



Improving Reading Outcomes Through Goal Setting and Progress Monitoring

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Dynamic Measurement Group



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Stephanie Stollar is an employee of DMG.

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Participant Objectives

1. Understand different approaches for setting goals and evaluating student progress
2. Learn about a new technology for setting meaningful, attainable, and ambitious goals
3. Practice setting goals and discuss student progress decisions

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Essential Elements of RTI

Although there is no specific definition of RTI, essential elements can be found when we take a look at how states, schools, and districts fit RTI into their work. In general, RTI includes:

- ▶ **screening** children within the general curriculum,
- ▶ tiered instruction of **increasing intensity**,
- ▶ evidence-based **instruction**,
- ▶ close **monitoring of student progress**, and
- ▶ informed **decision making** regarding next steps for individual students.

<http://www.parentcenterhub.org/repository/rti/#elements>

Accessed: 2/19/2017

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What is progress monitoring and formative evaluation?

To implement progress monitoring, the student's **current levels of performance** are determined and **goals are identified** for learning that will take place over time. The student's academic performance is **measured on a regular basis (weekly or monthly)**. Progress toward meeting the student's goals is measured by **comparing expected and actual rates of learning**. Based on these measurements, **teaching is adjusted** as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

<http://www.studentprogress.org/progresmon.asp#2>

Accessed: 1/22/2015

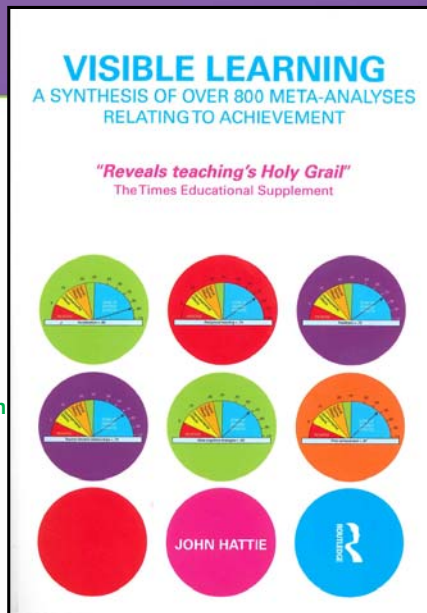
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John Hattie (2009) evaluated more than 800 meta-analyses of 138 influences on student achievement:

- ▶ Student
- ▶ Teacher
- ▶ Teaching
- ▶ Curricula
- ▶ School
- ▶ Home

Influences on achievement we can do something about.



8

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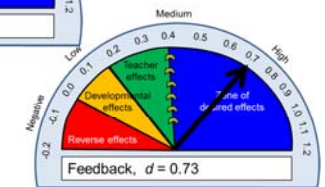


Selected Hattie (2009) Findings...

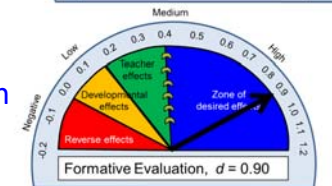
Desirable *Goals* are:
Meaningful,
Attainable,
Ambitious



Feedback to teachers & students: Is what we are doing working?



Progress Monitoring and Formative evaluation is the 3rd largest effect on student achievement out of 138 possible influences.



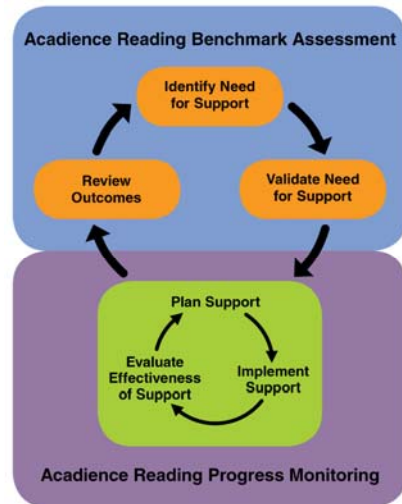
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Outcomes-Driven Model

Outcomes Driven Model Steps:

- ▶ Identify need for support.
- ▶ Validate need for support.
- ▶ Plan and implement support.
- ▶ Evaluate and modify support.
- ▶ Review outcomes.



10

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Goal Setting

Typical current Approaches:

- Normative
 - Local norms
 - National norms
- Rate of improvement or expected gain per week
- Research-based benchmark goals (criterion-referenced)

An alternative approach – Pathways of Progress™

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Local or National Norms

Benefits

- Anchor decisions to how a broad national sample of children perform
- Anchor decisions to how other students are performing in local environment

Difficulties

- National norms - Sample may not be representative of local context.
- Local norms – May not represent adequate progress compared to typical performance in a broader sample
- Both – May not represent performance that places the odds in a student's favor of future success

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Rate of Improvement

Benefits

- Provides a week by week expectation for gain, typically anchored to some normative expectation.
- Often takes into account a student's initial skills.

Difficulties

- Basis for interpreting progress is most typically by using slope compared to ROI expectation.
- Does not take into consideration different measures, grades and skills.

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Benchmark Goals

Benefits

- Research-based and criterion-referenced - linked to important outcomes
- If a goal is reached, it's likely the student will meet future goals

Difficulties

- Does not consider normative expectations (what is possible)
- Does not take into consideration initial skills
- May be more challenging to determine ambitious and attainable goals for students with very high skills (e.g., well above benchmark) or very low skills (well below benchmark)



Acadience Reading Benchmark Goals

If a student achieves a Benchmark Goal, the odds are in favor of that student achieving later reading outcomes.

- ▶ **At/Above Benchmark:** Odds are generally 80% to 90%
 - ▶ **Above Benchmark:** Odds are generally 90% to 99%
 - ▶ **At Benchmark:** Odds are generally 70% to 85%
- ▶ **Below Benchmark:** Odds are generally 40% to 60%
- ▶ **Well Below Benchmark:** Odds are generally 10% to 20%



Acadience Reading Benchmark Goals

Kindergarten Benchmark Goals and Cut Points for Risk

Acadience Reading Measure	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Reading Composite Score	Above Benchmark	Likely to Need Core Support ^a	38 +	156 +	152 +
	At Benchmark	Likely to Need Core Support^b	26 - 37	122 - 155	119 - 151
	Below Benchmark	Likely to Need Strategic Support	13 - 25	85 - 121	89 - 118
	Well Below Benchmark	Likely to Need Intensive Support	0 - 12	0 - 84	0 - 88
FSF	Above Benchmark	Likely to Need Core Support ^a	16 +	43 +	
	At Benchmark	Likely to Need Core Support^b	10 - 15	30 - 42	
	Below Benchmark	Likely to Need Strategic Support	5 - 9	20 - 29	
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4	0 - 19	
PSF	Above Benchmark	Likely to Need Core Support ^a		44 +	56 +
	At Benchmark	Likely to Need Core Support^b		20 - 43	40 - 55
	Below Benchmark	Likely to Need Strategic Support		10 - 19	25 - 39
	Well Below Benchmark	Likely to Need Intensive Support		0 - 9	0 - 24
NWF-CLS	Above Benchmark	Likely to Need Core Support ^a		28 +	40 +
	At Benchmark	Likely to Need Core Support^b		17 - 27	28 - 39
	Below Benchmark	Likely to Need Strategic Support		8 - 16	15 - 27
	Well Below Benchmark	Likely to Need Intensive Support		0 - 7	0 - 14

^aThe benchmark goal is the number that is bold. The cut point for risk is the number that is italicized.



Purpose of Pathways of Progress™

Typical ways to set goals:

- expected progress or rate of improvement
- local or national percentiles
- using benchmark goals

Pathways goal setting considers:

- different measurement materials,
- different grades and times of year,
- different levels of initial skill
- reading accurately, fluently, and for meaning



Purpose of Pathways of Progress™

Pathways of progress for individual, grade-level progress monitoring provides a tool to assist educators in:

- creating an **individual student learning goal** that is **ambitious, meaningful, and attainable** and an aim line for individual progress monitoring,
- Establishing an individual student learning goal that represents reading proficiency, including **reading for meaning**, at an **adequate rate**, with a **high degree of accuracy**.
- Evaluating** the progress the student is displaying.

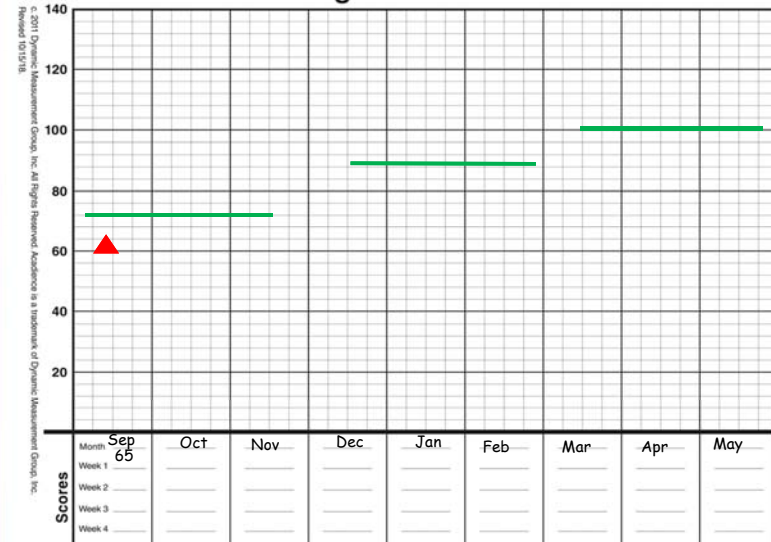
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Progress Monitoring

ORF/ Level 3 Scoring Booklet



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ORF level 3
accuracy
reading



Name: _____
Student ID: _____
Teacher: **Tabitha**
School: _____
School Year: _____

19



Three Guiding Principles in Establishing Individual Student Learning Goals

Meaningful.

Increase the odds of future reading health

Ambitious.

Grow enough to close the gap

Attainable.

Other interventionists and students have done it

20

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Three Guiding Principles in Establishing Individual Student Learning Goals

▶ Meaningful.

- Goals should support students to achieve meaningful outcomes or increase the likelihood of achieving meaningful and important outcomes.

▶ Ambitious.

- Above typical** or **well above typical** progress are ambitious goals.
- Typical progress** may be ambitious enough for students who are **At or Above Benchmark** at the beginning of the year.
- Typical progress may not be ambitious enough** for students who are **Below** or **Well Below Benchmark** at the beginning of the year.
- Below typical** or **well below typical** progress are just not very ambitious.

▶ Attainable.

- High in the well above typical range is probably not attainable.
- Typical and above typical progress is readily attainable.
- Well below typical and below typical progress may be attainable, but are not ambitious or meaningful.

21

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Pathways of Progress™ Analysis

Pathways of Progress depend on the level of **initial skills**.

Emphasizes the **outcome** or the end point of the Pathways of Progress.

Pathways of Progress™ provide a **normative** framework for setting goals and evaluating individual student progress. Compared to other students with **the same initial skills**.

- ▶ 80th percentile and above: Well Above Typical
- ▶ 60th to 79th percentile: Above Typical
- ▶ 40th to 59th percentile: Typical
- ▶ 20th to 39th percentile: Below Typical
- ▶ Below 20th percentile: Well Below Typical

22

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Pathways of Progress™ Descriptors

Clarifies what rate of progress is **typical**, **above typical**, **well-above typical**, as well as **below typical** or **well-below typical**.

