

Progress Monitoring off Grade Level

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Objectives

Discuss reasons for progress monitoring off grade level

Important considerations for off grade level monitoring

Review goal-setting procedures for off grade level monitoring

Review case examples

Why Monitor off Grade Level?

Students who are performing multiple years below grade level often have identifiable basic skill deficits

Monitoring specific basic literacy and/or numeracy skills can help you monitor real-time impact of explicit instruction

Can provide context for the deficit and response or lack of response

Considerations

What grade level is the student in?

What assessments are available to you and for specific grade level?

What tools/resources do you have access to?

- NC IABS: [Data Decision Rules](#)

If monitoring off grade level – you should also monitor on grade level to check for generalization (supports your understanding of context)

How frequently can you realistically progress monitor?

- Will likely need to monitor at instructional level 1-2 x week and on grade level 1-2x month

Goal-setting

Use the following procedure to set goals when monitoring students on and off grade level:

1. Find the typical ROI for the progress monitoring level
2. Determine how many weeks it will take the student to meet progress monitoring level EOY benchmark standard
** (EOY Goal - Baseline) ÷ Typical ROI = Weeks to Go (WTG)*
3. Set the performance goal based on meeting the EOY benchmark standard in half the time expected – could also multiply typical ROI by 1.5 or 2

** WTG ÷ 2 = Ambitious Weeks to Go (AWTG)*

******This goal-setting method focuses on growth and rate of improvement, rather than an absolute score/value to obtain. Goal = Ambitious ROI

Example - Reading

Fifth grade student was found to be instructional at 3rd grade on DIBELS-Next

- Survey assessment indicated 3rd grade instructional level
- Benchmark (typical) ROI used to calculate time to meet goal
- Time is divided by 2 to establish ambitious goal
- 3rd grade ORF administered 1-2 x week
- 5th grade ORF monitored 1-2x month
- Graph both measures(instructional and grade level)
 - Indicate 3rd grade EOY benchmark on 3rd grade graph

Example - Reading

Things to consider at time of referral:

- Student progress should continue to be monitored
- If this student is referred at most recent review, consider moving progress monitoring to 4th grade level
 - Can the student sustain growth at 4th grade level?
 - What is the performance level on 4th grade content – Percentile?
 - If the student is making growth on 3rd and 4th grade measures, what does it mean if they are not making progress on 5th grade levels?
 - Do you have the resources in regular education to sustain necessary growth?

DIBELS Next Assessment Calendar with Goals

K-2 nd Grade	Kindergarten			First Grade			Second Grade																					
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring																			
FSF	10+ 5-9 0-4	30+ 20-29 0-19			Dibels: Benchmark Level Well Below Below At or Above FSF-First Sound Fluency PSF- Phoneme Segmentation Fluency NWF-Nonsense Word Fluency DORF-Dibels Oral Reading Fluency TRC-Textual Reading Comprehension CLS-correct letter sounds; WWR-whole words read WRC-words read correctly per min			For DORF, the optimal progress monitoring material is the highest level of material where the student reads with at least: <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Fluency Score</th> <th>Accuracy Score</th> </tr> </thead> <tbody> <tr> <td>5th grade</td> <td>50</td> <td>90%</td> </tr> <tr> <td>4th grade</td> <td>50</td> <td>90%</td> </tr> <tr> <td>3rd grade</td> <td>50</td> <td>90%</td> </tr> <tr> <td>2nd grade</td> <td>40</td> <td>90%</td> </tr> <tr> <td>1st grade</td> <td>20</td> <td>90%</td> </tr> </tbody> </table>				Fluency Score	Accuracy Score	5 th grade	50	90%	4 th grade	50	90%	3 rd grade	50	90%	2 nd grade	40	90%	1 st grade	20	90%
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PSF		20+ 10-19 0-9	40+ 25-39 0-24	40+ 25-39 0-24																								
NWF CLS / WWR		17+/0 8-16/0 0-7/0	28+/0 15-27/0 0-14/0	27+/1+ 18-26/0 0-17/0	43+/8+ 33-42/3-7 0-32/0-2	58+/13+ 47-57/6-12 0-46/0-5	54+/13+ 35-53/6-12 0-34/0-5																					
DIBELS ORF WRC / Accuracy					23+/78%+ 16-22/68-77% 0-15/0-67%	47+/90%+ 32-46/82-89% 0-31/0-81%	52+/90%+ 37-51/81-89% 0-36/0-80%	72+/96%+ 55-71/91-95% 0-54/0-90%	87+/97%+ 65-86/93-96% 0-64/0-92%																			
TRC	RB	C	D	D	G	J	J	L	M																			
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TRC	M	O	P	P	R	S	S	T	U																			

