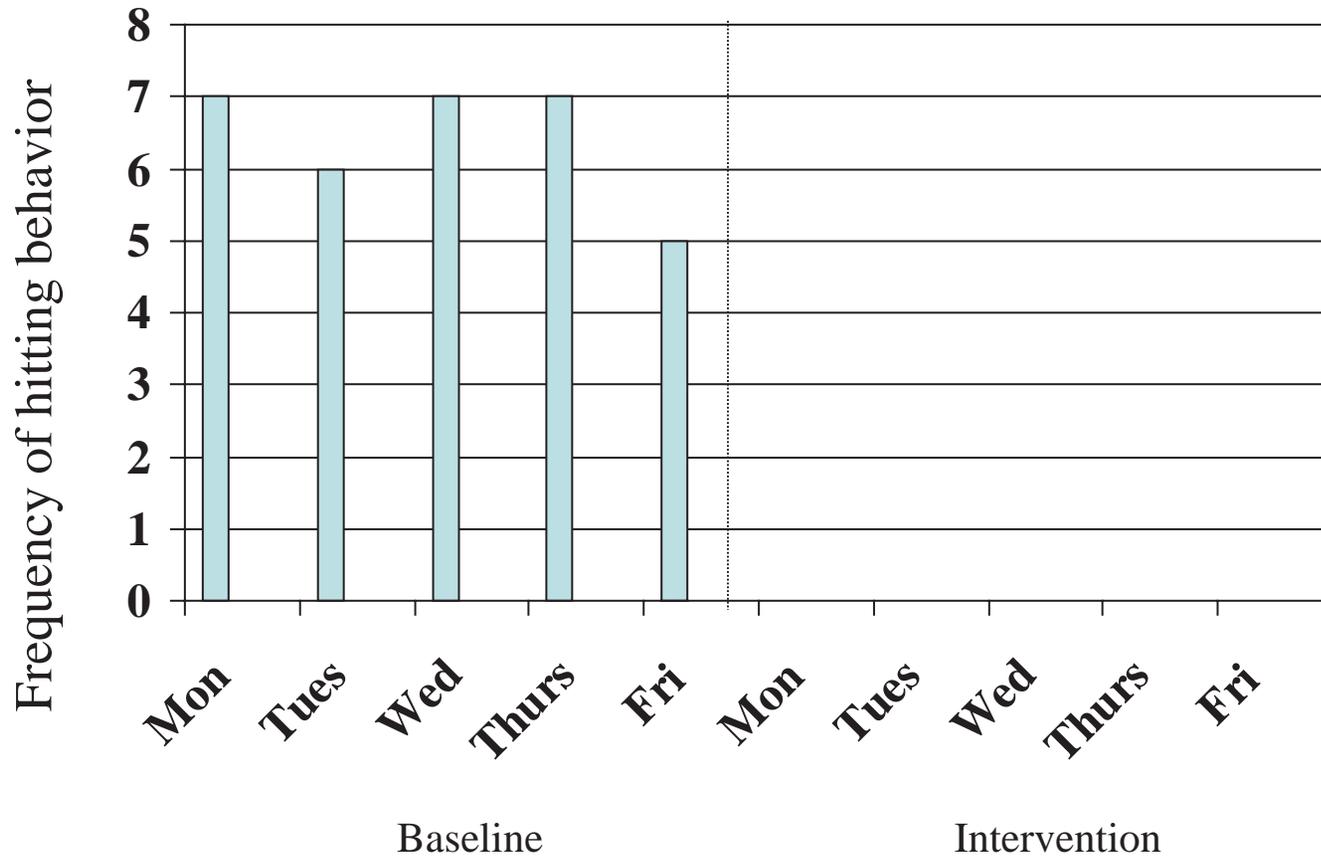
Joshua baseline data

State Support
Team



Joshua baseline data

State Support
Team





Developing Intervention Strategy

- Now based on your baseline data, develop some interventions strategies that you believe might help.
- Keep in mind, to examine patterns, possible functions, records, parental input, etc.
- Now, select one of your interventions to be used.
- Write and report out your goal



