DIBELS | Next

Mentor Webinar

The Top 10 Misunderstandings About Progress Monitoring

Dynamic Measurement Group

Top 10 Misunderstandings

10. Requiring classroom teachers to do all of the progress monitoring

9. Keeping all students on the same probe at the same time

8. Never monitoring students who score at/above benchmark on the Composite Score

7. Stopping because you used the 20 probes

6. Monitoring only in grade level material

Top 10 Misunderstandings

5. Moving on only after 3 consecutive data points fall above the goal

4. Thinking some progress is enough progress/ Selecting an arbitrary goal or a goal based on faulty science

3. Taking Fridays to collect data is an efficient way to manage progress monitoring

2. Thinking that monitoring every other week is frequent enough

1. Expecting that progress monitoring will teach the student to read

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What Is Progress Monitoring?

Progress monitoring is a scientifically-based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. (National Center on Student Progress Monitoring)

Gathering progress monitoring data allows teachers to make data-based decisions about the effectiveness of instruction, rate of student learning, and to develop hypotheses about why students are struggling.

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Why Is Progress Monitoring Important?

- Assessments that are sensitive to student growth over time allows for informed decision-making.
- When teachers use student progress monitoring data to inform instruction students' learning improves. Additionally students become more aware of their own performance. (Deno, 2003; Fuchs, Deno, & Mirkin, 1984; Good & Jefferson, 1998).

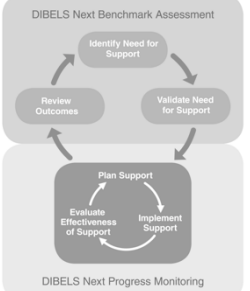5

Outcomes-Driven Model

Understand how to interpret and use DIBELS Next benchmark data to evaluate support

- ▸ Student level
  - ❋ Progress monitoring

DIBELS Next Benchmark Assessment

Identify Need for Support

Validate Need for Support

Review Outcomes

Plan Support

Evaluate Effectiveness of Support

Implement Support

DIBELS Next Progress Monitoring

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ODM Step 4: Evaluate Support

ODM Step	Questions: Systems	Questions: Student
1. Identify Need for Support	Are there students who may need support? How many students may need support?	Which students may need support?
2. Validate Need for Support	Are we reasonably confident in the accuracy of our data overall?	Are we reasonably confident that the identified students need support?
3. Plan and Implement Support	At what grade levels and/or in what areas may support be needed? What are our system-wide goals? What is our system-wide plan for support?	What are the student's skills and needs? What is the plan of support for the student, including goals and plan for progress monitoring?
4. Evaluate and Modify Support	Are we making progress toward our system-wide goals? Is our system of support effective?	Is each student making adequate progress? Is the support effective for individual students?
5. Review Outcomes	Have we met our system-wide goal? Is our system of support effective? *Are there students who may need support? How many students may need support?*	Has the support been effective for individual students? Has the student met his/her goal? *Which students may need support?*

How Do You Evaluate Effectiveness of Instruction for Individual Students?

Use progress monitoring tools that assess skills of primary instructional focus. DIBELS were designed specifically for progress monitoring.

Monitoring student progress towards the instructional objectives and goals is the most effective and efficient way to determine if the instructional plan is working.

Sample DIBELS Progress Monitoring Booklet

DORF/Level 4 Progress Monitoring Scoring Booklet

Intervention Line

BOY Benchmark
Aimline
BOY Cut Point

Name: Miriam
Student ID: 24125
Teacher: Davis
School: Delight Valley

Month	Sep	Oct	Nov
Week 1	68	71	80
Week 2	65,60	65	
Week 3		67	
Week 4		71	

Sample Progress Monitoring DIBELSnet Report

Amplify mCLASS:DIBELS Sample Progress Monitoring Report

Clarifying Misunderstandings

Progress monitoring can be a powerful tool to improve reading outcomes

Some thinking is required!