Grade	FSF	DIBELS Next ROI			Retell	DAZE
		PSF	NWF CLS/WWR	DORF WC/ACC%		
K	1.1	1.1	0.61/None			
1		1.1	0.86/0.30	1.3/.67		
2			0.86/0.30	.97/.19	0.31	
3				.83/.06	0.27	0.31
4				.69/.05	0.17	0.3
5				.53/.03	0.08	0.17

AimswEBPlus ORF				
Grade	BOY WRC	MOY WRC	EOY WRC	ROI
1 st Grade	19-29 12-18 0-11	36-53 23-35 0-22	51-70 31-50 0-30	1.05
2 nd Grade	46-70 21-45 0-20	61-87 39-60 0-38	77-105 52-76 0-51	1.08
3 rd Grade	68-94 45-67 0-44	86-11 63-85 0-62	102-124 76-101 0-75	0.8

AimswEBPlus ORF				
Grade	BOY WRC	MOY WRC	EOY WRC	ROI
4 th Grade	92-111 72-91 0-71	104-126 87-103 0-86	114-135 90-113 0-89	0.53
5 th Grade	104-128 82-103 0-81	122-148 100-121 0-99	126-154 102-125 0-101	0.30

Directions: Follow the steps listed below in order to calculate your goal. Do NOT delete cells, as it may create problems with the formulas.

*DibelsNext measures use Benchmark EOY Goals and Benchmark ROIs

*Aimswest measures use 50th Percentile EOY Goals and Average ROIs

Do not delete or type in these boxes!

Weeks Until Student Reaches EOY Goal based on Typical ROI

60

Weeks Halved

30

Goal ROI

1.66

ROI Needed to reach

1.315789474

Date student is expected to meet EOY goal based on ambitious ROI

3/31/2020

Step 1: Enter Date of Baseline	Step 2: Enter Baseline Score	Step 3: Enter EOY Goal for Probe	Step 4: Enter typical ROI for probe	Step 5: Enter number of weeks remaining in school year at baseline
9/2/2019	50	100	0.83	38

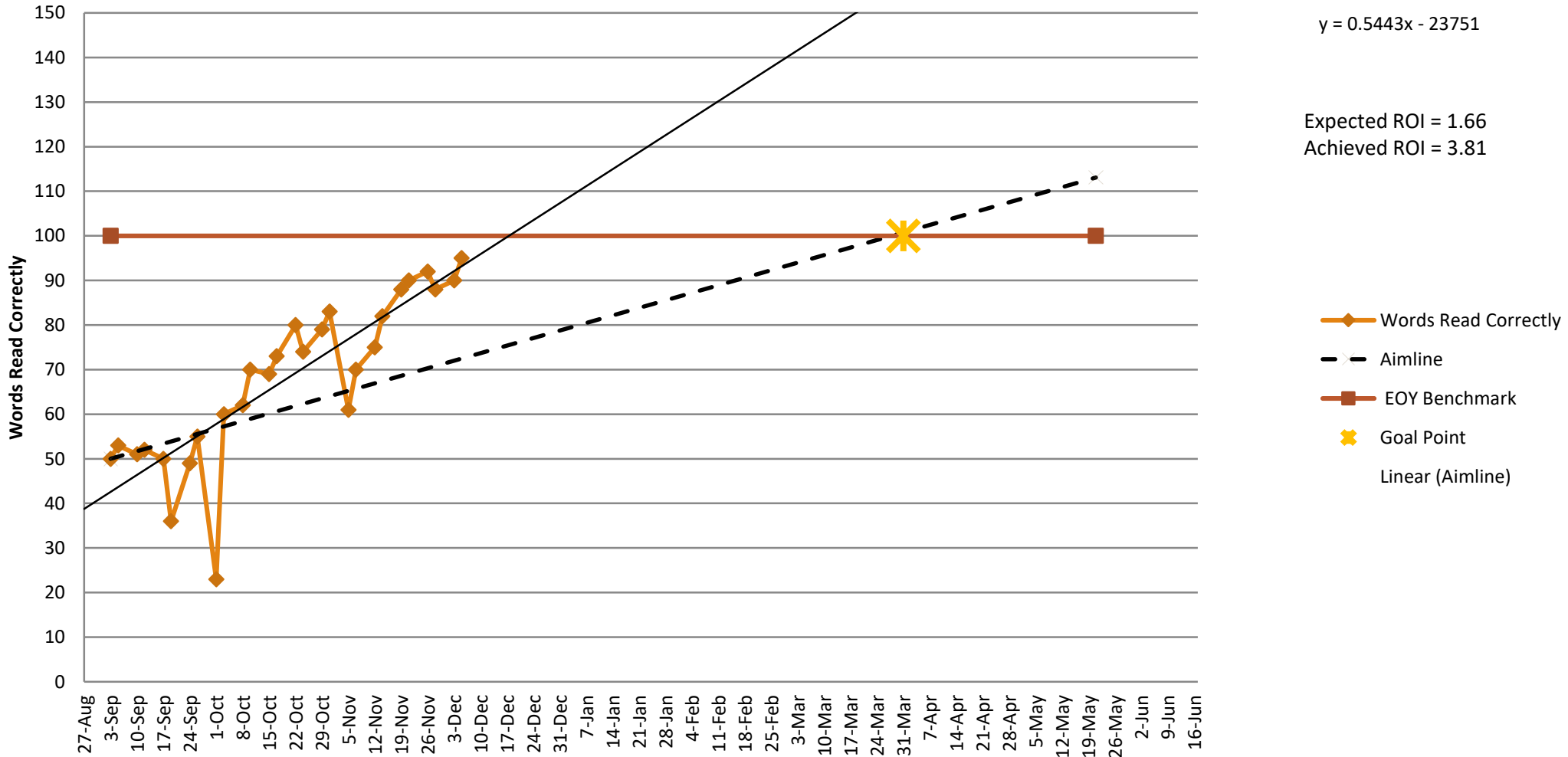
Step 6: Enter date student should meet EOY goal for probe based on our ambitious goal.

