

## Progress Monitoring It's a Process, Not a Product

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## Reading Achievement in Washington, D.C.

According to the National Assessment of Educational Progress...

- 90% of all Washington, D.C., fourth graders cannot read at grade level.
- 70% cannot read at a basic level.
- Reading achievement in the District ranks last among similar urban school districts, including Los Angeles, New York & Cleveland.



## Eager to Read's Goal

To provide young children with the social, emotional and cognitive foundations that will enable them to succeed in school.

QuickTime™ and a  
TIFF (LZW) decompressor  
are needed to see this picture.



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## Eager to Read Program

1. A research-based response to intervention instructional program.
2. Highly-qualified teachers with low child-teacher ratios.
3. Intensive, high quality, classroom-focused professional development for all AELPCS instructional staff.
4. A rich and engaging classroom environment.



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## Response to Intervention

### Key Principles

- Recognizing children's strengths and needs through systematic screening and progress monitoring
- Using multiple tiers of research-based interventions
- Problem-solving with parents and educators to aid in decision-making



## Three-Tier Instruction Model

### Primary

- Normal classroom experience.
- All children receive.

### Secondary

- Additional small group support in areas of need identified by progress monitoring.
- In addition to primary instruction.

### Tertiary

- Additional instructional supports for students who do not make progress with primary and secondary instruction.



## Purposes of Assessment

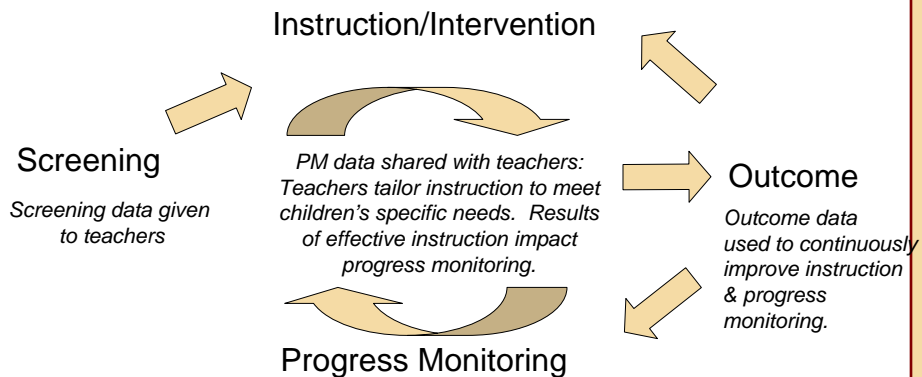
What do children need? → **Screening:** Brief assessment that focuses on key skills and conducted at the beginning of the school year.

How well is the instructional program working? → **Progress Monitoring:** Assessment conducted a minimum of three times a year that demonstrates which children are making progress towards instructional goals.

How are we doing? → **Outcome:** Did it work?



## How Data Are Used



## Language and Early Literacy Skills Predictive of Later Reading Achievement

- Oral Language → Most predictive of 3rd/4th grade reading
- Phonological Awareness
- Letter Knowledge → Most predictive of first grade reading
- Print Awareness
- Invented Spelling
- Name Writing

*From the National Early Literacy Panel  
Presentation, October 2005.*



## Selecting Assessment

All assessments must

- Individually Administered
- Examiner Qualifications
- Training Requirements
- Minimal Time
- Engaging Tasks



## Selecting Outcome Assessments

Technical Adequacy: Can it do what we want it to do?

- Standardization
- Reliability
- Test Floors
- Validity

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## Standardization

- Representativeness of Norms: Should match the the U.S. population on at least three important variables (e.g., age, SES, gender, ethnicity, etc.)
- Total Sample Size:  $\geq 1000$
- Sub-Group Size:  $\geq 100$
- Recency of Norms: no more than 12 years old
- Norm Table Intervals:  $\leq$  every 6 months



## Reliability

- Test-Retest Reliability: coefficients for total and composite scores  $\geq .8$
- Inter-Scorer Reliability: coefficients  $\geq .85$



## Test Floors

A test has adequate test floors when a raw score of 1 is associated with a standard score greater than two standard deviations below the mean.

*Example: For a test w/ a mean of 100 and a standard deviation of 15, a raw score of one must yield a standard score  $\leq 69$ .*



## Validity

- Content Validity: the degree to which the test adequately assesses the essential aspects of the domain it is designed to measure.
- Criterion Related Validity Evidence: effectiveness of a test at predicting an individual's performance on a criterion measure at the same time or at a later time.



## Screening/Outcome Assessments

### Norm Based Assessments:

#### **Peabody Picture Vocabulary Test (PPVT):**

Receptive vocabulary (children point at pictures after prompting).

#### **Expressive Picture Vocabulary Test (EVT):**

Expressive vocabulary (children name pictures).

#### **Test of Early Mathematical Ability (TEMA):**

Basic math skills (counting, cardinality, etc).

### Benchmark Assessment:

#### **Phonological Awareness Literacy Screening (PALS):**

Letter Recognition, Letter Sound, Beginning Sound, Rhyme, Print and Word Awareness and Name Writing.



## Selecting Progress Monitoring Instruments

Measures progression of skills along the trajectory aligned w/ ERF.  
Procedures similar to those of the outcomes assessments.  
Embedded in curriculum and instruction.  
REALLY FAST!  
Face validity important.