As a Mentor you are guiding and supporting those who use progress monitoring

You can support those you work with by clarifying when you see some of these common mistakes occur

10. Requiring Classroom Teachers To Do All Of The Progress Monitoring

Group 1: Likely to Need Core Support

Accurate and Fluent Reading of Connected Text	At or Above Benchmark		
Reading Comprehension	'X' At or Above Benchmark		
Name	DORF-Accuracy 96%+	DORF-Words Correct 90+	Retell 27+
A, Rylee	99%	94	
B, Alfonso	96%	92	
C, Kendall	97%	113	X
E, Dell	98%	115	X
G, Liam	100%	176	X
J, Houston	99%	161	X
K, Kelcie	99%	152	
L, Maura	97%	138	X
M, Leah	99%	132	X
S, Petra	97%	124	X
T, Guadalupe	99%	166	X

Group 2: Additional support on fluent reading of connected text skills

Accurate Reading of Connected Text	At or Above Benchmark	
Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	DORF-Accuracy 96%+	DORF-Words Correct 0-89
B, Marshall	98%	53
C, Cecilia	97%	60
C, Patrick	98%	88
D, Stefano	98%	88
K, Greta	97%	61
M, Elaina	98%	86
M, Sophie	97%	59
S, Carrie	96%	80

Group 3: Additional support on accurate reading of connected text skills

Accurate Reading of Connected Text	Below or Well Below Benchmark	
Fluent Reading of Connected Text	At or Above Benchmark	
Name	DORF-Accuracy 0-95%	DORF-Words Correct 90+

Group 4: Additional support on accurate reading of connected text and fluent reading of connected text skills

Accurate Reading of Connected Text	Below or Well Below Benchmark	
Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	DORF-Accuracy 0-95%	DORF-Words Correct 0-89
C, Jordan	94%	61
C, Justin	95%	81
P, Grant	92%	72

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Share The Responsibility

Involve those who are naturally working with students who are getting reading support

- Reading Coaches
- Special Educators
- Speech and Language Pathologists
- ESL Teachers
- Title 1 and other Interventionists

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9. Keeping All students On The Same Probe At The Same Time

NWF

Progress Monitoring

NWF Progress Monitoring Scoring Booklet

DIBELS | progress monitoring

DIBELS® Next Student Materials
Oral Reading Fluency/Level 1
Progress Monitoring

Roland H. Good III
Ruth A. Kaminski

with:
Kelli Cummings, Chantal Dufour-Martel, Kathleen Petersen,
Kelly Powell-Smith, Stephanie Stollar, and Joshua Wallin

Dynamic Measurement Group, Inc.

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Use The Probes In Order

All progress monitoring probes are alternate forms of each other

- #20 is not more difficult than #1

The DORF passages are carefully organized to be used in order

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8. Never Monitoring Students Who Score At/Above Benchmark On The Composite

School: Delight Valley
Grade: Fourth Grade, Beginning of Year
Year: 2010-2011
Class: Davis, S.