Pathway Descriptor	Pathway Number	Progress Descriptor	Progress Percentile Range
★★★★★	5	WELL ABOVE TYPICAL	80th percentile and above
★★★★☆	4	ABOVE TYPICAL	60th to 79th percentile
★★★☆☆	3	TYPICAL	40th to 59th percentile
★★☆☆☆	2	BELOW TYPICAL	20th to 39th percentile
★☆☆☆☆	1	WELL BELOW TYPICAL	Below 20th percentile

23

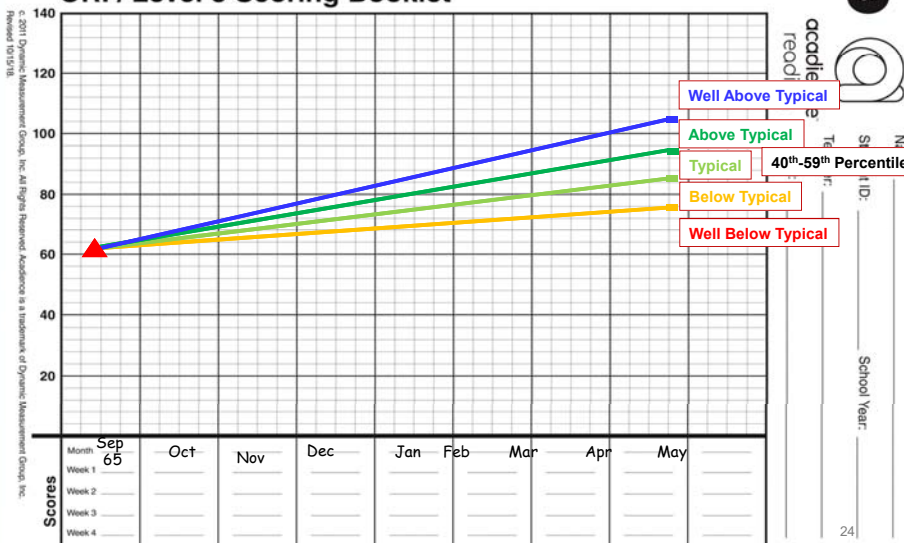
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ORF level 3



24

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Considerations in Establishing Student Learning Goals

Acadience Reading informed considerations:

- ▶ What rate of progress is necessary to achieve important **benchmark goals**.
- ▶ What rate of progress is **above typical progress** compared to other students with the same initial skills?
- ▶ What rate of progress is necessary to **narrow the achievement gap** with students making adequate progress?
- ▶ What rate of progress is necessary to **reduce risk and increase the odds** of achieving subsequent goals.

25

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Considerations in Establishing Student Learning Goals

Other considerations:

- ▶ What rate of progress is **possible** with a very effective, research based intervention?
- ▶ What **resources** are available to support instruction and intervention?
- ▶ What is the student **attendance** pattern?

26

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Third Grade Case Example: Tabitha Likely to Need Strategic Support

Tabitha's Initial Skills in Third Grade, Beginning of Year

- ▶ **205 Reading Composite Score**
- ▶ **65 ORF Words Correct**
- ▶ **96% ORF Accuracy**
- ▶ **14 ORF Retell**
- ▶ **1 Retell Quality of Response**
- ▶ **6 Maze Adjusted Score**

We desire Tabitha to be a proficient reader who is

- ☐ **reading for meaning** at an
- ☐ **adequate rate** and with a
- ☒ **high degree of accuracy.**

Establish an End of Year goal for Tabitha that is

- ▶ **meaningful**
- ▶ **attainable**
- ▶ **ambitious**

Evaluate Tabitha's progress

27

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Third Grade Case Example: Tabitha Likely to Need Strategic Support

Initial Skills at Beginning of Year in Third Grade

- ▶ **205 Reading Composite Score**
- ▶ **65 ORF Words Correct**
- ▶ **96% ORF Accuracy**
- ▶ **14 ORF Retell**
- ▶ **Retell Quality of Response 1**
- ▶ **Maze 6**

Establish a goal that is

- ▶ **meaningful**: *proficient reading* at or above benchmark or reduce risk
- ▶ **attainable**: typical or above typical progress is attainable
- ▶ **ambitious**: Because Tabitha is Below Benchmark at BOY, *above typical progress* or greater is appropriate

28

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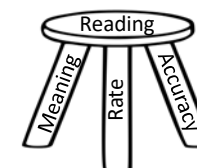


Establishing Educationally Meaningful Goals for Reading Proficiency

A **meaningful goal** for students to become proficient readers requires: **reading for meaning** at an **adequate rate** and with a **high degree of accuracy**.

All three components are essential:

- ▶ **reading for meaning**
- ▶ **adequate rate**
- ▶ **high degree of accuracy**



In acquisition phase learning we may build accuracy first, but the long-term goal is adequate skills across the three reading components.

29

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Common Core Reading Standards: Foundational Skills (K–5)

Grade 1 to 5 Students

Fluency

4. Read with sufficient **accuracy** and **fluency** to support **comprehension**.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
 - c. Use **context to confirm** or self-correct word recognition and **understanding**, rereading as necessary.

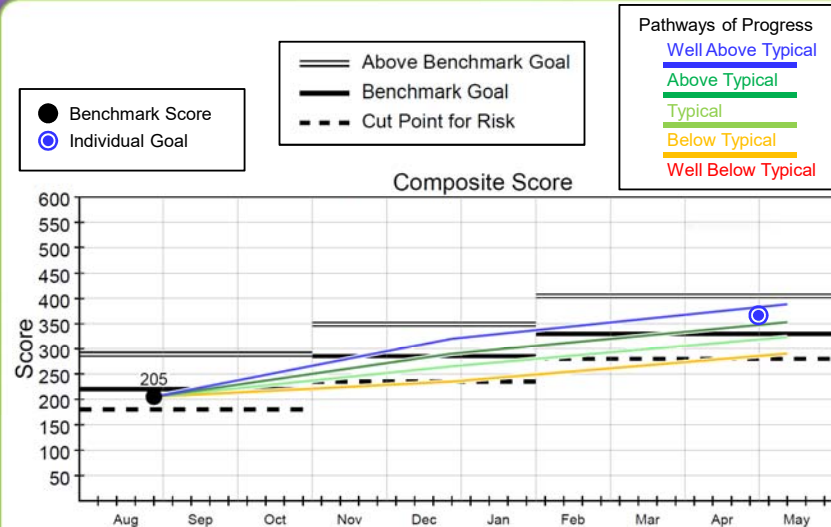
30

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Tabitha Pathways of Progress™



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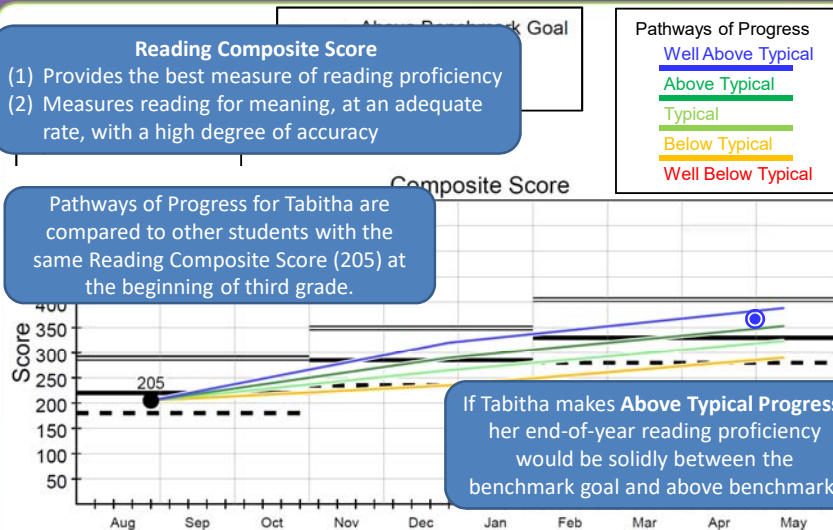
Tabitha Pathways of Progress™

Reading Composite Score

- (1) Provides the best measure of reading proficiency
- (2) Measures reading for meaning, at an adequate rate, with a high degree of accuracy

Pathways of Progress for Tabitha are compared to other students with the same Reading Composite Score (205) at the beginning of third grade.

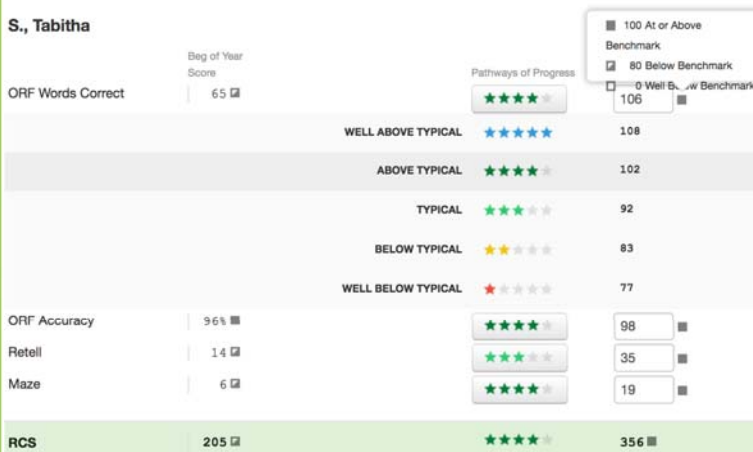
If Tabitha makes **Above Typical Progress**, her end-of-year reading proficiency would be solidly between the benchmark goal and above benchmark.



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Acadience Data Management Goal Setting Utility



33

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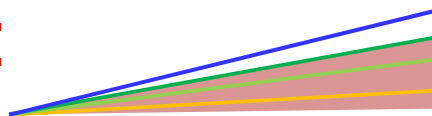


Establishing Goals for Students who are Likely to Need Strategic Support

Ambitious and Attainable Goals include:

- Well above typical progress
- Above typical progress
- ~~Typical progress,~~
- ~~Below typical progress,~~
- ~~Well below typical progress~~

Note: Consider the student's BOY need for support.



Typical, below typical, and well below typical progress are not adequately ambitious for students who are likely to need strategic support.

WELL ABOVE TYPICAL	★★★★★	108	108+
ABOVE TYPICAL	★★★★☆	102	97 - 107
TYPICAL	★★★☆☆	92	88 - 96
BELOW TYPICAL	★★☆☆☆	83	78 - 87
WELL BELOW TYPICAL	★☆☆☆☆	77	0 - 77

34

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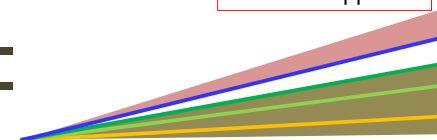


Establishing Goals for Students who are Likely to Need Strategic Support

Ambitious and Attainable Goals include:

- ~~Well above typical progress~~
- Above typical progress
- ~~Typical progress,~~
- ~~Below typical progress,~~
- ~~Well below typical progress~~

Note: Consider the student's BOY need for support.



Well above typical progress may not be attainable for students who are likely to need support. This is an individual professional judgment.

WELL ABOVE TYPICAL	★★★★★	108	108+
ABOVE TYPICAL	★★★★☆	102	97 - 107
TYPICAL	★★★☆☆	92	88 - 96
BELOW TYPICAL	★★☆☆☆	83	78 - 87
WELL BELOW TYPICAL	★☆☆☆☆	77	0 - 77

35

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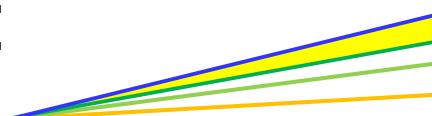


Establishing Goals for Students who are Likely to Need Strategic Support

Ambitious and Attainable Goals include:

- ~~Well above typical progress~~
- Above typical progress
- ~~Typical progress,~~
- ~~Below typical progress,~~
- ~~Well below typical progress~~

Note: Consider the student's BOY need for support.



Above typical progress is generally both attainable and ambitious for students who are likely to need support.

WELL ABOVE TYPICAL	★★★★★	108	108+
ABOVE TYPICAL	★★★★☆	102	97 - 107
TYPICAL	★★★☆☆	92	88 - 96
BELOW TYPICAL	★★☆☆☆	83	78 - 87
WELL BELOW TYPICAL	★☆☆☆☆	77	0 - 77

36

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Third Grade Case Example: Tabitha Likely to Need Strategic Support

Tabitha's Initial Skills in Third Grade, Beginning of Year

- 205 Reading Composite Score
- 65 ORF Words Correct
- 96% ORF Accuracy
- 14 ORF Retell
- 1 Retell Quality of Response
- 6 Maze Adjusted Score

Tabitha's End of Year Goal:

By the end of the year, Tabitha will read aloud a third-grade Acadience Reading ORF passage at a rate of 106 or more words correct per minute with at least 98% accuracy, and be able to talk about what she has read with a Retell score of at least 35 words. She will read a third-grade Maze passage silently for meaning and earn a score of at least 20.