Baseline week number *minus* "weeks halved"

Enter "Step 6" date in this box:

Weeks to Go!	Date of data collection	Words Read Correctly	Probe/Grade Level Data	Probe/Grade Level Data	Accuracy	Aimline	EOY Benchmark	grade and probe	Accuracy	Phase Lines	
39 Weeks Left!	8/27/2019	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A			PL 1	#N/A
	8/29/2019	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A			PL 2	#N/A
38 Weeks Left!	9/3/2019	50	#N/A	#N/A	90	50	100.00				
	9/5/2019	53	#N/A	#N/A	#N/A	#N/A	#N/A				
37 Weeks Left!	9/10/2019	51	#N/A	#N/A	#N/A	#N/A	#N/A				
	9/12/2019	52	#N/A	#N/A	#N/A	#N/A	#N/A				
36 Weeks Left!	9/17/2019	50	#N/A	#N/A	#N/A	#N/A	#N/A				
	9/19/2019	36	#N/A	#N/A	#N/A	#N/A	#N/A				
35 Weeks Left!	9/24/2019	49	#N/A	#N/A	#N/A	#N/A	#N/A				
	9/26/2019	55	#N/A	#N/A	#N/A	#N/A	#N/A				
34 Weeks Left!	10/1/2019	23	#N/A	#N/A	#N/A	#N/A	#N/A				
	10/3/2019	60	#N/A	#N/A	#N/A	#N/A	#N/A				
33 Weeks Left!	10/8/2019	62	#N/A	#N/A	#N/A	#N/A	#N/A				
	10/10/2019	70	#N/A	#N/A	#N/A	#N/A	#N/A				
32 Weeks Left!	10/15/2019	69	#N/A	#N/A	#N/A	#N/A	#N/A				
	10/17/2019	73	#N/A	#N/A	#N/A	#N/A	#N/A				
31 Weeks Left!	10/22/2019	80	#N/A	#N/A	#N/A	#N/A	#N/A				
	10/24/2019	74	#N/A	#N/A	#N/A	#N/A	#N/A				
30 Weeks Left!	10/29/2019	79	#N/A	#N/A	#N/A	#N/A	#N/A				
	10/31/2019	83	#N/A	#N/A	#N/A	#N/A	#N/A				
29 Weeks Left!	11/5/2019	61	#N/A	#N/A	#N/A	#N/A	#N/A				
	11/7/2019	70	#N/A	#N/A	#N/A	#N/A	#N/A				
28 Weeks Left!	11/12/2019	75	#N/A	#N/A	#N/A	#N/A	#N/A				
	11/14/2019	82	#N/A	#N/A	#N/A	#N/A	#N/A				
27 Weeks Left!	11/19/2019	88	#N/A	#N/A	#N/A	#N/A	#N/A				
	11/21/2019	90	#N/A	#N/A	#N/A	#N/A	#N/A				
26 Weeks Left!	11/26/2019	92	#N/A	#N/A	#N/A	#N/A	#N/A				
	11/28/2019	88	#N/A	#N/A	#N/A	#N/A	#N/A				
25 Weeks Left!	12/3/2019	90	#N/A	#N/A	#N/A	#N/A	#N/A				
	12/5/2019	95	#N/A	#N/A	#N/A	#N/A	#N/A				
24 Weeks Left!	12/10/2019	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A				
	12/12/2019	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A				

