

Academic Progress Monitoring Tools Chart Rating Rubric

Please note that the following rubrics are applied separately for each sub-scale and for each grade level targeted by the tool.

Tools Chart Tab 1: Foundational Psychometric Standards

NOTE: For all standards in Tab 1, it is expected that evidence is drawn from a sample that is representative of students across all performance levels.

1A. Reliability of Performance Level Score

Rating	Definition
Full Bubble	<p>(a) A model based approach to reliability was reported with at least two sources of variance</p> <p><i>or</i></p> <p>(b) At least two other types of reliability were reported appropriate for the purpose of the tool, and drawn from at least two samples that are representative of students across all performance levels</p> <p><i>and</i></p> <p>For each type of reliability reported the lower bound of the confidence interval around the median estimate met or exceeded 0.70.</p>
Half Bubble	<p>(a) A model-based approach to reliability was reported with at least two sources of variance</p> <p><i>or</i></p> <p>(b) At least two other types of reliability were reported appropriate for the purpose of the tool, drawn from at least one sample that is representative of students across all performance levels</p> <p><i>and/or</i></p> <p>For each type of reliability reported the lower bound of the confidence interval around the median estimate fell below 0.70 but met or exceeded 0.60.</p>
Empty Bubble	Does not meet full or half bubble.

1B. Validity of Performance Level Score

Rating	Definition
Full Bubble	There are at least two types of appropriately justified validity analyses* from a sample representative of students across all performance levels <i>and</i> The lower bound of the confidence interval around the each standardized estimate met or exceeded 0.60 (or if not, within an acceptable range given the expected relationship with the criterion measure(s)).
Half Bubble	Analyses, measures, and sample were appropriate, but evidence was mixed, with one or more measures either not meeting or exceeding 0.60 or not within an acceptable range given the expected relationship with the criterion measure(s).
Empty Bubble	Does not meet full or half bubble.

* *Appropriately justified analyses must include criterion measures that are external to the progress monitoring system and theoretically linked to the underlying construct measured by the tool.*

1C. Bias Analysis Conducted

Rating	Definition
Yes	One or more of the following three types of analyses were conducted: <ol style="list-style-type: none"> 1. Multiple-group confirmatory factor models for categorical item responses 2. Explanatory group models such as multiple-indicators, multiple-causes (MIMIC) or explanatory IRT with group predictors 3. Differential Item Functioning from Item Response Theory (DIF in IRT) 4. Testing differential classification accuracy across demographic groups
No	Does not meet “yes”

Tools Chart Tab 2: Progress Monitoring with Intensive Population

NOTE: For all standards in Tab 2, it is expected that evidence is drawn from a sample of student in need of intensive intervention. Convincing evidence that children were in need of intensive intervention may include one or more of the following: all students below the 30th percentile on local or national norm or sample mean below 25th percentile on local or national test; students have an IEP with reading goals or math goals that are consistent with the tool; or students are non-responsive to Tier 2 instruction.

2A. Sensitivity to Student Learning: Reliability of Slope

Rating	Definition
Full Bubble	The analysis conducted was appropriate, with sufficient number and spacing of data points*, from a sample of children in need of intensive intervention, <i>and</i> the lower bound of the confidence interval around the median estimate met or exceeded 0.50.
Half Bubble	The analysis conducted was appropriate, with sufficient number and spacing of data points*, from a sample of children in need of intensive intervention, <i>and</i> the lower bound of the confidence interval around the median estimate fell below 0.50 but met or exceeded 0.40.
Empty Bubble	Does not meet full or half bubble.
Dash	Data were not provided.

* Sufficient number and spacing of data points is defined as at least 10 regularly collected measurements over a period of at least 20 weeks.

2B. Sensitivity to Student Learning: Validity of Slope

Rating	Definition
Full Bubble	There is at least one appropriately justified validity analysis*, with sufficient number and spacing of data points**, from a sample of children in need of intensive intervention, <i>and</i> the lower bound of the confidence interval around the each standardized estimate met or exceeded 0.40 (or if not, within an acceptable range given the expected relationship with the criterion measure(s)).
Half Bubble	Analyses, measures, number and spacing of data points, and sample were appropriate, but evidence was mixed, with one or more measure either not meeting or exceeding 0.40 or not within an acceptable range given the expected relationship with the criterion measure(s).
Empty Bubble	Does not meet full or half bubble.
Dash	Data were not provided.

* *Appropriately justified analyses must include criterion measures that are external to the progress monitoring system and theoretically linked to the underlying construct measured by the tool.*

** *Sufficient number and spacing of data points is defined as at least 10 regularly collected measurements over a period of at least 20 weeks.*

2C. Alternate Forms

Rating	Definition
Full Bubble	There are at least 20 alternate forms and evidence is strong for comparability of alternate forms, and from a sample of students in need of intensive intervention.
Half Bubble	There are at least 20 alternate forms and evidence for comparability is moderate, and from a sample of students in need of intensive intervention.
Empty Bubble	Does not meet full or half bubble.
Dash	Data were not provided.

2D. Decision Rules for Setting and Revising Goals

Rating	Definition
Full Bubble	The basis for establishing decision rules for setting and revising goals is (1) strongly evidence-based; (2) based on analysis of progress monitoring measurement collected at least weekly over the period of time that is deemed necessary for the decision rules, and (3) from a sample of students that is in need of intensive intervention.
Half Bubble	The basis for establishing decision rules for setting and revising goals is (1) moderately evidence-based; (2) based on analysis of progress monitoring measurement collected at least weekly over the period of time that is deemed necessary for the decision rules, and (3) from a sample of students that is in need of intensive intervention.
Empty Bubble	Does not meet full or half bubble.
Dash	Data were not provided.

2E. Decision Rules for Changing Instruction

Rating	Definition
Full Bubble	The basis for establishing decision rules for when changes to instruction need to be made is (1) strongly evidence-based; (2) based on analysis of progress monitoring measurement collected at least weekly over the period of time that is deemed necessary for the decision rules, and (3) from a sample of students that is in need of intensive intervention.
Half Bubble	The basis for establishing decision rules for when changes to instruction need to be made is (1) moderately evidence-based; (2) based on analysis of progress monitoring measurement collected at least weekly over the period of time that is deemed necessary for the decision rules, and (3) from a sample of students that is in need of intensive intervention.
Empty Bubble	Does not meet full or half bubble.
Dash	Data were not provided.