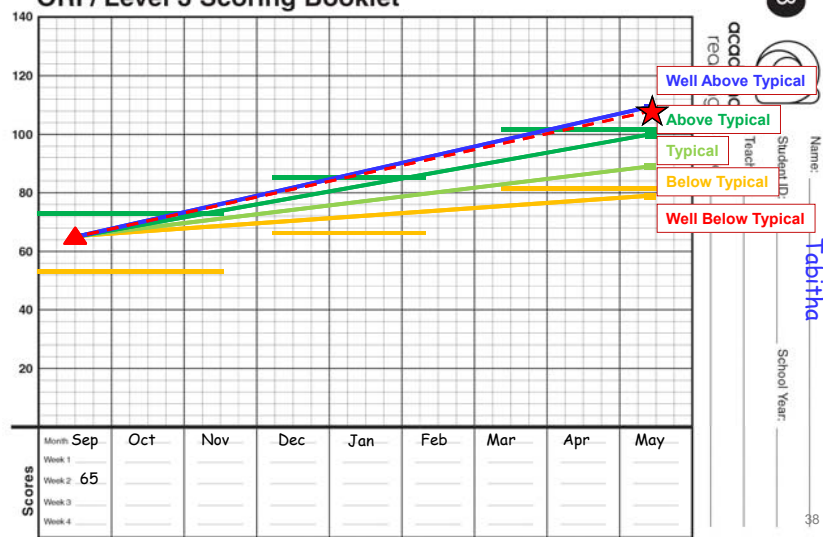
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Progress Monitoring

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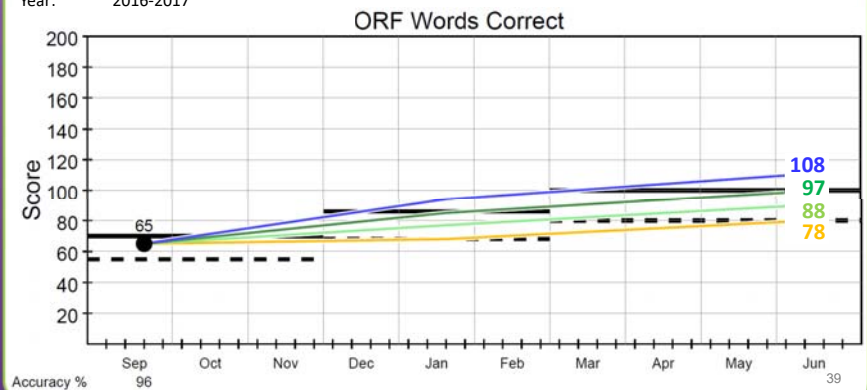
Tabitha ORF Words Correct Pathways and Goal

Student Pathways of Progress Graphs



Name: Tabitha A.
Student ID: 2016-0001
School: Mockingbird Elementary School
Class: Mock Grade3a
Grade: Third Grade
Year: 2016-2017

- Benchmark Score
- ▲ Score Above Graph Boundary
- Benchmark Goal
- - - Cut Point for Risk
- or Pathways of Progress
- Individual Goal



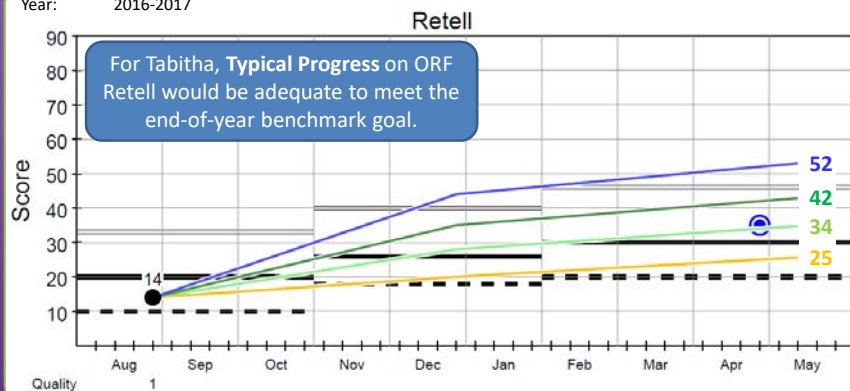
Tabitha ORF Retell Pathways and Goal

Student Pathways of Progress Graphs



Name: Tabitha A.
Student ID: 2016-0001
School: Mockingbird Elementary School
Class: Mock Grade3a
Grade: Third Grade
Year: 2016-2017

- Benchmark Score
- ▲ Score Above Graph Boundary
- Benchmark Goal
- - - Cut Point for Risk
- or Pathways of Progress
- Individual Goal



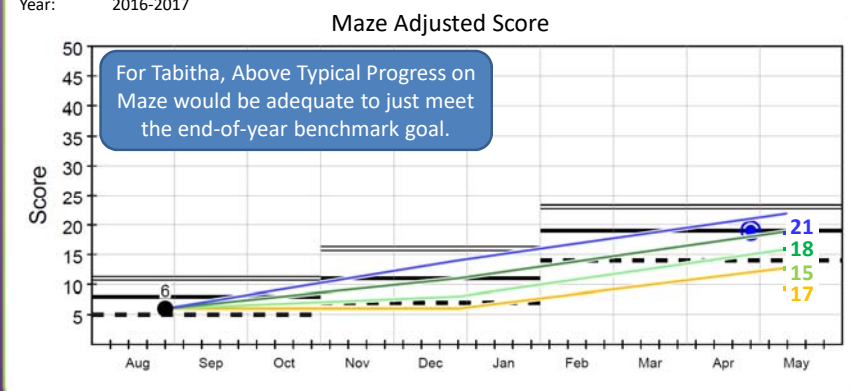
Tabitha Maze Pathways and Goal

Student Pathways of Progress Graphs



Name: Tabitha A.
Student ID: 2016-0001
School: Mockingbird Elementary School
Class: Mock Grade3a
Grade: Third Grade
Year: 2016-2017

- Benchmark Score
- ▲ Score Above Graph Boundary
- Benchmark Goal
- - - Cut Point for Risk
- or Pathways of Progress
- Individual Goal





Third Grade Case Example: Alistair Likely to Need Intensive Support

Initial Skills at Beginning of Year in Third Grade

- ▶ **12 Reading Composite Score**
- ▶ **12 ORF Words Correct**
- ▶ **60% ORF Accuracy**
- ▶ **0 ORF Retell**
- ▶ **0 Maze**

Establish goals that are

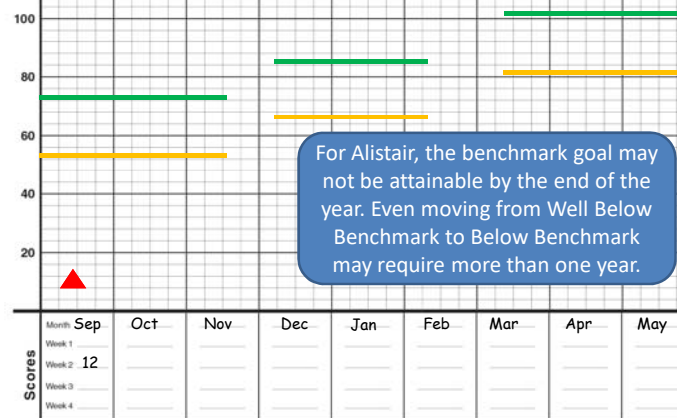
- ▶ **meaningful:** at or above benchmark or *reduce risk*
- ▶ **attainable:** typical or above typical progress is attainable
- ▶ **ambitious:** Because Alistair is Well Below Benchmark at BOY, *above typical progress* or greater is appropriate

42

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Progress Monitoring

Pathways of Progress is a powerful tool to assist in setting an ambitious and attainable goal in grade-level material for students with very low skills.



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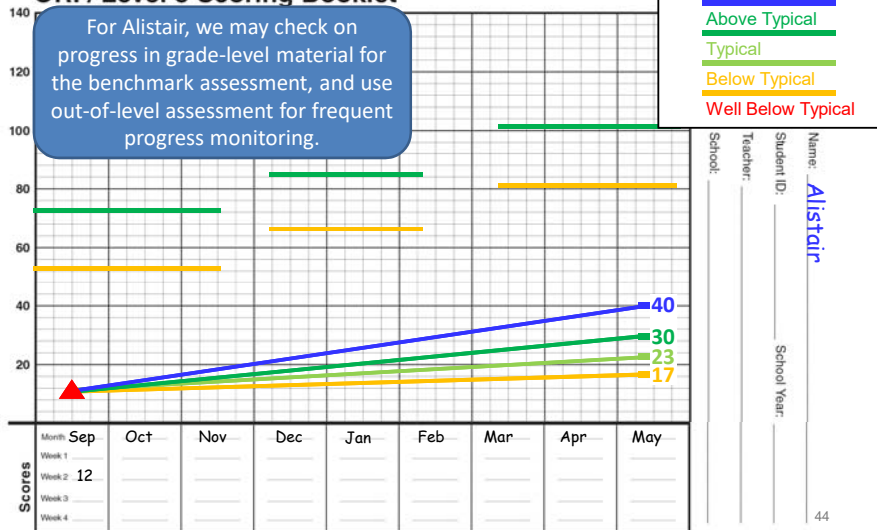
ORF level 3
accidence
reading
Name: **Alistair**
Student ID: _____
Teacher: _____
School Year: _____
School: _____

43

Progress Monitoring

ORF/ Level 3 Scoring Booklet

For Alistair, we may check on progress in grade-level material for the benchmark assessment, and use out-of-level assessment for frequent progress monitoring.

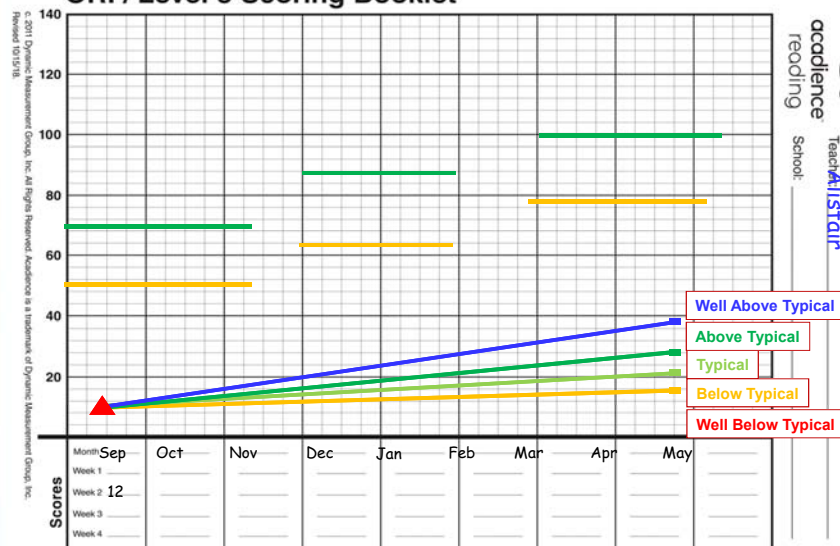


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44

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ORF/ Level 3 Scoring Booklet



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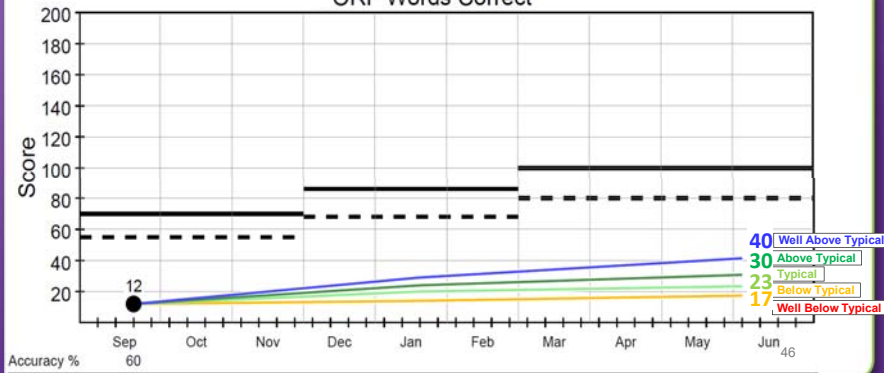
Student Pathways of Progress Graphs

Name: Alistair D.
Student ID: 2016-0004
School: Mockingbird Elementary School
Class: Mock Grade3a
Grade: Third Grade
Year: 2016-2017



- Benchmark Score
- ▲ Score Above Graph Boundary
- or Pathways of Progress
- Benchmark Goal
- - - Cut Point for Risk
- Individual Goal