Step 5: Evaluate the Data

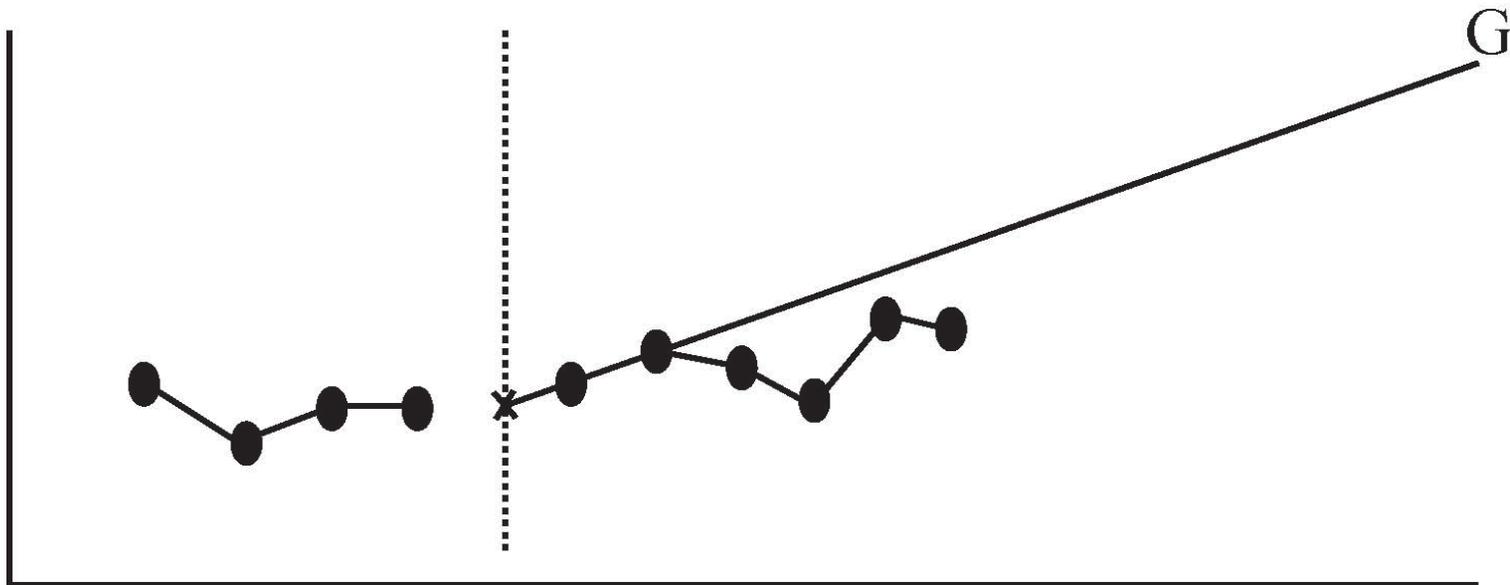
Data collection provides information used to drive instruction.

- ✓ Data must be **reviewed regularly** and on a predetermined basis.
- ✓ Data must be **evaluated** to determine if the student is **making progress** toward the goals and objectives.
- ✓ Data should **determine** how well the student is **responding** to the intervention being implemented.

