Progress Monitoring

Data Analyses for Positive Academic Outcomes
Presented by: V. Scott Hooper, Ph.D., NCSP
What is Progress Monitoring?

Important qualities of tools used to frequently monitoring academic progress
Five Primary Steps

1. Identify Need:
   Students’ instructional needs are identified (typically via Universal Screening data).

2. Determine Student Performance Goal:
   An ambitious, yet reasonable goal is chosen for the performance level desired for the goal period (time frame).

3. Design instruction to meet need:
   Diagnostic assessments or other data are used to identify student’s skill deficits. Instructional programs are selected, documented, and delivered accordingly.

4. Measure performance:
   Students assessed briefly and regularly. Data are entered into AIMSweb and reports show progress.

5. Act on the Data:
   If data indicate student is successful—keep the program going! If not, ask why and adjust course!
Standardized Formative Assessment for Monitoring Progress

**Progress Monitoring:** The process of assessing student achievement *during* instruction to determine whether an instructional program is effective for individual students.

**The resulting trends in the data tell educators:**

- When students are progressing, *keep* using your instructional programs.

- When tests show that students are not progressing, you can *change* your instructional programs in meaningful ways.

*(All data and identifying information presented are fictitious.)*
Progress Monitoring Involves:

Research-Based Best Practices:
Systematic Formative Evaluation that requires the use of **standardized assessment tools** that are:

1. Of **similar difficulty**
2. **Given the same way** each time.
Monitoring Progress of Academic “Vital Signs” Requires Quality Tools

- **Technical adequacy** (reliability and validity);
- **Capacity to model growth** (able to represent student achievement growth within and across academic years);
- **Treatment sensitivity** (scores should change when students are learning);
- **Independence from specific instructional techniques** (instructionally eclectic so the system can be used with any type of instruction or curriculum);
- **Capacity to inform teaching** (should provide information to help teachers improve instruction);
- **Feasibility** (must be doable).

Fuchs and Fuchs (1999)
Frequent Progress Monitoring

- Administered on or off grade-level, depending on severity of achievement gap
- Typically administered weekly or every two weeks
- Quick means of monitoring efficacy of intensive instruction to close achievement gap
- Track growth over time and against individual student goals
- Quick to administer
Frequent Progress Monitoring

- Allows educators to scientifically assess progress frequently and make adjustments to programs based on reliable, valid data.
- Allows students the benefit of having input in their own performance goals and observing the results of their hard work!
- Makes progress visible, understandable, and clear for parents, educators, and students.

Frequent Progress Monitoring is typically conducted when students’ academic or behavioral/social-emotional health is “at-risk,” and thus requires intensive instructional programs to support their learning.
How often is monitoring needed?

- For **some**, Benchmark Data is sufficient to enable important and timely instructional decisions to be made:

- For **others**, closer attention is needed:
  - More **severe achievement problems** and/or
  - More **resource intensive programs** require
  - More **frequent progress monitoring**.

*All data and identifying information presented are fictitious.*
Relationship between Universal Screening, Diagnostic Assessments, and Instruction:

**All Students:**
- Universal Screening

**Diagnostic Assessments:**
- Criterion-referenced assessments
- Cognitive assessments
- Norm-referenced, standardized tests, etc.

**Instruction:**
- Core Instruction
- Core + / or Intensive Intervention

**Progress Monitoring:**
- Some Students: Formative
Survey Level Assessment (SLA)

Sample Student:

**Michael Martin**

5th grade student

*All data and identifying information presented are fictitious.*
Purpose of Survey Level Assessment (SLA)

**IS TO:**

- Determine student’s present level of educational performance
- Find out the grade-level material at which the student performs similarly to peers
- Identify the extent of the achievement gap so a goal may be set to help close that gap.

**IS NOT TO:**

- Automatically determine the grade level material at which to monitor progress
  
  (e.g., “5th grade student reads successfully on Grade 3 passages, so set the goal for Grade 3 material.”)
SLA: Students are tested in successive levels of general curriculum, beginning with their current expected grade placement, until a level at which they are successful is determined.