ORF Words Correct

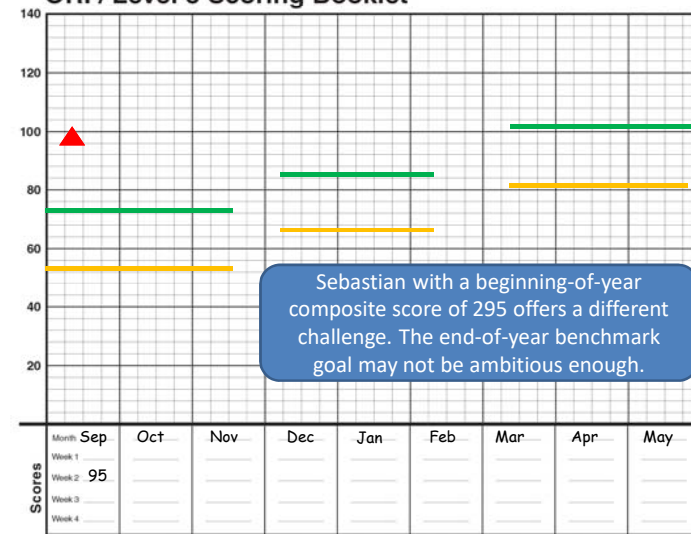


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ORF level 3

acadience data management

Name: Sebastian

Student ID: _____

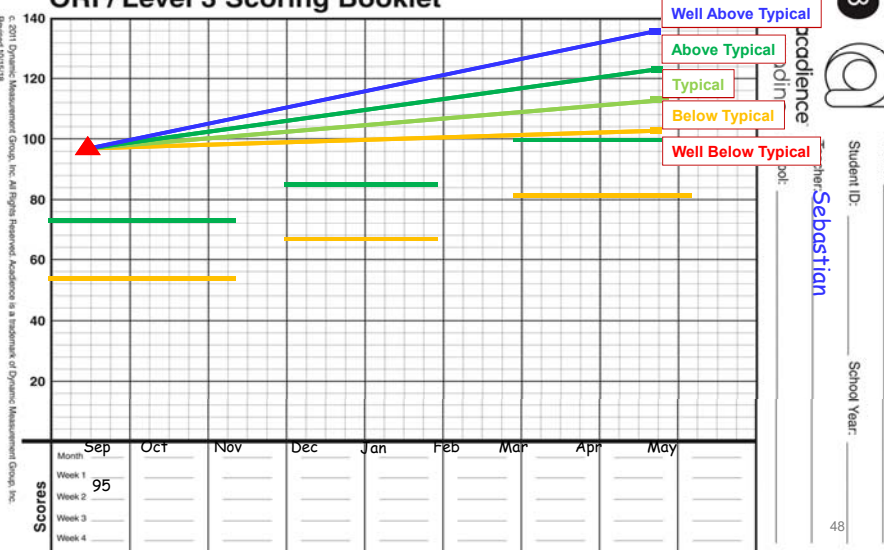
Teacher: _____

School Year: _____

47

Progress Monitoring

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48



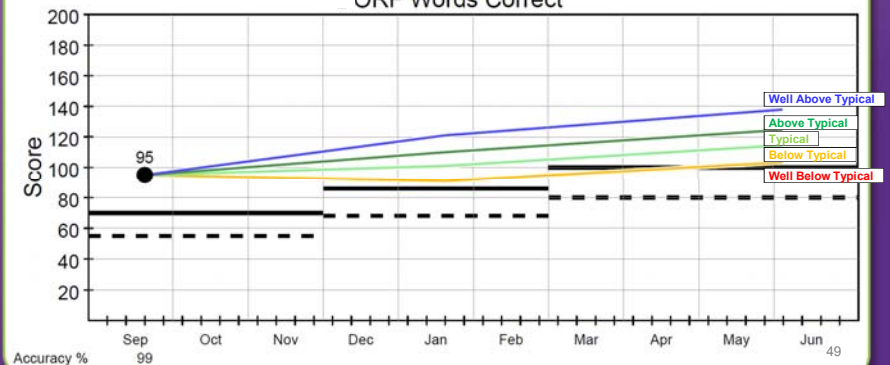
Student Pathways of Progress Graphs

Name: Sebastian E.
Student ID: 2016-0005
School: Mockingbird Elementary School
Class: Mock Grade3a
Grade: Third Grade
Year: 2016-2017



- Benchmark Score
- ▲ Score Above Graph Boundary
- or Pathways of Progress
- Benchmark Goal
- - - Cut Point for Risk
- Individual Goal

ORF Words Correct



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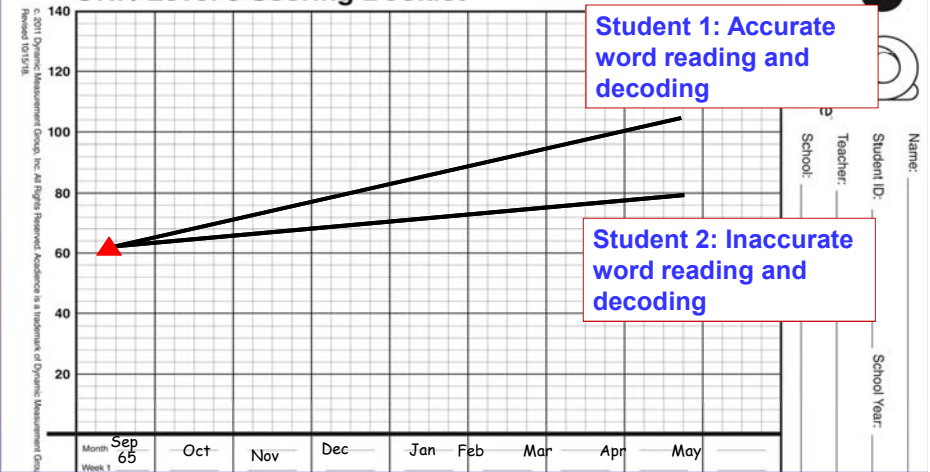
Pathways of Progress is a powerful general approach

- Enables individual pathways of progress for students at every point along the continuum of skills from low to high levels of skills. For example, Tabitha, Alistair, and Sebastian.
- Enables individual pathways of progress for the Acadience Reading composite score and for each Acadience Reading component measure, providing pathways for meaning, rate, and accuracy.
- Enables individual pathways of progress for grades where the skills change so quickly that different skills are measured at the beginning and end of the grade level, like kindergarten and first grade.

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Progress Monitoring

ORF/ Level 3 Scoring Booklet



Students with the same initial words correct score, may not have the same ORF goal. If instructional focus differs, so should the goal.

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Third Grade Case Example: Jaclyn Likely to Need Intensive Support

Jaclyn's Initial Skills in Third Grade, Beginning of Year

- ▶ **169 Reading Composite Score**
- ▶ **65 ORF Words Correct**
- ▶ **86% ORF Accuracy**
- ▶ **42 ORF Retell**
- ▶ **3 Retell Quality of Response**
- ▶ **3 Maze Adjusted Score**

We desire Jaclyn to be a proficient reader who is

- ☐ **reading for meaning** at an
- ☐ **adequate rate** and with a
- ☐ **high degree of accuracy.**

Establish an End of Year goal for Jaclyn that is

- ▶ **meaningful**
- ▶ **attainable**
- ▶ **ambitious**

Evaluate Jaclyn's progress

52

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Whole Group Activity: Setting an Individual Learning Goal for Jaclyn

1. Review Jaclyn's beginning of year skills below. Is she likely to need support to achieve end of year benchmarks? Which areas are of particular concern? Which area is an area of strength?
2. Considering Jaclyn's likely need for support, decide on an appropriately *ambitious* and *attainable* pathway.
3. Using the Acadience Data Management Goal Setting Utility screen shots on handout pages 1 & 2, identify goals for ORF Words Correct, ORF Accuracy, Retell, and Maze that will be *meaningful*, *ambitious*, and *attainable*.
4. Write an individual student learning goal for Jaclyn.
5. Mark the ORF Words Correct goal on the graph (page 3) for Jaclyn at the second week of May and draw the aim line from her current level of skill to the goal.
6. Discuss with a partner your goal for Jaclyn and explain your initial, primary focus for instruction to attain her goal.

53

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Acadience Data Management Goal Setting Utility

C., Jaclyn

Measure	Beg of Year Score	Pathways of Progress	End of Year Student Goal
ORF Words Correct	65	☆☆☆☆☆	
		WELL ABOVE TYPICAL ☆☆☆☆☆	99 99+
		ABOVE TYPICAL ☆☆☆☆	93 88 - 98
		TYPICAL ☆☆☆☆	83 79 - 87
		BELOW TYPICAL ☆☆☆	74 70 - 78
		WELL BELOW TYPICAL ☆☆☆☆	69 0 - 69
ORF Accuracy	86%	☆☆☆☆☆	
Retell	42	☆☆☆☆☆	
Maze	3	☆☆☆☆☆	
RCS	169	☆☆☆☆☆	-

55

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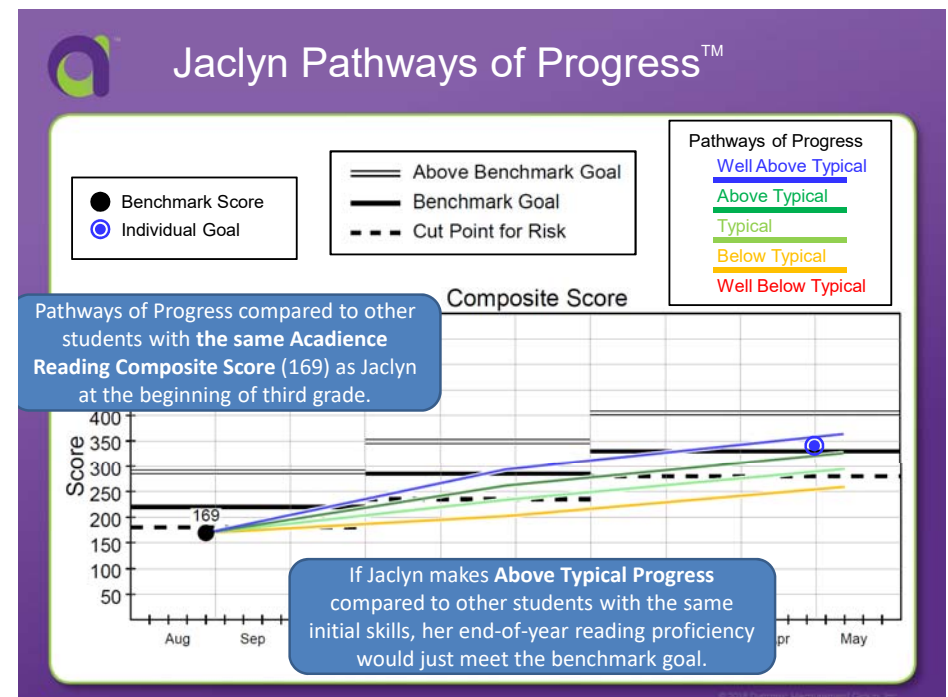
Acadience Data Management Goal Setting Utility

C., Jaclyn

Measure	Beg of Year Score	Pathways of Progress	End of Year Student Goal
ORF Words Correct	65	☆☆☆☆☆	
		WELL ABOVE TYPICAL ☆☆☆☆☆	99 99+
		ABOVE TYPICAL ☆☆☆☆	93 88 - 98
		TYPICAL ☆☆☆☆	83 79 - 87
		BELOW TYPICAL ☆☆☆	74 70 - 78
		WELL BELOW TYPICAL ☆☆☆☆	69 0 - 69
ORF Accuracy	86%	☆☆☆☆☆	97
Retell	42	☆☆☆☆☆	42
Maze	3	☆☆☆☆☆	19
RCS	169	☆☆☆☆☆	351

56

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Third Grade Case Example: Jaclyn Likely to Need Intensive Support

Jaclyn's Initial Skills in Third Grade, Beginning of Year

- ▶ **169 Reading Composite Score**
- ▶ **65 ORF Words Correct**
- ▶ **86% ORF Accuracy**
- ▶ **42 ORF Retell**
- ▶ **3 Retell Quality of Response**
- ▶ **3 Maze Adjusted Score**

Jaclyn's End of Year Goal:

By the end of the year, Jaclyn will read aloud a third-grade Acadience Reading ORF passage at a rate of 95 or more words correct per minute with at least 97% accuracy, and be able to talk about what she has read with a Retell score of at least 42 words. She will read a third-grade Maze passage silently for meaning and earn a score of at least 19.

