Selecting an Academic Progress Monitoring Measure Workbook

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Introduction

Welcome to the comprehensive workbook for the training session on Selecting an Academic Progress Monitoring Measure in Intensive Intervention. This resource is designed to accompany the training, and provides space for note taking, reflection, and activities. The workbook mirrors the structure of the training session, and includes important resources from the training for future reference. As you engage with this workbook, we encourage you to actively participate, reflect on the presented material, and apply the concepts to your unique educational context.

By the end of this training, you will be able to:

- Identify the different types of progress monitoring measures.

- Select an appropriate target behavior for your student(s).

- Determine what elements to consider when selecting a progress monitoring measure.

Introduction to Progress Monitoring

Review of Progress Monitoring

Notes

Academic Progress Monitoring Measures

Notes

Progress Monitoring Quick Review:

Answer these questions to ensure that you understand the differences between mastery measures and general outcome measures.

What is an example of a mastery measure?	What is an example of a general outcome measure?	When monitoring student progress across the year to understand if a student is maintaining skills over time, which type of measure would you recommend?

Identifying the Target Behavior

Considerations for Selecting a Target Behavior

Notes

Table 1: Sample Target Behaviors

The table illustrates examples of target behaviors across different domains of each subject. The table also notes recommended grade levels often associated with each target behavior. The grade levels provide a guide, but the target behavior should be selected based on student age, instructional level, and need.

Subject	Target Academic Behaviors (Recommended Grade Level)
Reading	▪ Letter naming fluency (K) ▪ Letter sound fluency (K) ▪ Phoneme segmentation fluency (K) ▪ Nonsense word fluency (late K–1) ▪ Word identification fluency (1) ▪ Passage reading fluency, also called oral fluency (late 1–4) ▪ Maze or Maze fluency (4+)
Mathematics	▪ Oral counting (K–1) ▪ Number identification (K–1) ▪ Quantity discrimination (K–1) ▪ Missing number (K–1) ▪ Mathematical computation (1–8) ▪ Number concepts and applications (2–8)
Written Expression	▪ Total words written (1–6) ▪ Words spelled correctly (1–6) ▪ Correct word sequence (1–6) ▪ Correct letter sequence (1–6) ▪ Total paragraphs written (6–12)

Workbook Case Example 1: Cynthia

Cynthia is a sixth grade student identified as having a reading disability. Her reading fluency instructional level corresponds to fifth grade, and her most recent assessment data place her around the 10th percentile, indicating that she reads fewer words correctly per minute compared to the majority of 5th graders. She struggles with vocabulary and comprehension as well as retelling what she has read. Her decoding skills are about one grade level behind, and her vocabulary and comprehension skills are several grade levels behind. Given this, which progress monitoring measure should you use? (Circle the correct answer and record your notes below).

a. Oral Reading Fluency

b. Word Identification Fluency

c. Maze

Notes

Workbook Case Example 2: Michael

Michael, a 5th grade student, has been identified as struggling in mathematics. He consistently scores around the 5th percentile on assessments that measure his ability to perform mathematical calculations. His intervention will focus primarily on improving his skills with basic math operations, including multiplication and division. Which progress monitoring measure should you use? (Circle the correct answer and record your notes below).

a. Concepts and Applications

b. Computation

c. Quantity Discrimination

Notes

Considerations for Selecting a Measure

What to Look for in a Progress Monitoring Measure

Notes

Assessing Off-Level

Notes

Critical Features of Tools and Considerations for Selecting a Measure

Notes

Considerations for Selecting Progress Monitoring Measures for DBI

Notes

Activity 2: Using the NCII Tools Chart

Open the NCII Academic Tools Chart and answer the following questions.

Question	Answer
From Workbook Case Study 1, find a progress monitoring tool that could help you measure Cynthia's progress. How would you characterize the evidence of reliability and validity for this tool? How would you characterize the usability of the tool?	
From Workbook Case Study 2, find a progress monitoring tool that could help you measure Michael's progress. How would you characterize the evidence of reliability and validity for this tool? How would you characterize the usability of the tool?	

Supplementing Academic Progress Monitoring Measures

Augmenting Progress Monitoring Data

Notes

Conclusion

What's Next?

Notes

Summary Questions

Answer these summary questions to gauge your understanding of the session.

Question	Response
What are the differences between mastery measures and general outcome measures?	
Why are progress monitoring data important for instructional decision making?	
How do you identify the target behavior for academic progress monitoring?	
What critical features should you consider when selecting an academic progress monitoring tool for use within the DBI process?	
In what ways can progress monitoring data be confirmed or augmented?	

Sample Responses

This section presents sample responses to the questions provided. You may use these responses to compare them with your responses.

Question	Response
What are the differences between mastery measures and general outcome measures?	▪ Mastery measures index a student's successive and cumulative mastery of a hierarchy of objectives or discrete skills. ▪ General outcome measures measure performance on an indicator of overall competence or on content systematically sampled from the annual curriculum.
Why are progress monitoring data important for instructional decision making?	▪ Progress monitoring data are important for instructional decision making because they allow teachers to estimate a student's rate of improvement over time, compare the efficacy of different interventions, identify students who are not demonstrating adequate progress, and determine when an instructional change is needed.

Question	Response
How do you identify the target behavior for academic progress monitoring?	▪ For students with disabilities, consider examining the student's evaluation report, their instructional level, and their present levels of academic achievement and functional performance statement within the Individualized Education Program (IEP). ▪ For students with intensive needs who are not identified with a disability, consider the student's age, grade level, and instructional level.
What critical features should you consider when selecting an academic progress monitoring tool for use within the DBI process?	▪ Academic progress monitoring tools should have sufficient alternate forms to allow monitoring at recommended intervals, specified growth standards, benchmarks for performance, and evidence of reliability and validity.
In what ways can progress monitoring data be confirmed or augmented?	▪ Progress monitoring data can be augmented by using a different assessment tool and comparing results, investigating the specific errors a student makes, examining the strategies a student uses, and interviewing students to confirm that their abilities or thought processes align with their scores.

Resources

To learn more about progress monitoring and access resources related to progress monitoring, visit the Progress Monitoring page on the NCII website and review the resources associated with this training.

- What Is Progress Monitoring? | NCII (intensiveintervention.org)

- How Do I Select an Academic Progress Monitoring Measure? | NCII (intensiveintervention.org)

  - Video Example: Number Identification Measure

  - Video Example: Using CBM Measures

- Graphing and Analyzing Academic Progress Monitoring Data | NCII (intensiveintervention.org)