Grade 5 Median: 48/12

Grade 4 Median: 67/10

Grade 3 Median: 76/8
Survey Level Assessment (SLA): Uses National Normative Data

*All data and identifying information presented are fictitious.*
Survey Level Assessment (SLA):

Grade 5: 48/12
Survey Level Assessment (SLA)

Grade 4: 67/10

Grade 5: 48/12
Survey Level Assessment (SLA):

Grade 3: 76/8

Grade 4: 67/10

Grade 5: 48/12

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"Michael Martin currently reads about 48 words correctly, with 12 errors, from Grade 5 Standard Reading Assessment Passages.

He reads Grade 3 reading passages successfully; 76 words correct per minute, with 8 errors, which is how well average beginning 3rd grade students read this material."
Setting Individualized Student Goals: The Principles & The Practice

Start  Finish!

Goal of 115 wrc/min

Starting at 48 wrc/min

*All data and identifying information presented are fictitious.*
Setting Individualized Student Goals: The Principles & The Practice

The Principles

*All data and identifying information presented are fictitious.*
Basic Principles of Writing
Effective, Measurable Goals

Principle 1: Set a few, but important goals (outcome-related)
• Avoid the “goal smorgasbord” (i.e., “more goals are better” approach)
• Avoid “haphazard goals”

Principle 2: Ensure goals are measurable and linked to validated formative evaluation practices (AIMSweb® helps you accomplish this step more easily!)
• 2a: Use AIMSweb® Progress Monitor
• 2b: Use direct, continuous assessment using valid, reliable measures (AIMSweb®)

Principle 3: Base goal setting on logical educational practices
• Parents, students, and staff should all understand the goal
• Know how long we have to attain the goal
• Know what the student is expected to do when the goal is met
Principle 1: Setting Few but Important Goals

**Often Ineffective Goal Smorgasbord!**

- Student will perform spelling skills at a high 3rd grade level.
- Student will alphabetize words by the second letter with 80% accuracy.
- Student will read words from the Dolch Word List with 80% accuracy.
- Student will master basic multiplication facts with 80% accuracy.
- Student will increase reading skills by progressing through Scribner with 90% accuracy as determined by teacher-made fluency and comprehension probes by October 2013.
- To increase reading ability by 6 months to 1 year as measured by the Woodcock Johnson.
- Student will make one year's growth in reading by October 2013 as measured by the Acme Reading Test.
- Student will be a better reader.
- Student will read aloud with 80% accuracy and 80% comprehension.
- Student will make one year's gain in general reading from K-3.
**Principle 1: Setting Few but Important Goals**

- There is **little to no empirical evidence** that suggests writing these kinds of goals will lead to:
  - Systematic formative evaluation (i.e., frequent progress monitoring)
  - Any evaluation at all
  - Improved educational outcomes

In summary, we have no empirical evidence that these kinds of goals accomplish much for students or teachers alike!
**Principle 1: Setting Few but Important Goals**
Reduce the number of goals to a few critical indicators:

<table>
<thead>
<tr>
<th>Sample Goal Templates for Use With CBM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>In (#) weeks <em>(Student name)</em> will read (#) Words Correctly in 1 minute from randomly selected Grade (#) passages.</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td>In (#) weeks <em>(Student name)</em> will write (#) Correct Letter Sequences and (#) Correct Words in 2 minutes from randomly selected Grade (#) spelling lists.</td>
</tr>
<tr>
<td><strong>Math Computation</strong></td>
</tr>
<tr>
<td>In (#) weeks <em>(Student name)</em> will obtain (#) points in 8 minutes from randomly selected Grade (#) math computation probes.</td>
</tr>
<tr>
<td><strong>Written Expression</strong></td>
</tr>
<tr>
<td>In (#) weeks <em>(Student name)</em> will write (#) Total Words and (#) Correct Writing Sequences when presented with randomly selected Grade (#) story starters.</td>
</tr>
</tbody>
</table>
Basic Principles of Writing
Effective, Measurable Goals

Principle 1: Set a few, but important goals (outcome-related)
• Avoid the “goal smorgasbord” (i.e., “more goals are better” approach)
• Avoid “haphazard goals”

Principle 2: Ensure goals are measurable and linked to validated formative evaluation practices (AIMSweb® helps you accomplish this step more easily!)
• 2a: Use AIMSweb® Progress Monitor
• 2b: Use direct, continuous assessment using valid, reliable measures (AIMSweb®)