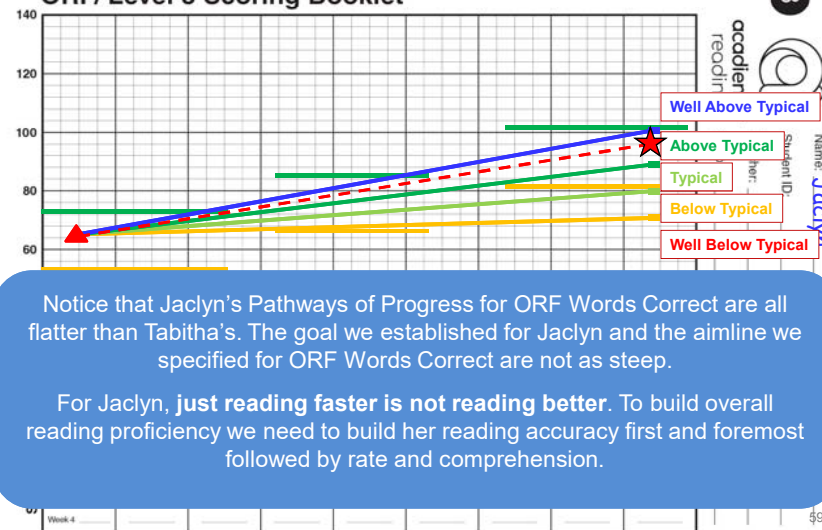
58

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Progress Monitoring

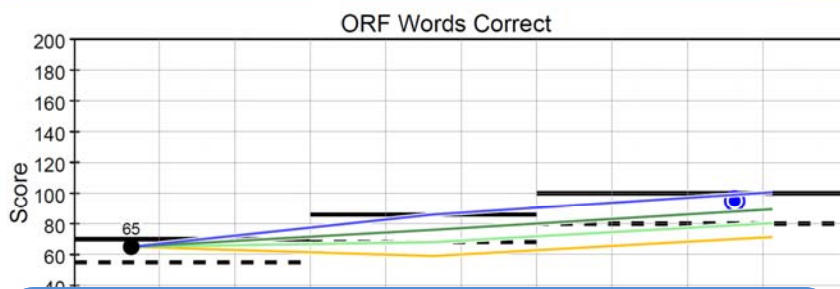
ORF/Level 3 Scoring Booklet



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Jaclyn Progress Monitoring Goal



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Third Grade Case Example: René Likely to Need Core Support

René's Initial Skills in Third Grade, Beginning of Year

- ▶ **269 Reading Composite Score**
- ▶ **65 ORF Words Correct**
- ▶ **96% ORF Accuracy**
- ▶ **36 ORF Retell**
- ▶ **2 Retell Quality of Response**
- ▶ **11 Maze Adjusted Score**

We desire René to be a proficient reader who is

- ☒ **reading for meaning** at an
- ☐ **adequate rate** and with a
- ☒ **high degree of accuracy.**

Establish an End of Year goal for René that is

- ▶ **meaningful**
- ▶ **attainable**
- ▶ **ambitious**

Evaluate René's progress

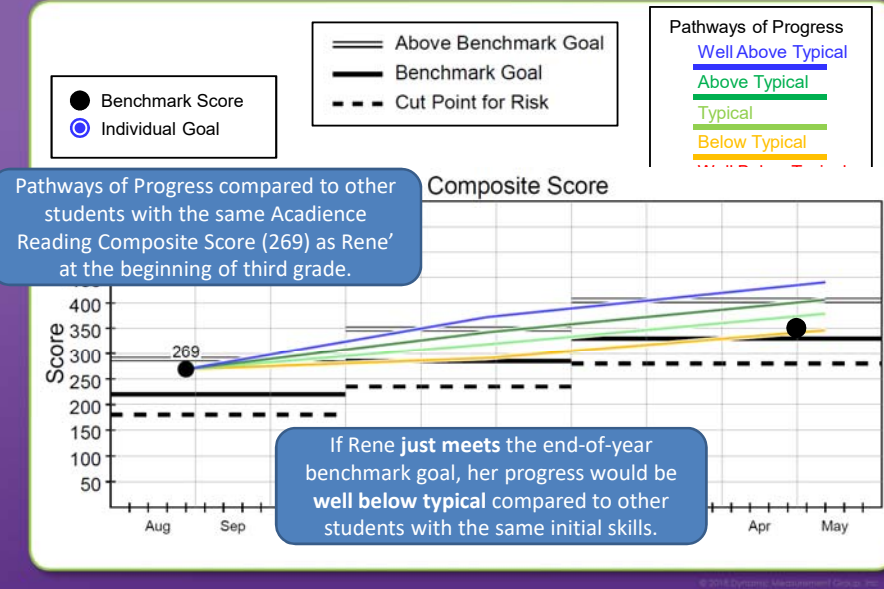
61

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Rene' Pathways of Progress™



Third Grade Case Example: René Likely to Need Core Support

Typical Progress Goal

René's Initial Skills in Third Grade, Beginning of Year

- ▶ 269 Reading Composite Score
- ▶ 65 ORF Words Correct
- ▶ 96% ORF Accuracy
- ▶ 36 ORF Retell
- ▶ 2 Retell Quality of Response
- ▶ 11 Maze Adjusted Score

René's End of Year Goal:

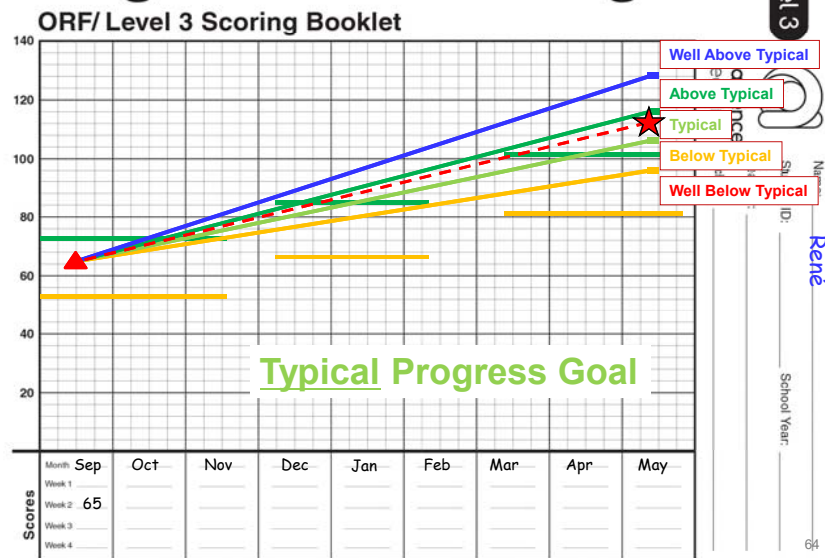
By the end of the year, Rene' will read aloud a third-grade Acadience Reading ORF passage at a rate of 111 or more words correct per minute with at least 98% accuracy, and be able to talk about what she has read with a Retell score of at least 42 words. She will read a third-grade Maze passage silently for meaning and earn a score of at least 20.

63

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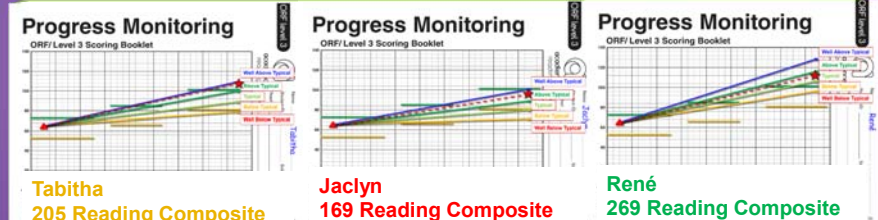
Progress Monitoring



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Pathways of Progress™ Based on Acadience Reading Composite Score



3 students with the same ORF at BOY have very different levels of overall reading proficiency at BOY as indicated by the Composite score.

Pathways of Progress facilitates different end of year goals for ORF Words Correct, ORF Accuracy, ORF Retell, and Maze for Tabitha, Jaclyn, and René.

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Activity: Individual Learning Goal for Ethan

1. Review Ethan's beginning of year skills below. Is he likely to need support to achieve end of year benchmarks? Which areas are of particular concern? Which area is an area of strength?
2. Considering Ethan's likely need for support, decide on an appropriately *ambitious* and *attainable* pathway.
3. Using the Acadience Data Management Goal Setting Utility screen shots on handout **pages 4 & 5**, identify goals for NWF CLS, NWF WWR, ORF Words Correct, and ORF Accuracy that will be *meaningful*, *ambitious*, and *attainable*.
4. Write an individual student learning goal for Ethan.
5. Mark the goal you selected on the graphs (**pages 6 & 7**) for Ethan at the second week of May and draw the aim lines from his current level of skill to the goal.
6. Discuss with a partner your goal for Ethan and explain your initial, primary focus for instruction to attain his goals.

66

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First Grade Case Example: Ethan Likely to Need Intensive Support

Ethan's Initial Skills in First Grade, Beginning of Year

- ▶ **73 Reading Composite Score**
- ▶ **29 LNF**
- ▶ **27 PSF**
- ▶ **17 NWF CLS**
- ▶ **0 NWF WWR**

We desire Ethan to be a proficient reader who is

- ☐ **reading for meaning** at an
- ☐ **adequate rate** and with a
- ☐ **high degree of accuracy.**

Establish an End of Year goal for Ethan that is

- ▶ **meaningful**
- ▶ **attainable**
- ▶ **ambitious**

67

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Acadience Data Management Goal Setting Utility

I., Ethan

	Begin of Year Score	Pathways of Progress	End of Year Student Goal
LNF	29	—	—
PSF	27	—	—
NWF CLS	17	★★★★★	
<p>WELL ABOVE TYPICAL ★★★★★ 70 70+</p> <p>ABOVE TYPICAL ★★★☆☆ 61 52 - 69</p> <p>TYPICAL ★★☆☆☆ 46 41 - 51</p> <p>BELOW TYPICAL ★☆☆☆☆ 36 31 - 40</p> <p>WELL BELOW TYPICAL ★☆☆☆☆ 30 0 - 30</p>			
NWF WWR	0	★★★★★	
ORF Words Correct	—	★★★★★	
ORF Accuracy	—	★★★★★	
RCS	73	★★★★★	—

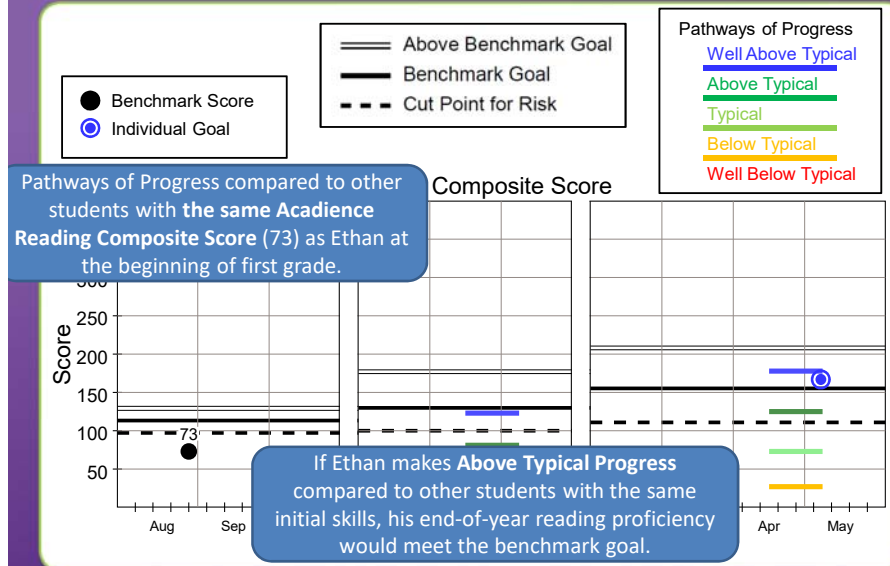
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Ethan Pathways of Progress™



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First Grade Case Example: Ethan Likely to Need Intensive Support

Ethan's Initial Skills in First Grade, Beginning of Year

- ▶ **73 Reading Composite Score**
- ▶ **29 LNF**
- ▶ **27 PSF**
- ▶ **17 NWF CLS**
- ▶ **0 NWF WWR**

Ethan's End of Year Goal:

By the end of the year, Ethan will use basic phonics skills and understanding of the alphabetic principle to identify at least 58 correct letter sounds and read at least 15 whole words in one minute on an Acadience Reading NWF form. Ethan also will read aloud a first-grade Acadience Reading ORF passage at a rate of 52 or more words correct per minute with at least 95% accuracy.

