



RtI/MTSS

SPE 501-Spring 2021

Module 6 Adapted Assignment

Progress Monitoring Summary:

Step One:

Review all components of the IRIS Module on Progress Monitoring :[IRIS](#)

Step Two:

Write a three page typewritten double spaced summary of the Progress Monitoring process. Your summary does not need to include citations, just a clear summarization that shows your understanding of the process. Your summary should include the following points of the progress monitoring process.

A description of:

- The role of formative assessments
- The role of progress monitoring
- How progress monitoring measures are chosen
- The role of the graph of progress (hint: a goal line and a trend line (student's progress) should be mentioned here)

- How data based instructional decisions are made
- How progress is communicated to pertinent staff and parents.

Step Three: RTI/MTSS Assignment - 501

The role of formative assessments is; this type of assessment occurs during instruction, that allows the teachers to decide if students are learning as the material distributed to the class. This intended process of assessing as learning is happening which permits teachers to adjust to the necessary instruction to meet the learning needs of their students.

Formative assessments provide vital information regarding a student's progress toward particular learning objectives, her comprehension of skills or material being taught and any misinformation she has.

This assessment permits teachers to make informed decisions about when to revise or reteach material or skills or to adjust instruction. Also it identifies students who are constantly struggling.

Progress monitoring is a kind of formative assessment that is utilized within the elementary, middle and highschool environment. Progress monitoring permits teachers to;

- "Frequently and constantly evaluate student learning.
- Monitor the effectiveness of their instruction
- Make instructional changes to improve student's academic progress."

There are two kinds of progress monitoring; mastery measurement (MM) and general outcome measurement (GOM) which is often referred to as a curriculum based measurement (CBM).The (GOM) model is most commonly used for progress monitoring. Even Though, scores from reading measures evaluate a student's progress, the results aren't used to assign grades. When students' reading skills improve, so will their scores involving reading measures as well. Initially, the scores are low at the beginning of the year and scores progress over a period of time, which suggest they are learning.

There are many benefits to utilizing the (GOM). The role of progress monitoring also includes;

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- "Monitor student progress over time
 - Determine if the current instruction is assisting students to learn.
 - Determine if students are making adequate progress toward their learning goals
 - Identify students who aren't progressing adequately toward their learning goals.
 - Predict student performance on the year-end assessment
 - Effectively communicate academic performance to students, parents, and other school professionals."

Step one of progress monitoring is choosing a measure. The GOM reading measures are utilized to assess key reading skills for example; word identification and fluency. The reading program chosen by the school district including grade level progress monitoring. Certain GOM measures are chosen by the school district or state administrators. This happens when using MTSS or RTI framework regarding instruction. Teachers also have the authority to choose GOM measures to monitor student progress and make instructional decisions. After selecting the GOM measure one must use/ask these principles/questions;

- "Does it correspond with grade level reading skills?
- Is this measure reliable and valid?
- Does the measure have sufficient alternate versions?
- Is the measure quick, within one to eight minutes, and easy to give?
- Is the measure designed to be delivered to individual students or to groups? However, group tests are often more convenient than individually administered ones.)
- Are versions of this test available in languages other than English?"

The teacher decides which reading measure is developmentally adequate for the students.

Another reason for using the GOM measurement is if procedures for struggling students were included to identify the correct level of test. This measurement consists of students who aren't performing at grade level.

1. Administer three PRF probes at the grade level at which the teacher expects the student to read competently by the end of the year. However, this may not be the student's grade level.

The goal line is simply a line that connects a student's baseline performance to her expected mid-year or end of performance goal. When a goal line is created, it consists of establishing a baseline and determining the expected goal. The goal line indicates the student's expected average weekly rate of growth or rate improvement (ROI) necessary to meet their end of the year goal.

Data based decisions are made when at least 6 data points are collected. The teacher is prepared to evaluate the student's performance and decides if the student is prepared to meet their long or short term goals. Progress monitoring for a teacher who performs weekly, is equivalent to reviewing data and making instructional decisions around every 6 weeks.

One way teachers are able to evaluate the performance of a student is using the Four Point Method that consists of examining the relationship of the four most recent data points and the goal line located on the student's graph. Deciding if the data points are above, below or on the goal line allows the teacher to make a data based decision.

- If the majority of points are higher than the goal line, the student's performance is above expectations and requires a slightly more ambitious goal. Increase the goal line, if the student's data is above the goal line
- Change instruction if the majority of points are beneath the goal line of the student. Then the student isn't making progress. The teacher should attempt a different instructional approach and should continue to collect data. If the student's data is beneath the goal line.
- Don't make any changes if the majority of the points are at the goal line, the student is on target to meet the year end goal and the instructional method is working. There shouldn't be any changes to instruction.

Once the teacher evaluates the student's performance and makes adjustments to the instruction provided by the graph, she shares vital information with the students, parents and other professionals. When the teacher shares the information with the students they become aware of their performance and begin to understand, students begin to appreciate the relationship between their efforts and performance.

The teachers show parents the student's graph, they are able to show certain areas if a child is making progress or not, then changes must be made to address the issue.

Teachers can also find it necessary to communicate to other professionals regarding the student's grades. This was before an IEP meeting the IEP team will have data on information/data on the student's progress.

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