

Coaching Guide: Informal Academic Diagnostic Assessment: Using Data to Guide Intensive Instruction

Overview¹

This coaching guide accompanies the NCII module *Informal Academic Diagnostic Assessment: Using Data to Guide Intensive Instruction*.² It is intended to guide coaching support and implementation planning following the training session. The following are suggested activities, but coaching should always be tailored to the needs of the school or district.

Coaching Objectives

- Check for understanding of presentation content (answer any questions).
- Support team in administering and scoring progress monitoring measures.
- Engage in facilitated review of student data in reading and/or math in order to
 - Determine if the current instructional plan is working and, if not, identify an appropriate instructional change.
 - Reflect on current assessment practices and data review procedures.

Check for Understanding of Content: Sample Questions

- Was anything in the presentation unclear, or do you have questions about the content?
- Do you feel comfortable selecting and administering appropriate progress monitoring measures in reading and math? (Part 1)
- Do you feel comfortable interpreting graphed progress monitoring data to make instructional decisions? (Part 2)
- How can academic progress monitoring data help identify target skills for intervention planning? (Parts 3 and 4)
- What information was new or surprising to you?
- What parts seemed most relevant to your work?

¹ This module is broken into four parts; some teams may not complete all four parts and may elect to only engage in coaching activities directly aligned with the sections they completed.

² <http://www.intensiveintervention.org/resource/informal-academic-diagnostic-assessment-using-data-guide-intensive-instruction-dbi-training>

Selecting, Administering, and Scoring Progress Monitoring Measures

What progress monitoring measures are being used by the school currently? If the school is not collecting general outcome measures (GOMs³), we highly recommend that they use these measures to monitor progress for students with intensive needs.

- Recommended reading measures by grade:
 - Kindergarten: Letter Sound Fluency (LSF)
 - First: Word Identification Fluency (WIF)
 - Late first through fourth: Passage Reading Fluency (PRF)/Oral Reading Fluency (ORF)
 - Fourth and later: Maze
- Recommended math measures by grade:
 - Kindergarten and first (early numeracy): Number Identification, Quantity Discrimination, Missing Number
 - First through eighth: Computation
 - Second through eighth: Concepts and Applications
- Refer to *Part 1: Administering Academic Progress Monitoring Measures* and “Handout: Progress Monitoring” for information on selected measures, including directions for administering and scoring.
- Practice administering and scoring these measures in pairs.
- Consider replacing or supplementing current progress monitoring practices with some of these measures.
- What additional training or support is needed?

Engage in Facilitated Review of Student Data in Math/Reading

Teams should bring student progress monitoring data for 1-2 students in math and reading, including graphs and work samples for error analysis, when available.

- Is the current instructional program working?
 - When reviewed graphically, what do the data reveal?
 - Examples: Very low scores, highly variable scores, flat trend line, goal line steeper than trend line, trend line steeper than goal line, scores flat after change, scores improving after change, other? See Part 2.
 - If the student is not making adequate progress, what should the team consider before changing the intervention? See Part 3.

³ See the Academic Progress Monitoring GOM Tools Chart <http://www.intensiveintervention.org/chart/progress-monitoring>

- Intervention implementation
- Student motivation or other factors affecting engagement in assessment or intervention
- Appropriateness of progress monitoring tool
 - Match for student’s skill level
 - Aligned to intervention
- If a change is needed, what kind of change should be made?
 - Review examples and resources from the following presentation sections and supplements as they apply to the student:
 - Skills analysis in reading (Part 3)
 - Skills analysis in math (Part 3)
 - Identifying target skills (Part 4)
- Reflect on current practices
 - Reflect on what you have learned from the module and this facilitated review.
 - How will you use this information in your future work?
 - Does your school need to consider changes in its current assessment practices or data review procedures?