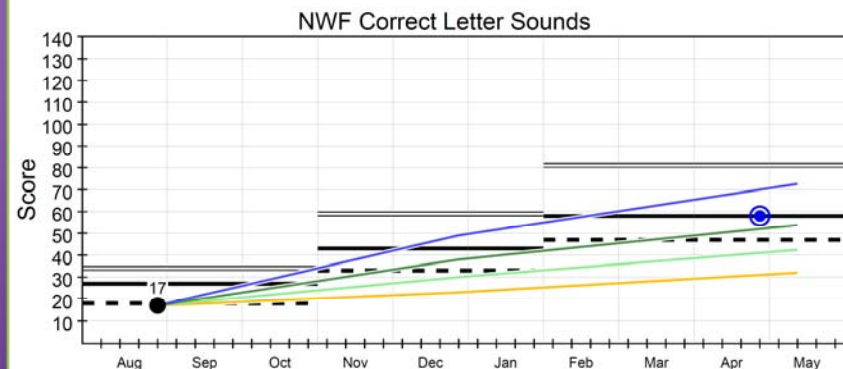
70

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Ethan Progress Monitoring Goal - NWF CLS

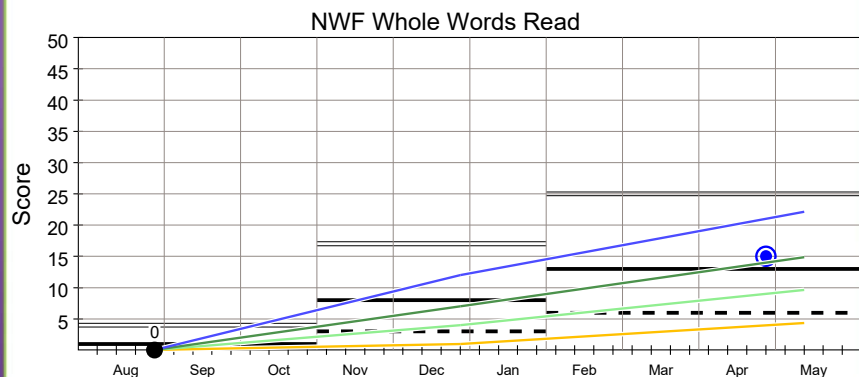


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Ethan Progress Monitoring Goal – NWF WWR

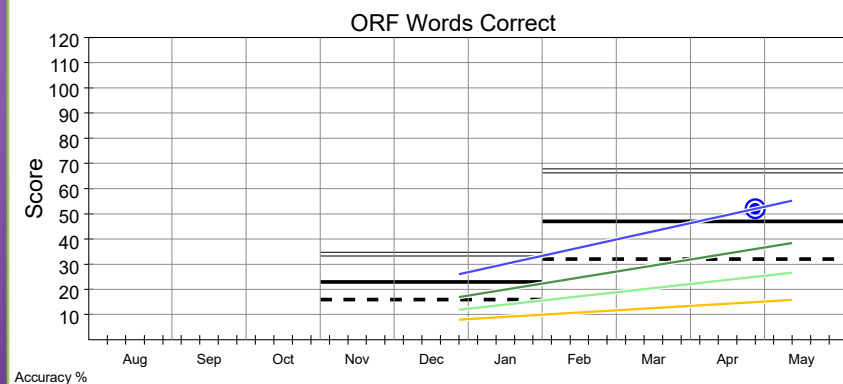


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Ethan Progress Monitoring Goal – ORF



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Good Progress Monitoring Decisions

Good progress monitoring decisions are ones that enable educators to improve outcomes for students.

1. Good decisions about progress provide **timely** information to inform instruction.
 - Can we make a decision in 6 weeks?
2. Good decisions about progress are reasonably **stable** and reliable.
 - Would we make the same decision next week?
3. Good decisions about progress provide **instructionally relevant** information for individual students.
 - Does the progress decision inform outcomes?

74



Methods/Metrics for Evaluating Progress

1. Scatter plot (with/without aimline)
2. Scatter plot with aimline & 3 – 5 data point rule
3. Scatter plot with aimline & trendline/slope
4. **Slope** with ROI norms
 - 4a. Ordinary Least Squares (OLS)
 - 4b. Empirical Bayes (EB)
5. **Level of student skills at a point in time** with Pathways of Progress

Focus
for
today

What have you seen commonly used in practice?

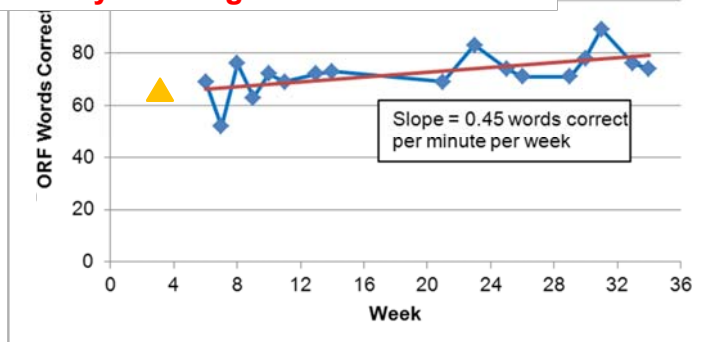
2/21/2017

75



What about Slope? Can Slope Estimate Progress?

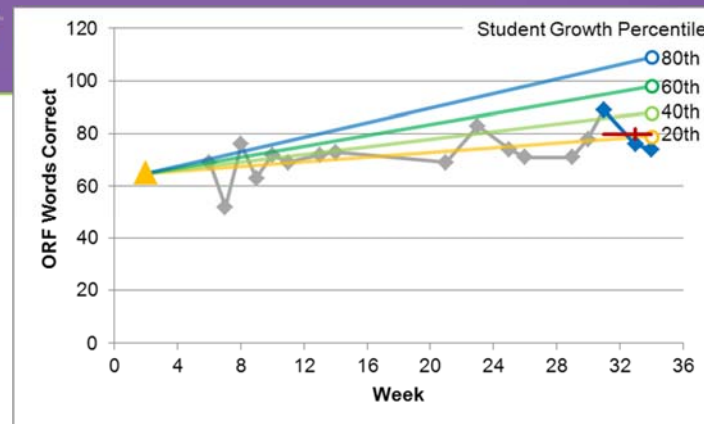
Yes, but with less precision than Pathways of Progress.



Slope of student progress over 29 weeks based on 17 progress monitoring data points (dark blue). Ordinary least squares regression line (red) is

$$\text{ORF-WC} = 63.71 + 0.45 * \text{Week}.$$

76



Student growth percentile (horizontal red line) at week 33 (vertical red line) estimated from the last 3 data points (dark blue) based on initial skills of 65 on ORF Words Correct (orange triangle) and beginning of year Acadience Reading Composite Score of 205. Data points in the series not used to estimate student growth percentile are greyed out.

77



Reliability Study Descriptive Statistics

Descriptive Statistics for Acadience Reading ORF-Words Correct by Number of Weeks and Number of Progress Monitoring Assessments

Subset of data	N	Number of progress monitoring assessments				BOY ORF Words Correct	
		M	SD	Min	Max	M	SD
All students	151,138	8.72	4.75	2	59	68.93	32.86
6 weeks, 5+ points	6785	5.62	0.95	5	16	48.62	22.65
10 weeks, 9+ points	2813	9.72	1.2	9	22	46.47	20.69
14 weeks, 13+ points	1087	13.85	1.68	13	27	45.87	18.88
18 weeks, 17+ points	218	18.67	2.82	17	33	46.15	17.98
22 weeks, 21+ points	99	23.68	3.99	21	40	43.44	18.59

Note. Data were divided into subsets based on a minimum data requirement: for six weeks, students with at least five data points were included; for 10 weeks, students with at least nine data points were included; for 14 weeks, students with at least 13 data points were included, and so on.

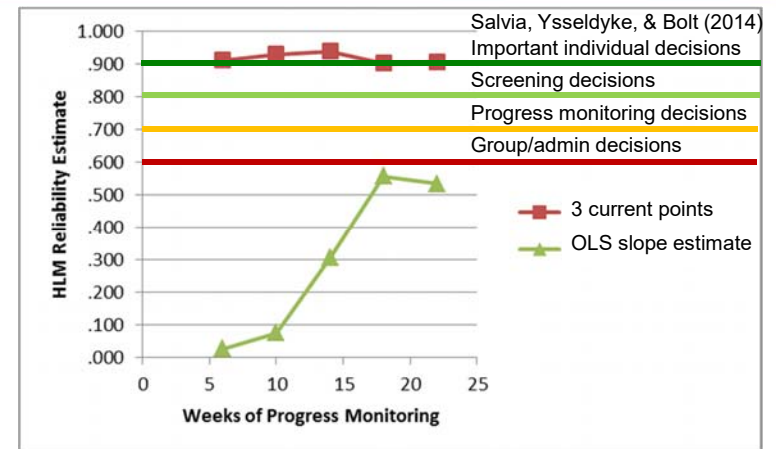
78

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Reliability of OLS Slope compared to Reliability of 3 Current Points For Pathways of Progress



HLM estimates of the reliability of the individual student measure used to evaluate student progress at 6, 10, 14, 18, and 22 weeks.

79

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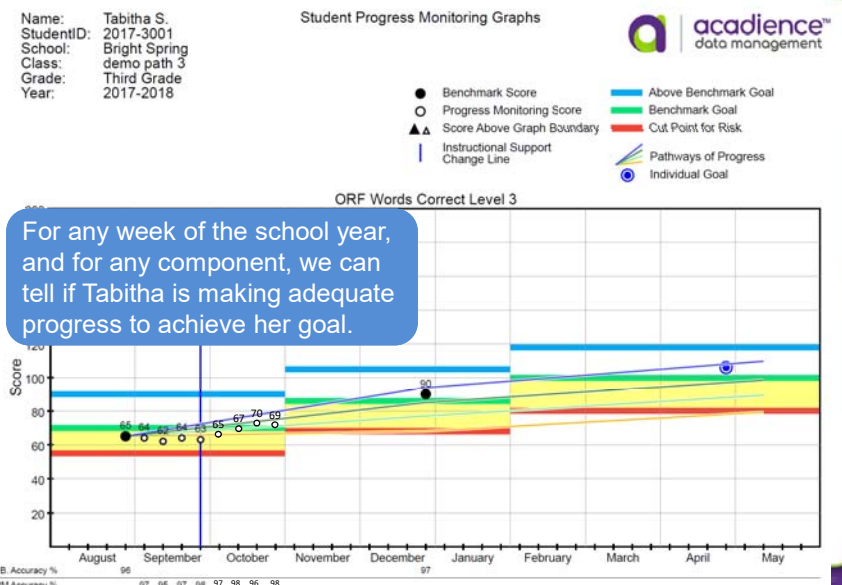


Concerns with Slope

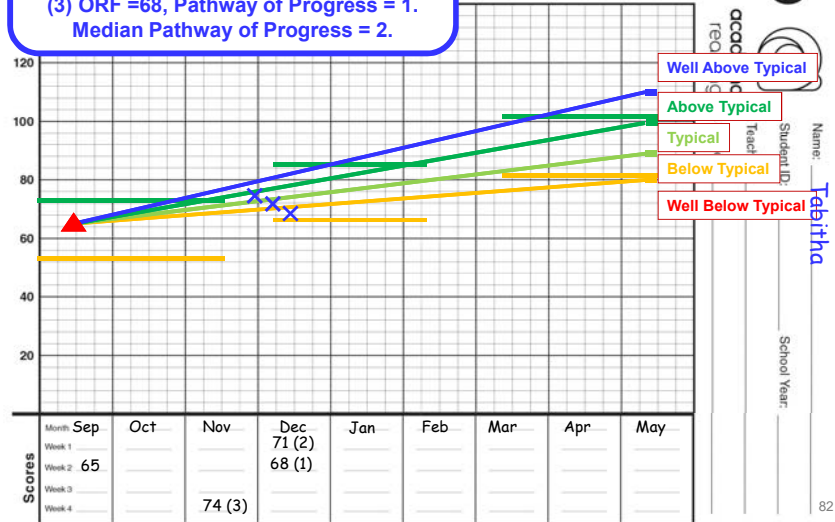
- Reliability of slope at the individual student level has been questioned
- Length of time and number of data points needed to achieve a stable slope is of concern for practical reasons.
- If even minimally stable decisions about progress can only be made after three or more months of data collection, such decisions may be of too little practical benefit.