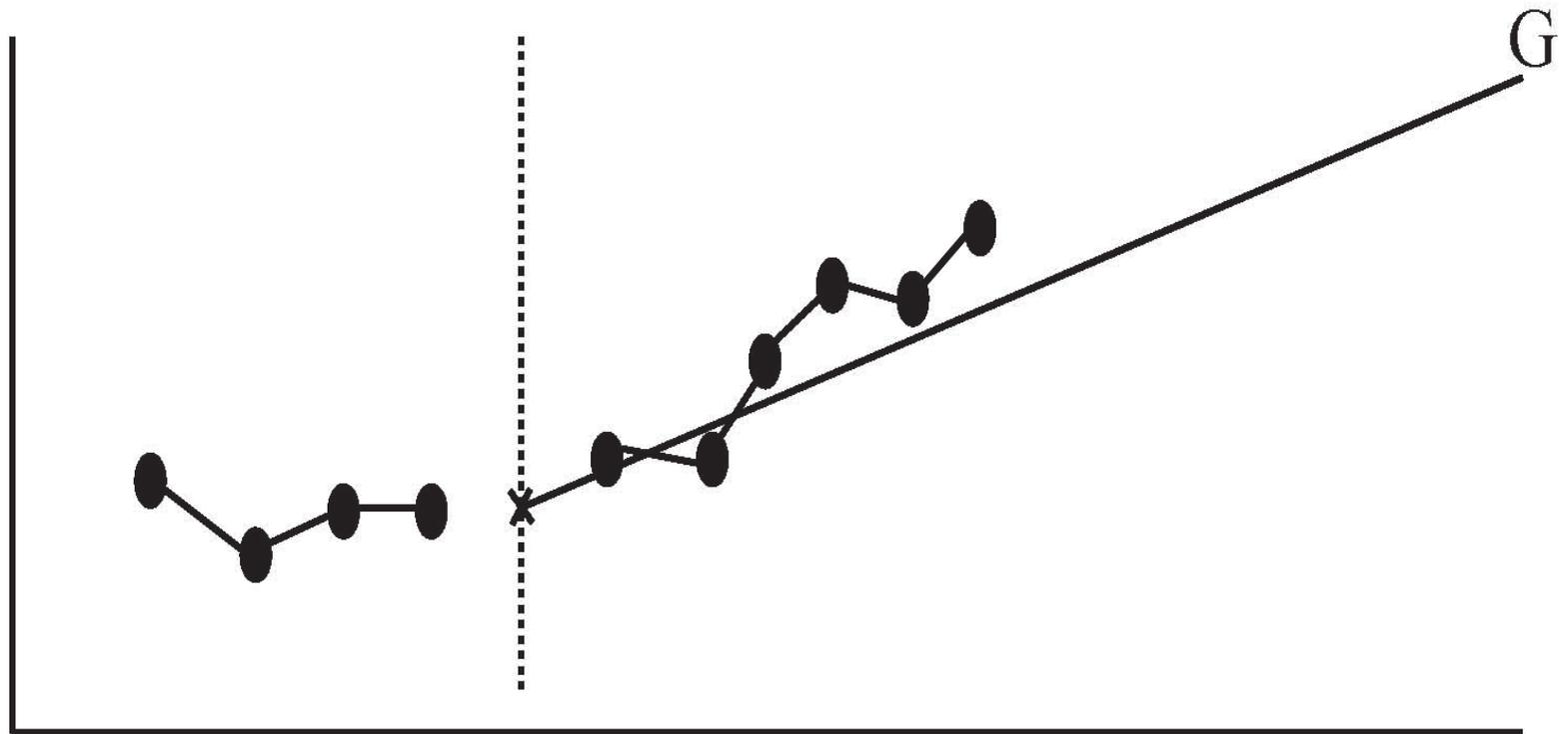


Step 5: Evaluate the Data

- Decision **rules** should be applied when analyzing the graph.
- What would you do?