Principle 3: Base goal setting on logical educational practices
• Parents, students, and staff should all understand the goal
• Know how long we have to attain the goal
• Know what the student is expected to do when the goal is met
Principle 2: Ensure the Goals are Measurable and Linked to Validated Formative Evaluation Practices

- Goals should be based on quality assessments designed specifically for frequent progress monitoring.
- Based on validated practices such as how often, how many samples, etc.
- The goal represents the outcome of many complex skills that the student must learn. Example:

  “Company A” may have as their annual goal to stockholders that they earn $3.25/share. Attainment of this outcome will represent the successful accomplishment of many complex activities (e.g., product development, advertising, sales, transportation, customer support, plant maintenance, etc.)

- Goals written using CBM/General Indicators are designed to operate the same way as Earnings Per Share:

  To give a standard to aim for that is a critical and general indicator of overall achievement.
Setting Individualized Student Goals: The Principles & The Practice

The Practice
Methods for Setting Goals Using General Outcome Measures & Frequent Progress Monitoring

There are multiple ways in which to set performance goals for students when progress monitoring.

**Those include, but are not limited to:**

- Using school, district, or state pre-approved **targets**
- Using a **cut score** that predicts likelihood of passing **high stakes tests**
- Using desired **Rate of Improvement (ROI)** in relation to the period of time by which the student is expected to reach the goal
- Reducing the “achievement gap” by using **normative data** as a reference (local or national norms)
A Common Method for Goal Setting with Frequent Progress Monitoring:

Using Normative Data
Two key ideas behind using normative data for goal-setting are:

1. Identify and reduce the achievement gap for struggling students

2. Help the student perform at a level similar to peers at grade level and access the core curriculum successfully
Establishing Goal-Level Material

- When progress monitoring, establishing the goal-level material is a **logical task**, based on a combination of:
  - Educational values
  - Student educational needs
  - Intensity of instructional programs

- Predicated on premise that students with educational needs receive programs that produce learning at a **faster rate** than peers.

**Example:** A fall, 3rd grade student who is successful on 1st grade level passages may be expected to be successful on 3rd grade passages by the end of the school year.
Michael Martin

Grade 3: 76/8

Grade 4: 67/10

Grade 5: 48/12

*All data and identifying information presented are fictitious.
Michael Martin

Sample: 36-week expectation for performance = GOAL

Goal for Michael is set at about the 25th percentile, 123 wrc/min, rounded to 120 wrc/min for simplicity. (Norm-referenced goal setting method)
FAQ

- **What “number” and grade level do I choose for the goal?**

- **Answer:** Set goal at the grade level and score that you expect the student to perform at the end of the instructional period.

  (E.g., 9 wks, 18 wks., 36 wks., 52 wks., etc.).
Relationship between Universal Screening, Diagnostic Assessments, and Instruction:

**All Students:**
- **Universal Screening**
- **Formative**

**Some Students:**
- **Diagnostic**
  - Criterion-referenced assessments
  - Cognitive assessments
  - Norm-referenced, standardized tests, etc.

**Core Instruction**
- **Instruction**
  - Core + / or Intensive Intervention

**All Students:**
- Core Instruction
  - Instruction

**Some Students:**
- **Progress Monitoring**
Determining the Schedule & Frequency for Monitoring Progress

Duration: How long?
Frequency: How often?
How much data should be collected?

Making Data-Based Decisions With Progress Monitor

«Typically need at least 7-10 data points (Shinn & Good, 1989) before making programming decision—and you may need to collect more if uncertain.


« As the number of data points increases, the effects of measurement error on the trend line decreases.
How Frequently to Assess?

Balance *IDEAL* with *FEASIBLE*:

Too little data, too infrequently means students may stay in ineffective programs longer than necessary.
Knowing How to Apply the Guidelines

Knowing when the 6 to 10 data point guidelines apply…

…and when you may need more (or less) data to make decisions.
Case Example: Michael Martin

Sample: **36-week** expectation for performance = **GOAL**

Goal for Michael is set at about the 25<sup>th</sup> percentile, 123 wrc/min, rounded to 120 wrc/min for simplicity. (Norm-referenced goal setting method)
Baseline Data

**KEY**

Aimline:

Trend line:

Corrects:

Errors:

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**Goal Statement**

In 36.6 weeks, Michael Martin will achieve 115 Words Read Correct with 5 Errors from grade 5 Reading - Standard Progress Monitor Passages. The rate of improvement should be 1.86 Words Read Correct per week.