80

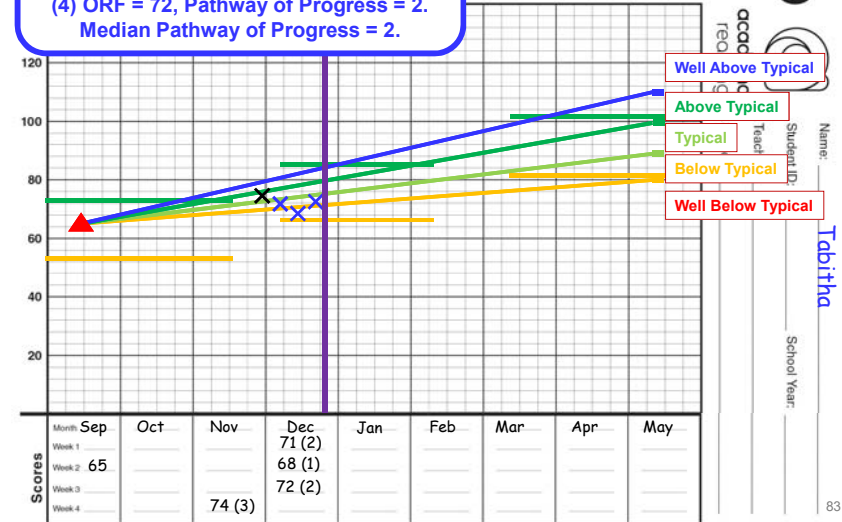
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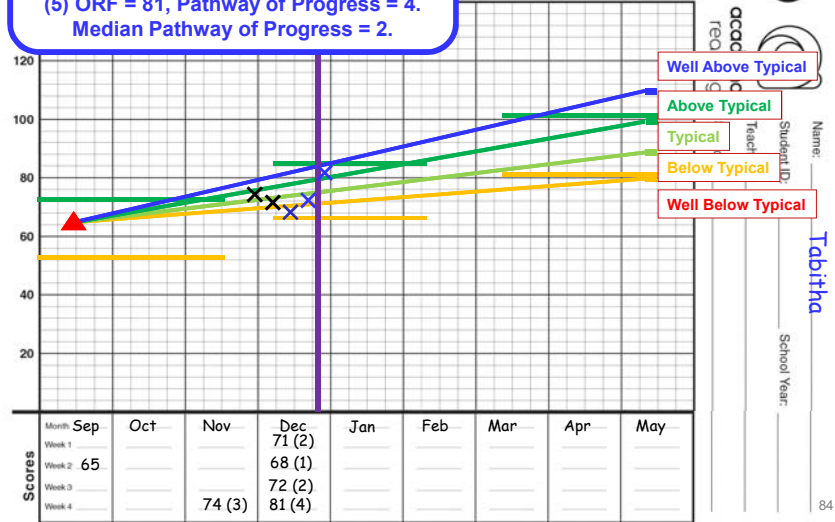
Moving Median of the 3 most recent Progress Monitoring Points:
 (1) ORF = 74, Pathway of Progress = 3,
 (2) ORF = 71, Pathway of Progress = 2,
 (3) ORF = 68, Pathway of Progress = 1.
 Median Pathway of Progress = 2.



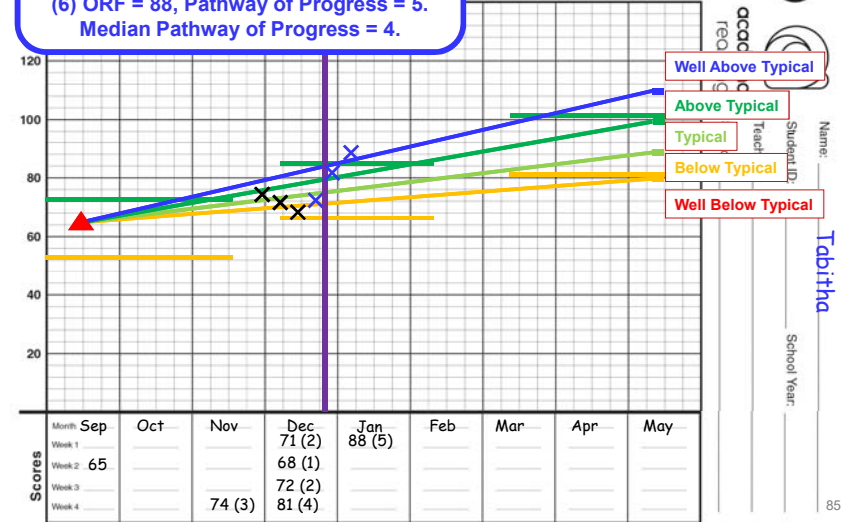
Moving Median of the 3 most recent Progress Monitoring Points:
 (2) ORF = 71, Pathway of Progress = 2,
 (3) ORF = 68, Pathway of Progress = 1,
 (4) ORF = 72, Pathway of Progress = 2.
 Median Pathway of Progress = 2.

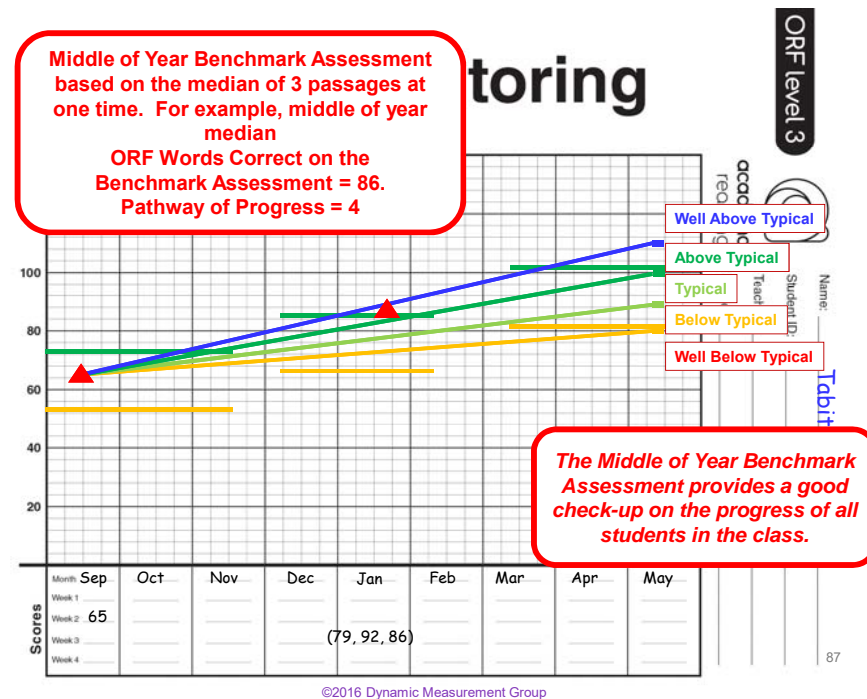
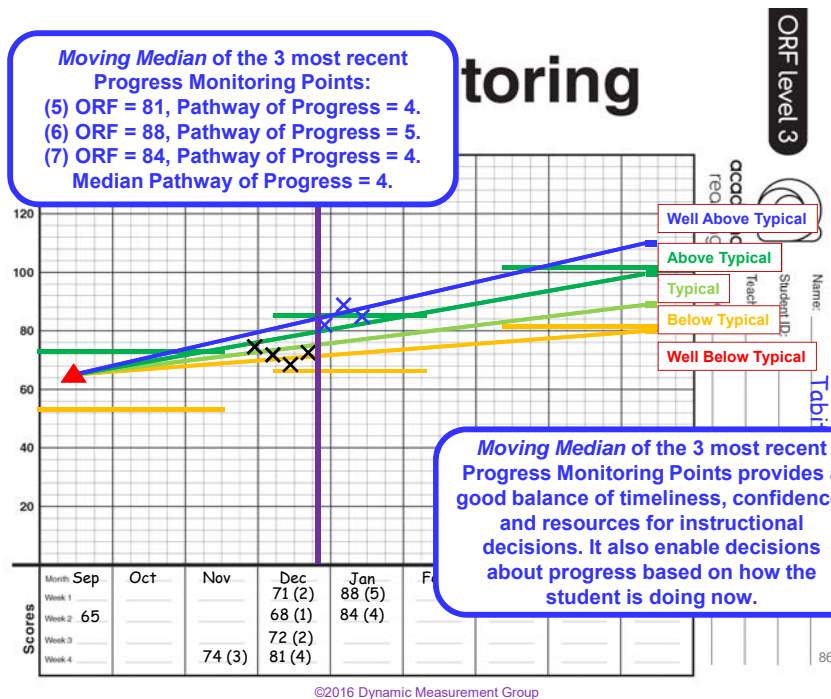


Moving Median of the 3 most recent Progress Monitoring Points:
 (3) ORF = 68, Pathway of Progress = 1,
 (4) ORF = 72, Pathway of Progress = 2,
 (5) ORF = 81, Pathway of Progress = 2.
 Median Pathway of Progress = 2.



Moving Median of the 3 most recent Progress Monitoring Points:
 (4) ORF = 72, Pathway of Progress = 2,
 (5) ORF = 81, Pathway of Progress = 4,
 (6) ORF = 88, Pathway of Progress = 5.
 Median Pathway of Progress = 4.





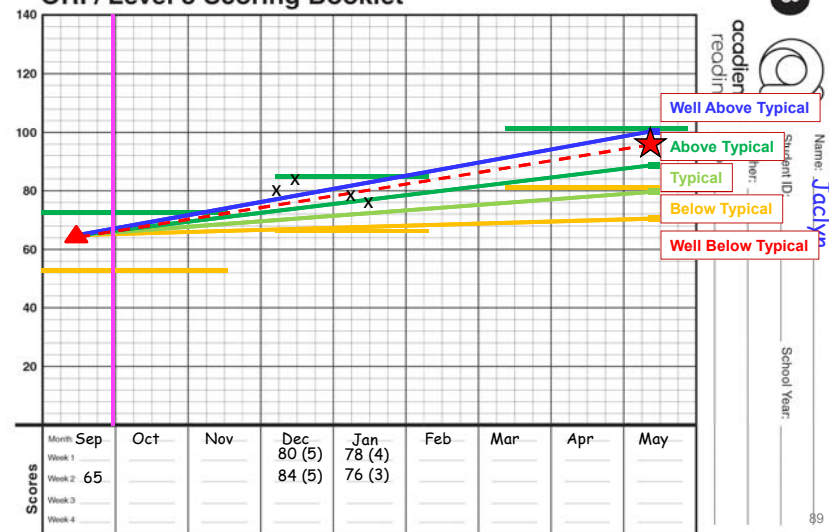
Activity: Progress Monitoring for Jaclyn

Jaclyn has been receiving intervention support building word reading and decoding. Her word reading accuracy is now above 95%, and her interventionist is emphasizing building fluency while maintaining her accuracy and reading for meaning.

- As of the 2nd week in January, what is Jaclyn's current median Pathway of Progress? _____
- In the 3rd week in January, Jaclyn obtained a ORF Words Correct of 80. Plot the point on Jaclyn's progress monitoring graph.
- What is the Pathway of Progress for a score of 80 in the 3rd week of January? _____
- As of the 3rd week in January, what is Jaclyn's current median Pathway of Progress? _____

Progress Monitoring

ORF/ Level 3 Scoring Booklet





Jaclyn Progress Monitoring Activity

Jaclyn has been receiving intervention support building word reading and decoding. Her word reading accuracy is now above 95%, and her interventionist is emphasizing building fluency while maintaining her accuracy and reading for meaning.