Classroom Report

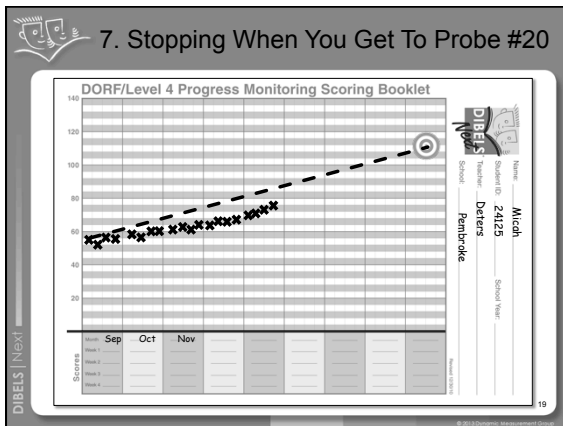|	DORF						Daze		DIBELS Composite Score	
Name	Goal: 90 Words Correct	Local %ile	Goal: 96% Accuracy	Goal: 27 Retell	Local %ile	Goal: 2 Retell Quality	Goal: 15 Adjusted Score	Local %ile	Goal: 290 Score	Score Level
M, Tyler	110	50	97%	45	66	3				
K, Hailey	26	2	84%						186	Well Below Benchmark
R, Curtis	72	16	82%	37	47	2	10		197	Well Below Benchmark
G, Shane	45	5	92%	30	31	3	9		203	Well Below Benchmark
T, Katarina	55	8	92%	24	17	1	11		240	Well Below Benchmark
N, River	86	27	92%	11	2	1	19		260	Below Benchmark
Z, Gomez	76	18	95%	18	8	2	17		274	Below Benchmark
R, Luke	66	13	97%	28	26	3	14		298	At or Above Benchmark
C, Miriam	68	14	97%	39	52	4	14		301	At or Above Benchmark
C, Wilson	95	35	96%	23	16	2	18		305	At or Above Benchmark
H, Steve	89	30	95%	36	45	2	16		309	At or Above Benchmark
A, Perry	93	34	95%	44	64	4	12		314	At or Above Benchmark
K, Juliana	90	31	98%	34	40	3	13		318	At or Above Benchmark
C, Tyson	74	17	95%	34	40	3	24		322	At or Above Benchmark
K, Brian	86	27	98%	40	55	4	13		327	At or Above Benchmark
M, Hank	89	30	97%	33	37	3	19		329	At or Above Benchmark
H, Hadley	95	35	96%	33	37	2	20		333	At or Above Benchmark
O, Jacquelyn	87	28	99%	29	28	2	19		336	At or Above Benchmark
J, Garrett	82	24	93%	51	75	3	22		338	At or Above Benchmark
J, Reid	92	33	96%	33	37	2	23		339	At or Above Benchmark
T, Gracelyn	107	47	96%	32	35	2	20		365	At or Above Benchmark
M, Richard	101	42	98%	28	26	3	26		374	At or Above Benchmark
A, Jaymee	106	46	99%	30	31	3	24		411	At or Above Benchmark
G, Miquel	127	65	98%	42	60	4	24		411	At or Above Benchmark
T, Sheldon	99	40	98%	52	76	3	26		415	At or Above Benchmark
A, Diamond	129	66	99%	31	33	3	28		433	At or Above Benchmark
K, Carlos	135	71	99%	35	42	4	29		480	At or Above Benchmark
B, Estrella	158	87	99%	43	62	4	31		494	At or Above Benchmark
H, Wight	156	86	99%	53	78	3	30		524	At or Above Benchmark
K, Seamus	154	84	97%	73	96	4	32		558	At or Above Benchmark
C, Everett	142	77	98%	80	96	4	38			

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Go Beyond The Composite

Use the Component Measure Scores to Decide:

- who needs instructional support
- who needs progress monitoring
- what to use for progress monitoring

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7. Stopping When You Get To Probe #20

DORF/Level 4 Progress Monitoring Scoring Booklet

DIBELS Next

Name: Micah
Student ID: 24125
Teacher: Deters
School: Pembroke
School Year:

Month: Sep Oct Nov

Scores
Week 1
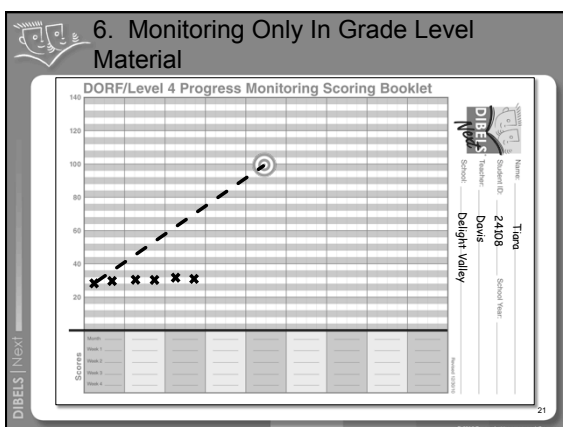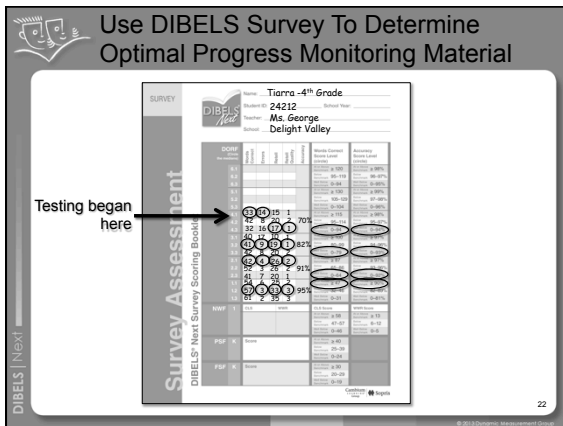Week 2
Week 3
Week 4