<table>
<thead>
<tr>
<th>Date</th>
<th>Corrects</th>
<th>Errors</th>
<th>Goal/Trend Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/01</td>
<td>48</td>
<td>12</td>
<td>1.86</td>
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</table>

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**Goal Changes & Intervention Descriptions**

9/1/2008 - Intervention 1 (Baseline Corrects = 48; Goal Corrects = 115)

Michael is receiving 30 minutes of reading instruction 3x per week using the Acey Phonix reading program. In a small group (2-3 students), with Ms. Smith, the Reading Intervention Specialist, in the afternoon, during social studies or instruction.

*All data and identifying information presented are fictitious.*
Goal/Trend ROI: 1.86

Goal Statement:
In 36.6 weeks, Michael Martin will achieve 115 Words Read Correct with 5 Errors from grade 5 Reading - Standard Progress Monitor Passages. The rate of improvement should be 1.86 Words Read Correct per week.

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<tr>
<td>09/08</td>
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</table>

Goal Changes & Intervention Descriptions:
9/1/2008 - Intervention 1 (Baseline Corrects = 48; Goal Corrects = 115)
Michael is receiving 30 minutes of reading instruction 3x per week using the Acme Phonix reading program, in a small group (2-3 students), with Ms. Smith, the Reading Intervention Specialist, in the afternoon, during social studies or instruction.

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AIMSweb® Progress Monitor provides the **new ROI** after the entry of three (3) data points.

**Goal/Trend ROI** 1.86/3.00
Goal Statement
In 36.6 weeks, Michael Martin will achieve 115 Words Read Correct with 5 Errors from grade 5 Reading - Standard Progress Monitor Passages. The rate of improvement should be 1.86 Words Read Correct per week. The current average rate of improvement is 0.60 Words Read Correct per week.

<table>
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<tr>
<td>Errors</td>
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<td>11</td>
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</tbody>
</table>

Goal Trend ROI: 1.86/0.60

Goal Changes & Intervention Descriptions:
9/1/2008 - Intervention 1 (Baseline Corrects = 48; Goal Corrects = 115)
Michael is receiving 30 minutes of reading instruction 3x per week using the Acme Phonix reading program, in a small group (2-3 students), with Ms. Smith, the Reading Intervention Specialist, in the afternoon, during social studies or instruction.

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Progress Monitoring Improvement Report for Michael Martin
from 09/01/2008 to 05/15/2009

Michael Martin (Grade 5)
Grade 5: Reading - Standard Progress Monitor Passages

Goal Statement
In 36.5 weeks, Michael Martin will achieve 115 Words Read Correct with 5 Errors from grade 5 Reading - Standard Progress Monitor Passages. The rate of improvement should be 1.80 Words Read Correct per week. The current average rate of improvement is 1.20 Words Read Correct per week.

<table>
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<th>Date</th>
<th>09/01</th>
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<td>Goal/Trend ROI</td>
<td>1.80</td>
<td>1.20</td>
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</table>

Gray data points are baseline/goal sessions. Yellow data points have corresponding program interventions. Green represents missed scheduled data.

Goal Changes & Intervention Descriptions:
9/1/2008 - Intervention 1 (Baseline Corrects = 48; Goal Corrects = 115)
Michael is receiving 30 minutes of reading instruction 3x per week using the Acme Phonics reading program, in a small group (2-3 students), with Ms. Smith, the Reading Intervention Specialist, in the afternoon, during social studies or instruction.

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**Goal Statement**

In 36.6 weeks, Michael Martin will achieve 115 Words Read Correct with 5 Errors from grade 5 Reading - Standard Progress Monitor Passages. The rate of improvement should be 3.88 Words Read Correct per week. The current average rate of improvement is 0.63 Words Read Correct per week.

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<td>0.83</td>
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*Goal Changes & Intervention Descriptions:

9/1/2008 - Intervention 1 (Baseline Corrects = 48; Goal Corrects = 115)

Michael is receiving 30 minutes of reading instruction 3x per week using the Aztec Phonics reading program, in a small group (2-3 students), with Ms. Smith, the Reading Intervention Specialist, in the afternoon, during social studies or instruction.