1. As of the 2nd week in January, what is Jaclyn's current median Pathway of Progress? **Pathway 4, Above Typical**
2. In the 3rd week in January, Jaclyn obtained a ORF Words Correct of 80. Plot the point on Jaclyn's progress monitoring graph.
3. What is the Pathway of Progress for a score of 80 in the 3rd week of January? _____
4. As of the 3rd week in January, what is Jaclyn's current median Pathway of Progress? _____

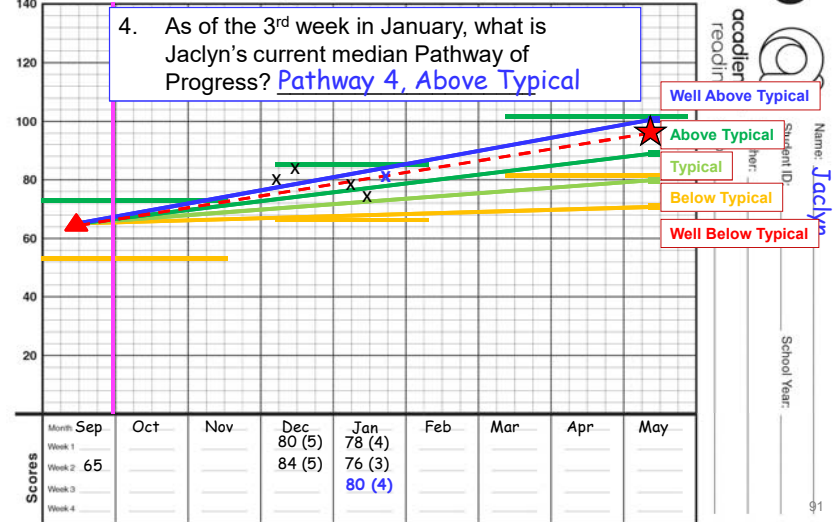
90

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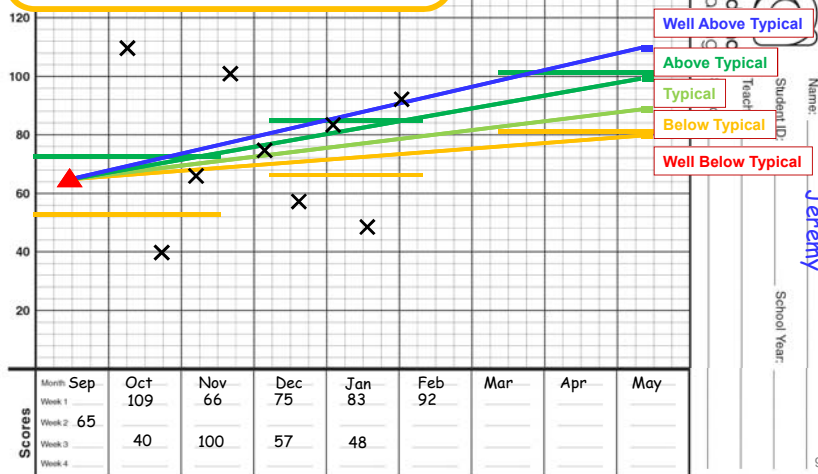
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Sometimes it's not about reading skills; it's about conditions or some other factor. If student performance is all over the map, it is probably not appropriate to make any statement about reading progress.



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Pathways of Progress™ Report – Available at **Middle** and End of Year

School: Adams Elementary School
Grade: Third Grade, Middle of Year
Class: Bendig 3

BEGINNING OF YEAR

All pathways are based on the beginning-of-year composite score.

MIDDLE OF YEAR

Component score pathways are compared to other students with the same beginning-of-year composite score.

To support overall reading proficiency, more growth is needed in a student's areas of relative weakness.

MIDDLE OF YEAR

OVERALL PATHWAY

A student's overall pathway is based on the student's middle-of-year composite score compared to other students with the same beginning-of-year composite score.

Name	BEGINNING OF YEAR		MIDDLE OF YEAR COMPONENT SCORE PATHWAYS				MIDDLE OF YEAR OVERALL PATHWAY	
	Reading Composite	ORF Words Correct	Pathway	ORF Accuracy Rate	Pathway	ORF Rate	Pathway	Reading Composite
Lopez-Lazuli, Edward	274	112	▲	57%	●	45	●	354
Laumonte, Carlos	228	81	●	96%	●	18	●	237
Laumonte, Lillian	335	105	▲	99%	▲	29	▲	323
Light-Blue, Philip	124	67	●	96%	●	15	●	225
Magenta-Pink, Christine	430	144	▲	100%	▲	63	▲	478
Pallasie, Sara	264	100	●	98%	●	35	●	314
Pennine, Andree	451	202	▲	100%	▲	64	▲	558
Rich-Bellagat-Lavender, Mark	185	88	●	97%	●	20	●	269
Sturmmeit-Quartz, Kim	260	89	●	98%	●	32	●	307
Verdelle, Christina	250	94	●	97%	●	51	●	324
Vermaire, Philip	446	145	▲	100%	▲	40	▲	445
Zimwalde-Brown, Janet	45	47	●	90%	●	20	●	151

1. Student achieved Pathway 3 via Highly Skilled Learners criteria.

▲ Above Benchmark / Likely to Need Core Support
● At Benchmark / Likely to Need Core Support
● Below Benchmark / Likely to Need Strategic Support
■ Well Below Benchmark / Likely to Need Intensive Support

Rate of progress compared to students with similar initial skills:
WELL ABOVE TYPICAL: ● ● ● ● ●
ABOVE TYPICAL: ● ● ● ● ●
TYPICAL: ● ● ● ● ●
BELOW TYPICAL: ● ● ● ● ●
WELL BELOW TYPICAL: ● ● ● ● ●

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Pathways of Progress™ Report – Available at Middle and *End of Year*

School: Adams Elementary School
Grade: Third Grade, End of Year
Year: 2016-2017
Class: Bendig 3

Pathways of Progress™ Report

acadience®
data management
Acadience Reading K-6

BEGINNING OF YEAR

All pathways are based on the beginning-of-year composite score.

END OF YEAR

COMPONENT SCORE PATHWAYS
Component score pathways are compared to other students with the same beginning-of-year composite score.

To support overall reading proficiency, more growth is needed in a student's areas of relative weakness.

END OF YEAR OVERALL PATHWAY

A student's overall pathway is based on the student's end-of-year composite score compared to other students with the same beginning-of-year composite score.

Name	BEGINNING OF YEAR		END OF YEAR COMPONENT SCORE PATHWAYS						END OF YEAR OVERALL PATHWAY	
	ORF Words Correct Score	Pathway	ORF Words Correct Score	Pathway	ORF Accuracy Score	Pathway	Maze Adjusted Score	Pathway	Reading Composite Score	Pathway
Lavio-Lazuli, Edward	278	1	317	1	97%	1	53	1	404	1
Lavonile, Carlos	228	1	106	1	97%	1	34	1	343	1
Lavonile, Lilian	335	1	109	1	99%	1	63	1	423	1
Light-Blue, Philip	128	1	79	1	96%	1	35	1	316	1
Mazenta-Pink, Christina	430	1	159	1	99%	1	61	1	536	1
Pallasie, Sara	268	1	109	1	99%	1	28	1	395	1
Pennine, Andrea	491	1	204	1	100%	1	58	1	575	1
Pink-Billings-Lavender, Mari	185	1	74	1	97%	1	16	1	258	1
Tornamented-Quartz, Kim	285	1	134	1	100%	1	49	1	485	1
Verdelle, Christina	250	1	131	1	98%	1	75	1	487	1
Vermarine, Philip	446	1	180	1	100%	1	61	1	535	1
Zinnwalle-Brown, Janet	45	1	58	1	92%	1	26	1	231	1

▲ Above Benchmark / Likely to Need Core Support

■ At Benchmark / Likely to Need Core Support

● Below Benchmark / Likely to Need Strategic Support

○ Well Below Benchmark / Likely to Need Intensive Support

Rate of progress compared to students with similar initial skills:

WELL ABOVE TYPICAL ○ ○ ○ ○ ○

ABOVE TYPICAL ○ ○ ○ ○ ○

TYPICAL ○ ○ ○ ○ ○

BELOW TYPICAL ○ ○ ○ ○ ○

WELL BELOW TYPICAL ○ ○ ○ ○ ○

End-of-year AD scores adjusted to be equivalent.

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Page 2

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First Grade, Middle of Year

BEGINNING OF YEAR	MIDDLE OF YEAR COMPONENT SCORE PATHWAYS				MIDDLE OF YEAR OVERALL PATHWAY	
	ORF Words Correct Score	Pathway	ORF Words Read Score	Pathway	ORF Words Correct Score	Pathway
Composite Score	13	1	1	2	11	2
54	13	1	1	2	11	2
140	78	1	22	1	91	1
139	96	1	29	1	72	1
83	59	1	17	1	31	1
103	59	1	1	1	26	1
88	70	1	8	1	22	1

In the middle of the year, we are alerted that the first student is not making adequate progress. While many of the students are doing well in phonics, the first student is having particular difficulty with phonics and word attack skills.

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Fourth Grade Middle of Year

BEGINNING OF YEAR	MIDDLE OF YEAR COMPONENT SCORE PATHWAYS						MIDDLE OF YEAR OVERALL PATHWAY	
	ORF Words Correct Score	Pathway	ORF Accuracy Score	Pathway	ORF Retell Score	Pathway	Composite Score	Pathway
461	180	1	100%	1	75	1	554	1
94	43	1	83%	1	19	1	125	1
395	118	1	100%	1	37	1	376	1
364	105	1	100%	1	37	1	343	1
242	103	1	91%	1	6	1	211	1
395	151	1	99%	1	44	1	471	1
355	102	1	99%	1	36	1	326	1
393	124	1	100%	1	41	1	378	1
458	144	1	100%	1	33	1	398	1
270	91	1	98%	1	41	1	329	1
385	130	1	100%	1	37	1	444	1
504	165	1	100%	1	55	1	507	1

As a class system, more than half of our students are not making adequate progress. Areas of particular difficulty that we might target with instruction include reading silently for meaning on Maze, and fluent reading of connected text. Accuracy is generally a strength.

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Summative Growth Report

Instructional Scope and Sequence
 □ Instructional time
 □ Early identification and progress monitoring

Student-related factors:
 □ Individual attendance
 □ Individual behavioral concerns
 □ Individual learning difficulties
 □ English Language Learner status

Home and community factors:
 □ Availability of instructional support personnel (e.g., reading coach)
 □ Instructional scope and sequence
 □ Instructional time
 □ Early identification and progress monitoring
 □ Home support for academic skill development
 □ Student mobility

School: Jefferson Elementary School
Year: 2016-2017

Summative Growth Report

	A	B	C	D	E
Classes	Total Students Included	Percent of Students in Pathways 3, 4, and 5	Classroom Reading Progress Percentile	Classroom Reading Progress Descriptor	
Kindergarten					
Gaidos	20	65.0% (n=13)	46	Average Classroom Reading Progress	
Gurick	20	65.0% (n=13)	46	Average Classroom Reading Progress	
Hendon	20	45.0% (n=9)	22	Below Average Classroom Reading Progress	
First Grade					
Macknight	25	76.0% (n=19)	69	Average Classroom Reading Progress	
Marthaler	25	72.0% (n=18)	62	Average Classroom Reading Progress	
Vanderaa	25	48.0% (n=12)	22	Below Average Classroom Reading Progress	
Second Grade					
Astrella	25	80.0% (n=20)	70	Average Classroom Reading Progress	
Hever	25	68.0% (n=17)	47	Average Classroom Reading Progress	

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Summary

- Benchmark goals serve as meaningful targets.
- Students who start below benchmark need to make **above typical** or **well above typical** progress to close the gap.
- Teachers can use the benchmark goals and Pathways to set their own individual student goals.
- Progress monitoring provides feedback about when to change instruction -
 - not a compliance activity
 - not about documenting failure

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Conclusions

- Know Where Students Start
 - A student who begins the year at the cut-point and does not make progress is unlikely to achieve subsequent grade level outcomes without additional support.
- Set Ambitious Goals
 - Use the Acadience Data Management goal setting utility to determine and select goals that reflect Typical, Above Typical, or Well Above Typical progress.
- Monitor/Evaluate Student Progress
 - Examining the data on their progress monitoring graph, including the Pathway.
 - Examine middle- and end-of-year classroom Pathways Reports

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Acadience Reading Resources

Chat with us here at the conference!

- at the DMG booth #200

Resources on the DMG website

<https://acadiencelearning.org/>

Contact DMG customer service at

info@acadiencelearning.org

Training on Pathways of Progress

<https://acadiencelearning.org/super2019/>

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