DIBELS | Next

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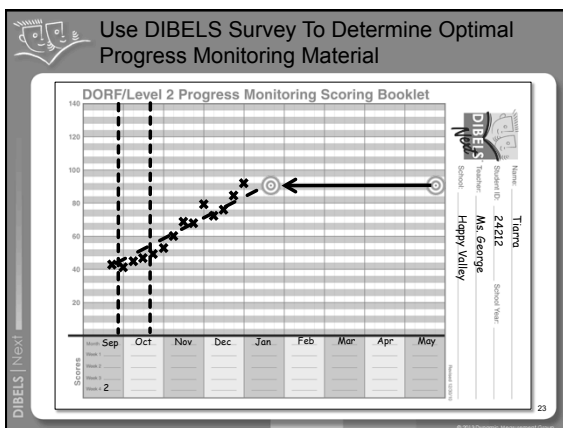---

When You Run Out of Probes...

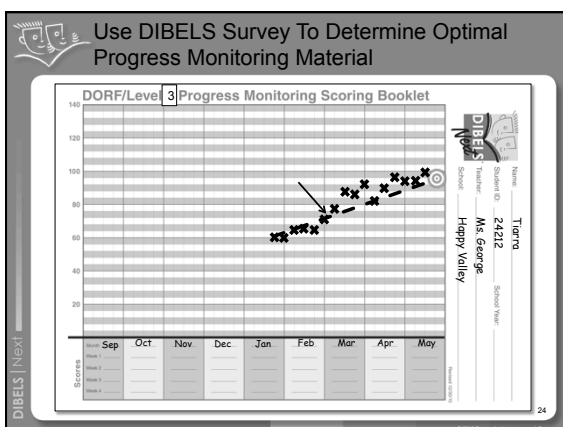Stop and Think...Why Hasn't This Student Met The Goal in 20 Weeks???

- monitoring material is too difficult
- instruction not delivered as planned
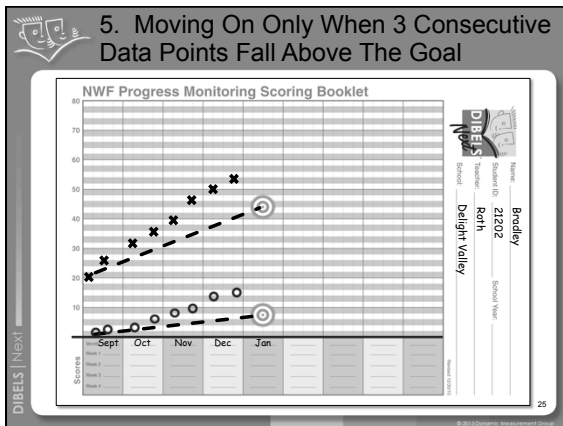- instruction not effective, or not effective enough

If you decide you are in the correct monitoring material, get a new booklet and start again at #1

DIBELS | Next

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6. Monitoring Only In Grade Level Material

DORF/Level 4 Progress Monitoring Scoring Booklet

DIBELS Next

Name: Tiara
Student ID: 24108
Teacher: Davis
School: Delight Valley
School Year:

Month:
Scores
Week 1
Week 2
Week 3
Week 4

DIBELS | Next

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Use DIBELS Survey To Determine Optimal Progress Monitoring Material

Use DIBELS Survey To Determine Optimal Progress Monitoring Material

5. Moving On Only When 3 Consecutive Data Points Fall Above The Goal

NWF Progress Monitoring Scoring Booklet

Name: Bradley
Student ID: 21202
Teacher: Roth
School: Delight Valley
School Year:

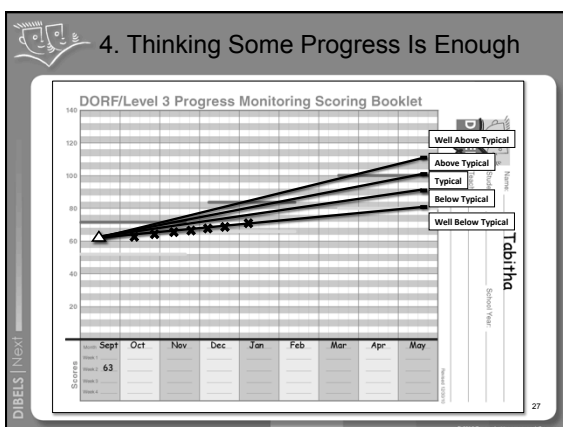Scores — Sept, Oct, Nov, Dec, Jan

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Reach The Goal = Move On

Over time we consider the last 3 consecutive data points relative to the aimline

When the student reaches to goal ... move on

- move to the next skill
- increase the goal
- move to the next level of monitoring material

3 data points above the goal are not necessary

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4. Thinking Some Progress Is Enough

DORF/Level 3 Progress Monitoring Scoring Booklet

Well Above Typical
Above Typical
Typical
Below Typical
Well Below Typical

Name: Tabitha
School Year:

Scores — Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May
Week 2: 63

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Pathways of Progress™ Descriptors

★★★★★	5	**Well above typical** rate of progress compared to students with similar initial skills
★★★★	4	**Above typical** rate of progress compared to students with similar initial skills
★★★	3	**Typical** rate of progress compared to students with similar initial skills
★★	2	**Below typical** rate of progress compared to students with similar initial skills
★	1	**Well below typical** rate of progress compared to students with similar initial skills

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Pathways of Progress Goal Setting Utility

Tabitha

	Beg of Year Score		Pathways of Progress	End of Year Student Goal	
DORF Words Correct	65		★★★★	108	
		WELL ABOVE TYPICAL	★★★★★	109	100+
		ABOVE TYPICAL	★★★★	103	98 - 108
		TYPICAL	★★★	93	88 - 97
		BELOW TYPICAL	★★	83	79 - 87
		WELL BELOW TYPICAL	★	78	0 - 78
DORF Accuracy	96		★★★★★	97	
Retell	14		★★★★	45	
Daze	6		★★★★	20	
DCS	**205**		★★★★	374	

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Tabitha's Goal

By the end of the year, Tabitha will read grade-level text orally at a rate of 108 or more words correct per minute, with at least 97% accuracy, and be able to talk about what she has read with at least 45 words relevant to the passage. She will read grade-level text silently for meaning with at least 20 Daze adjusted score.

Initial Skills at Beginning of Year in Third Grade
- ▸ 205 DIBELS Composite Score
- ▸ 65 DORF Words Correct
- ▸ 96% DORF Accuracy
- ▸ 14 DORF Retell
- ▸ Retell Quality of Response 1
- ▸ Daze 6

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Evaluating Progress Toward the Goal

Review progress relative to the goal, the aimline and the Pathways

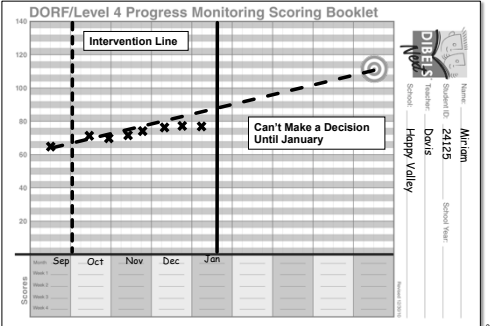If progress is insufficient consider:

- ▶ increasing opportunities to respond
  - ＊ increase amount of time,
  - ＊ increase frequency,
  - ＊ decrease group size
- ▶ changing focus of instruction
- ▶ getting more explicit

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3. Taking Fridays To Collect Data
2. Thinking Every Other Week Is Frequent Enough