## No Single Product Does It All!

**Letter Knowledge:** Letter ID, Letter-Sound Correspondence, Letter Naming Fluency, Letter-Sound Fluency

**Phonological Awareness:** Rhyme ID, Rhyme Generation, Initial Sound ID, Initial Sound Fluency, Phoneme Segmentation

**Language:** Vocabulary development and narrative production



### PM Progression over 2-Year Program

Task	Format	Prerequisite	Exit
UC Letter ID	Untimed random letter naming (project created)	none	20 letters
Letter Sound	Untimed random letter sound task (project created)	Score of 10 on UC Letter ID	20 letters/blends
Letter Naming Fluency	Timed fluent letter naming (Dibels-K)	Score of 20 on UC Letter ID	Program exit
Nonsense Word Fluency	Timed nonsense word decoding (Dibels-K)	Score of 20 on UC Letter ID & Letter Sound and 8 on untimed ISF task	Program exit



### Progress Monitoring Procedure

- 3 times a year.
- Each child's individual battery is determined by scores on the last round.
- Pulled out of class once and complete all portions of the battery, usually taking around 10 minutes.
- Classrooms are completed in 1-2 days (depending on absences).



## Lessons Learned

Be practical.

Experiment; you probably won't get it right the first time.

As your project improves, you may need different measures.



## Compilation and Distribution of Data

- Students are arranged in descending order according to their latest performance
- Reports given within two weeks of progress monitoring.
- Suggested instructional groupings.



## Data as Part of PD

- Workshops
- Coaching



## Coaching

- Instructional Planning Meetings
- Student Progress Meetings
- In-Class Coaching



## Instructional Planning Meetings

- Maximizing primary level instruction for all children.
- Creating opportunities and resources for targeted instruction.



## In-Class Coaching

- Observation
- Co-teaching
- Modeling



# Observations



Faper To Read  
DC ERF Grant  
DRAFT  
Storytime

Adults in Classroom:						Date:			
Coach:						Reading #			
Directions: Observe storytime. Coaches should write brief objective comments supporting their rating under each item.									
<b>Storytime</b>									
<b>Indicator</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>				
	Always	Consistently	Some	Minimal	None				
The teacher uses effective transition strategies to gather children for storytime.									
The teacher understands the purpose of the book reading. The teacher can state what the children should get out of it.									
The teacher introduces the book by explicitly connecting the book to children's prior knowledge, experiences, or the theme.									
The teacher effectively uses the features of the book (covers, pictures, frontis piece, text) to introduce the book and draw children in.									

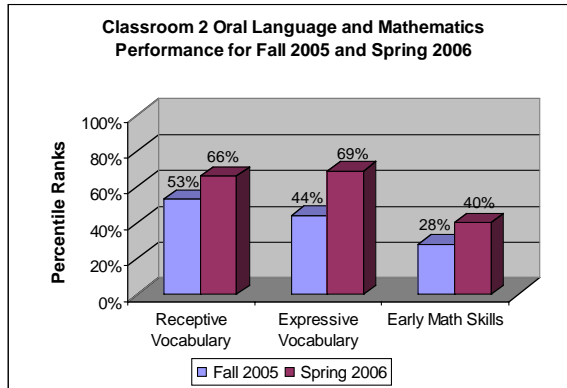


# Changes in Practice

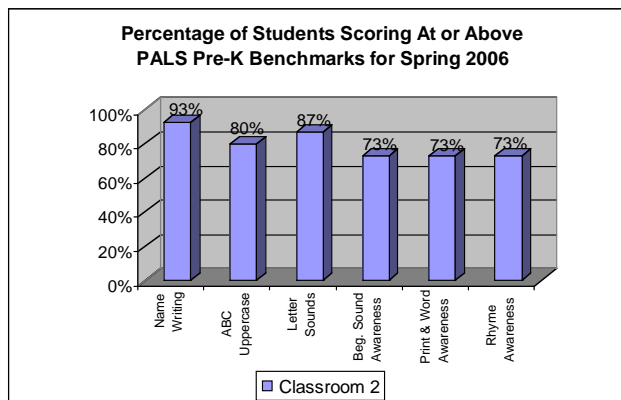
- Implementing a quality instruction plan in a whole group setting
- Using supplemental instruction in small groups for additional support
- Maximizing instruction provided by all adults in the classroom
- Improving ability to communicate and collaborate with parents



## Child Outcomes



## Child Outcomes



## Must Haves

Maintaining a high-quality early childhood program.

Providing sufficient professional development and support for teachers and staff.

Setting aside time for planning.

Professional resources when data reveals that children need additional support.



## Lessons Learned

- Get parents involved earlier.
- Provide as much information up front to teachers and instructional staff.
- Be flexible with resources.
- Invest in expertise.
- Make sure everyone views assessment as a support for instruction, not as a sole yardstick for judging teachers and children.



## Disclaimer

This information is being provided for the purpose of the fiscal year (FY) 2006 Early Reading First Grantee meeting in San Francisco, California. Assessment tools and other information and materials mentioned or shown at this meeting by presenters or grantees are provided as resources and examples for the viewer's convenience. Their inclusion is not intended as an endorsement by the U.S. Department of Education.

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