Student, 5th Grade
Tier 3 Progress Monitoring
DORF, 3rd Grade Level
 2019-2020



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Weeks Until Student Reaches EOY Goal based on Typical ROI

ROI

226

Weeks Halved

113

Goal ROI

ROI Needed to reach

1.06

3.157894737

Date student is expected to meet EOY goal based on ambitious ROI

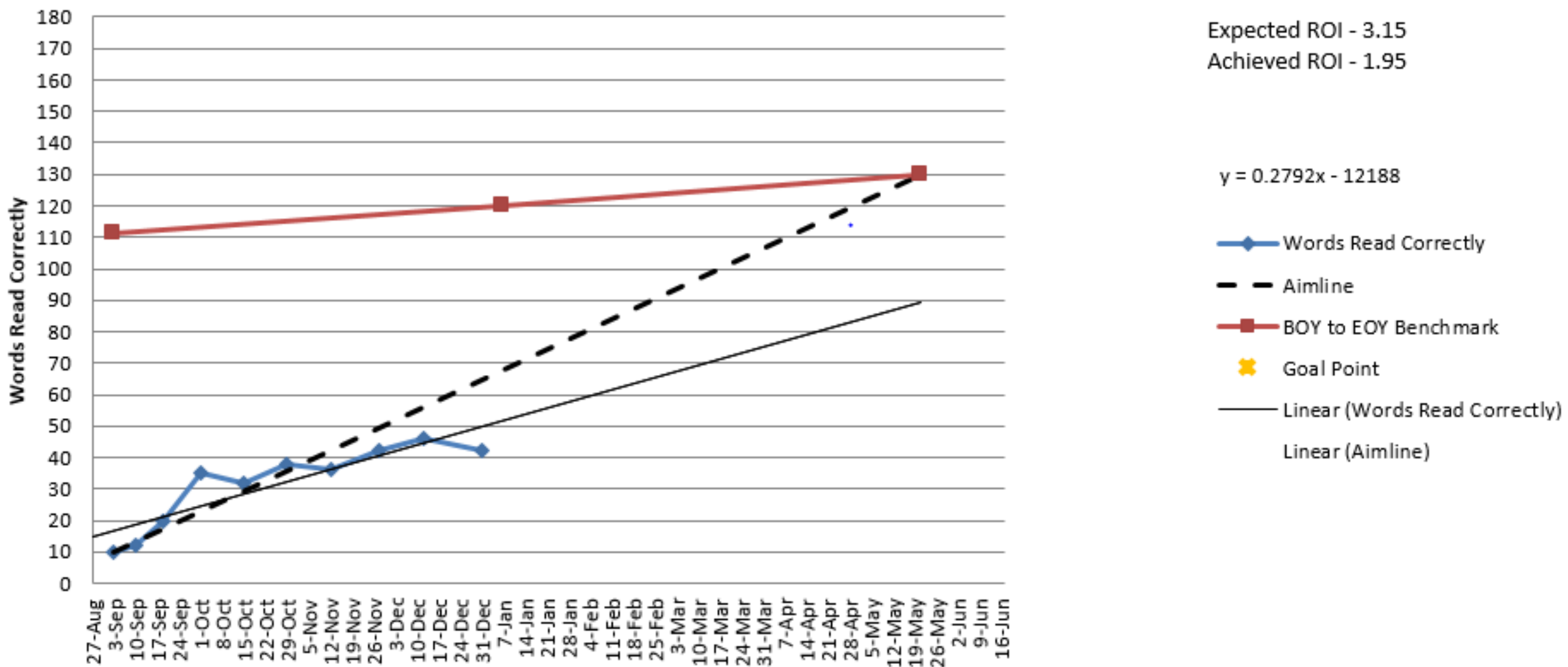
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Step 1: Enter Date of Baseline	Step 2: Enter Baseline Score	Step 3: Enter EOY Goal for Probe	Step 4: Enter typical ROI for probe	Step 5: Enter number of weeks remaining in school year at baseline
9/2/2019	10	130	0.53	38

Step 6: Enter date student should meet EOY goal for probe based on our ambitious goal.