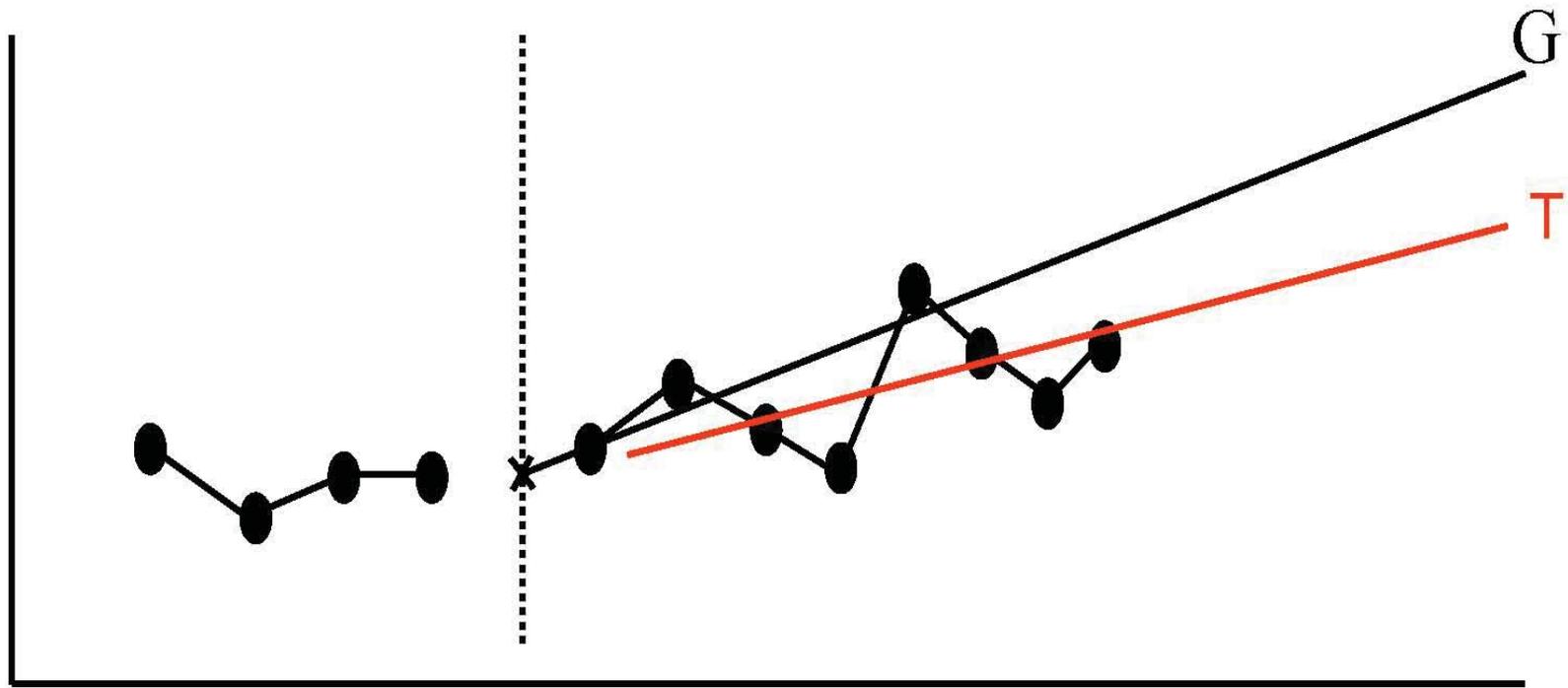


Step 5: Evaluate the Data





Step 5: Evaluate the Data



Graphing Excel Template



Student:

Goal:

Criteria:

| Date | Trial | |
|------|-------|--|
| | 1 | |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 | |
| | 6 | |
| | 7 | |
| | 8 | |
| | 9 | |
| | 10 | |
| | 11 | |
| | 12 | |
| | 13 | |
| | 14 | |
| | 15 | |





Step 6: Making Instructional Decisions

- When the data patterns indicate the need to intervene, simple instructional interventions should be used first and then more intensive interventions.
- When instructional interventions do not result in the expected progress being made the IEP Team may need to be reconvened to reevaluate the goal and objectives.





Step 6: Making Instructional Decisions



If the data shows progress is:

- **Above** target--reconvene to set new target/goals.
- **On** target-- the program is working, and should be continued.
- **Inconsistent**-- student can do some of the task provide direct or intensive instruction on difficult steps.
- **Below** target--the task is too difficult, teach prerequisite skills.
- **Mastered**--move on to a new goal.



**It's time to apply
your learning...**



Apply your learning...

- Select one goal from an IEP
- Read over the PLOP and Goal

Do you have baseline data?

What method(s) are you going to use to collect data?

How are you going to collect the data?

How often are you going to collect data?

What are some ways to chart the data?





Step 7: Communicating Progress

- The IEP TEAM determines how progress will be communicated and the method and schedule is noted on the IEP.
- Progress on IEP goals must be reported at least as frequently as progress is reported for students who do not have disabilities.



Components of a Progress Report



Components of a Progress

Report: **Progress towards goals and objectives**

- There is a **LINK** between the wording in the goals and objectives and what language needs to be used in the progress report...
 - If you used percents (%) as student baseline and expectation (“from and to”) then the data you report has to be written in percents. Same for ‘trials.’
 - Reporting Progress is easier when your goals and objectives are measurable.





Components of a Progress

Report: **Progress towards goals and objectives**

- **Example of linking wordage:**

- Example Goal: “When given Algebra equations with variables on both sides, Doug will solve the problems with 80% accuracy in 3 out of 5 trials. (BASELINE in PLOP: Doug can solve equations with variables on both sides with 45% accuracy in 3 out of 5 trials).”
- Example PR: Doug is currently able to solve equations with variables on both sides with a 75% accuracy in 3 out of 5 trials. If Doug’s progress continues at this rate, he would be expected to meet this goal by the end of the year.





Components of a *written* progress report

- **NO matter what the method that is used to report to parents, documentation *MUST* be in the file to show all required components of a written progress report including:**
 - ✓ DATE
 - ✓ Progress on goals and objectives
 - ✓ The **extent to which progress is sufficient** for the student to meet the goal by the end of the year (is student on track to meet goal by end of IEP)



Components of a Progress



Report: **Extent to which that progress is sufficient...**

A statement about the **extent to which progress is sufficient** for the student to meet the goal by the end of the year.

If student continues making progress at the current rate, will it be likely that he/she will meet their goal by the end of the annual IEP date?

- If yes, a simple statement is needed: If Holle continues making progress at the current rate, it is expected that she will met this goal by the end of the year.
- If no, then as simple statement is still needed (**follow up action may be required**): If Holle does not increase her progress on this goal, it is unlikely that she will met her goal by the end of the year.





Annual IEP meeting

- **Presenting progress at a an annual IEP meeting**

- ✓ Each goal and objective should be reviewed to talk about where the student ended up on his/her goal(s).
- ✓ Document in the **Prior Written Notice** that each goal and objective was discussed.
- ✓ Include on an agenda!! (keep in file along with team meeting notice, IEP and PWN).



Questions





Thank You for Your Participation!

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