DORF/Level 4 Progress Monitoring Scoring Booklet

Intervention Line

Can't Make a Decision Until January

Name: Miriam
Student ID: 24125
Teacher: Davis
School: Happy Valley
School Year:

Month: Sep Oct Nov Dec Jan

Frequent Data Collection = Making A Decision Faster

The more often you monitor progress, the faster you will have enough data points to see a trend and make a decision about whether or not you need to change instruction
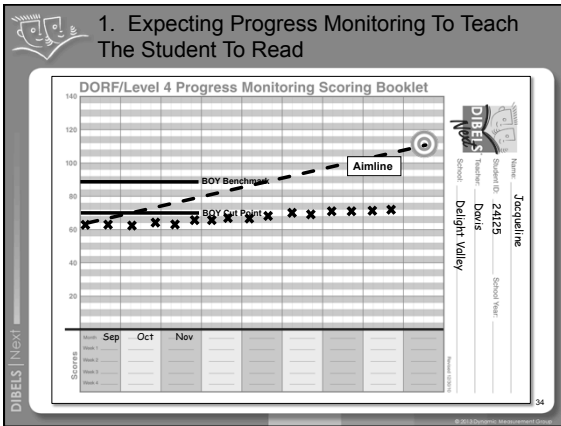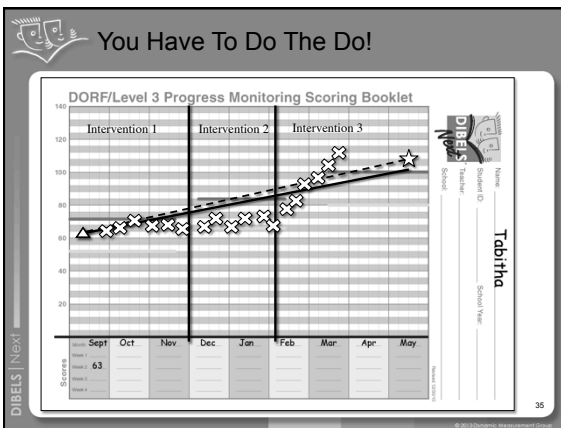
Some students need quick decisions

- twice a week monitoring can be necessary

Consider monitoring one student each day

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1. Expecting Progress Monitoring To Teach The Student To Read

DORF/Level 4 Progress Monitoring Scoring Booklet

Aimline

BOY Benchmark

BOY Cut Point

Name: Jacqueline
Student ID: 24125
Teacher: Davis
School: Delight Valley
School Year:

Month: Sep Oct Nov

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You Have To Do The Do!

DORF/Level 3 Progress Monitoring Scoring Booklet

Intervention 1   Intervention 2   Intervention 3

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

Month: Sept Oct Nov Dec Jan Feb Mar Apr May
Week 1: 63

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Weighing The Cow Doesn't Make It Fatter

Monitoring every day (without changing instruction) won't teach the skills

The purpose of progress monitoring is NOT to document failure

Progress Monitoring + Instruction = Reading Success!

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Progress Monitoring Summary

- ▸ Students who score below or well below a benchmark goal may need a change to instruction.
- ▸ Progress monitoring will help evaluate the effectiveness of the change.
- ▸ However, progress monitoring can be a complex decision making process that can be difficult to do with lots and lots of students.
- ▸ When there are more than 20% of students below the benchmark goal, work on improving core instruction and carefully select the students who will be monitored.
- ▸ If you collect progress monitoring data, you need to review it and act on it.

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Resources

Progress Monitoring Guidelines

https://dibels.org/papers/
ProgressMonitoringGuidelines.pdf

DIBELS Next Data Interpretation Workshop

Pathways of Progress

- • https://dibels.net/

Mentor Network

- • https://dibels.org/mentors.html

Customer Support

- • info@dibels.org

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DIBELS Super Institute July 7-10, 2014

Earn Endorsements

- • DIBELS Deep: PA and WRD (includes Survey)
- • DIBELS Math
- • Pathways of Progress

Other Workshops Include

- • PELI
- • IDEL

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