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Progress Monitoring Improvement Report for Michael Martin
from 09/01/2008 to 05/15/2009

Michael Martin (Grade 5)
Grade 5: Reading - Standard Progress Monitor Passages

Goal Statement
In 36.6 weeks, Michael Martin will achieve 115 Words Read Correct with 5 Errors from grade 5 Reading - Standard Progress Monitor Passages. The rate of improvement should be 1.66 Words Read Correct per week. The current average rate of improvement is 0.57 Words Read Correct per week.

<table>
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<th>09/22</th>
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<td>Goal Trend ROI</td>
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</table>

Goal Changes & Intervention Descriptions:
9/1/2008 - Intervention 1 (Baseline Corrects = 48; Goal Corrects = 115)
Michael is receiving 30 minutes of reading instruction 3x per week using the Acme Phonics reading program, in a small group (2-3 students), with Ms. Smith, the Reading Intervention Specialist, in the afternoon, during social studies or instruction.
Teacher referenced research of Shinn (1989), Christ & Silberglitt (2007) and collected eight (8) data points thus far.

Is this enough data to evaluate efficacy of instructional program?
Sample questions to ask when reviewing data:

1. Has instructional program been provided with fidelity? (Has this been observed directly?)
2. Has student attendance been acceptable?
3. Is core instruction also being provided in reading? Or, is student missing core instruction?
4. Does instruction address student skill deficits?
5. What other factors could be impacting student’s performance?
An “Intervention line” is added on the **exact date** the new intervention has begun.
Progress Monitoring Improvement Report for Michael Martin
from 09/01/2008 to 05/21/2009

Michael Martin (Grade 5)
Grade 5: Reading - Standard Progress Monitor Passages

Goal Statement
In 37.4 weeks, Michael Martin will achieve 115 Words Read Correct with 5 Errors from grade 5 Reading - Standard Progress Monitor Passages. The rate of improvement should be 1.81 Words Read Correct per week. The current average rate of improvement is 0.20 Words Read Correct per week.

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Goal Trend ROI: 1.81/0.20

Dry data points are baseline/goal sessions. Yellow data points have corresponding program interventions. M represents missed scheduled dates.

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Progress Monitoring Improvement Report for Michael Martin
from 08/01/2008 to 05/16/2009

Michael Martin (Grade 5)
Grade 5 : Reading - Standard Progress Monitor Passages

<table>
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Goal Statement
In 36.6 weeks, Michael Martin will achieve 115 Words Read Correct with 5 Errors from grade 5 Reading - Standard Progress Monitor Passages. The rate of improvement should be 1.68 Words Read Correct per week. The current average rate of improvement is 1.06 Words Read Correct per week.

*All data and identifying information presented are fictitious.*
Progress Monitoring Improvement Report for Michael Martin
from 08/01/2008 to 08/15/2009

Michael Martin (Grade 5)
Grade 5: Reading - Standard Progress Monitor Passages

Corrects
Errors
Corrects Alone
Corrects Trend

Words Read Correct (WRC)

Date

09/01 09/08 09/15 09/22 09/29 10/06 10/13 10/20 10/27 11/03 11/10 11/17

Corrects
48 45 54 47 53 49 51 49 53 53 57 54 59

Errors
12 11 13 10 9 10 9 10 9 8 8 7

Goal/Trend ROI 1.66 0.34

Goal Statement
In 36.6 weeks, Michael Martin will achieve 115 Words Read Correct with 5 Errors from grade 5 Reading - Standard Progress Monitor Passages. The rate of improvement should be 1.66 Words Read Correct per week. The current average rate of improvement is 1.66 Words Read Correct per week.

Corrects
59 62 54 60 56

Errors
7 6 7 5 5

Goal/Trend ROI 1.06

*All data and identifying information presented are fictitious.*
**Intervention 3** added and performance observed.

**Note:** Skill regression & recoupment pattern during winter break between December 22-January 5.
Thank you for joining us!

Be sure and join us for our final spring session

Progress Monitoring:
Setting Behavior Goals and Measuring Progress

Wed May 23 @12:00 pm Eastern

Kimberly Vannest, PhD