Baseline week number minus "weeks halved"

Student, 5th Grade
Tier 3 Progress Monitoring
DORF, 5th Grade Level
 2019-2020



Example - Reading

Second grade student found to be below grade level

- Survey assessment indicated student unable to access 1st grade DORF or NWF
- Benchmark (typical) ROI used to calculate time to meet goal
- Time is divided by 2 to establish ambitious goal
- Monitor on 1st grade PSF 1-2x week
- Monitor on 2nd grade DORF 1-2x month - look for generalization and conduct error analysis
- Graph both measures
- Indicate EOY benchmarks on graph for instructional level measures

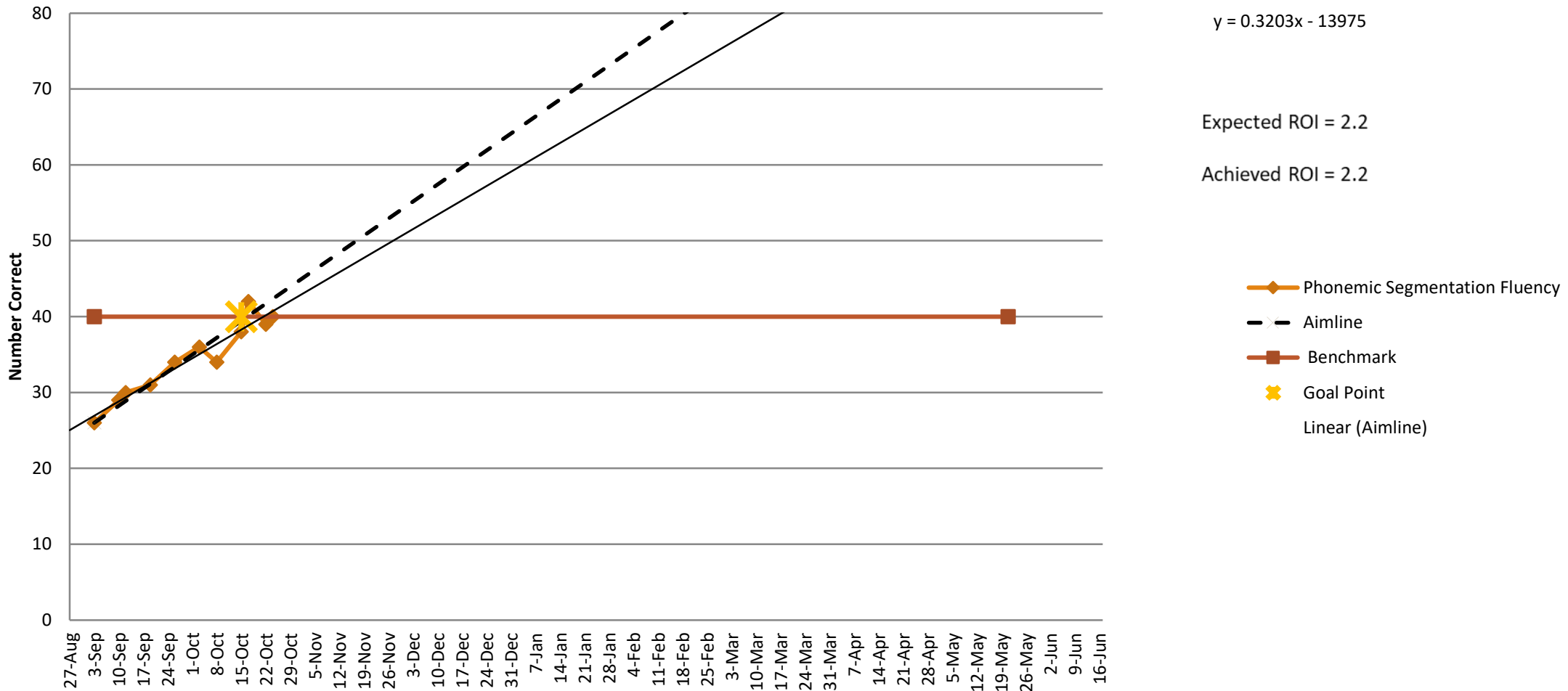
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5				.53/.03	0.08	0.17

1

Student, 2nd Grade
Tier 3 Progress Monitoring
Phonemic Segmentation Fluency, 1st Grade Level
 2019-2020

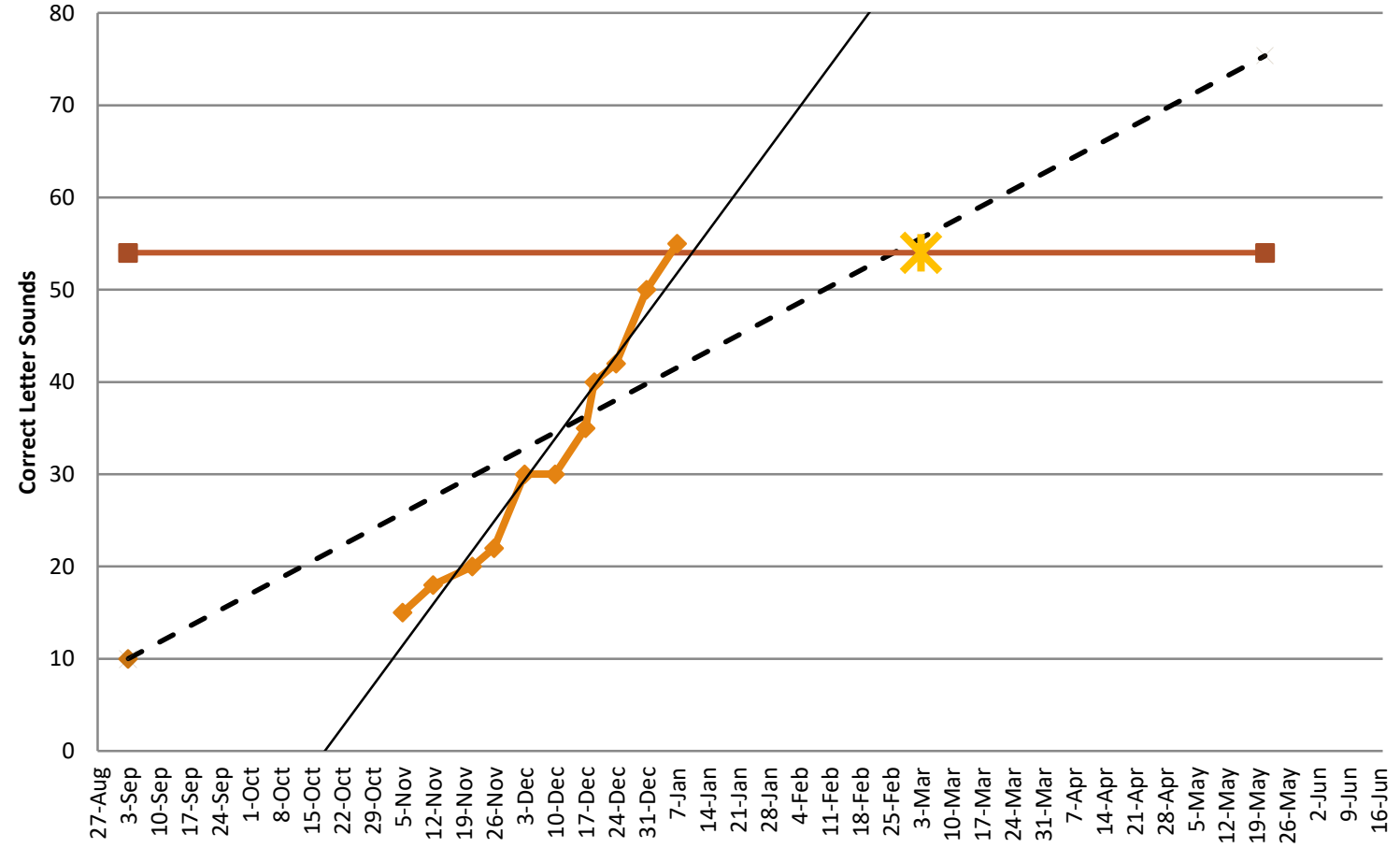


Student, 2nd Grade
Tier 3 Progress Monitoring
Nonsense Word Fluency, 2nd Grade Level
 2019-2020

$y = 0.6405x - 28027$

Expected ROI = 1.72

Achieved ROI = 4.48



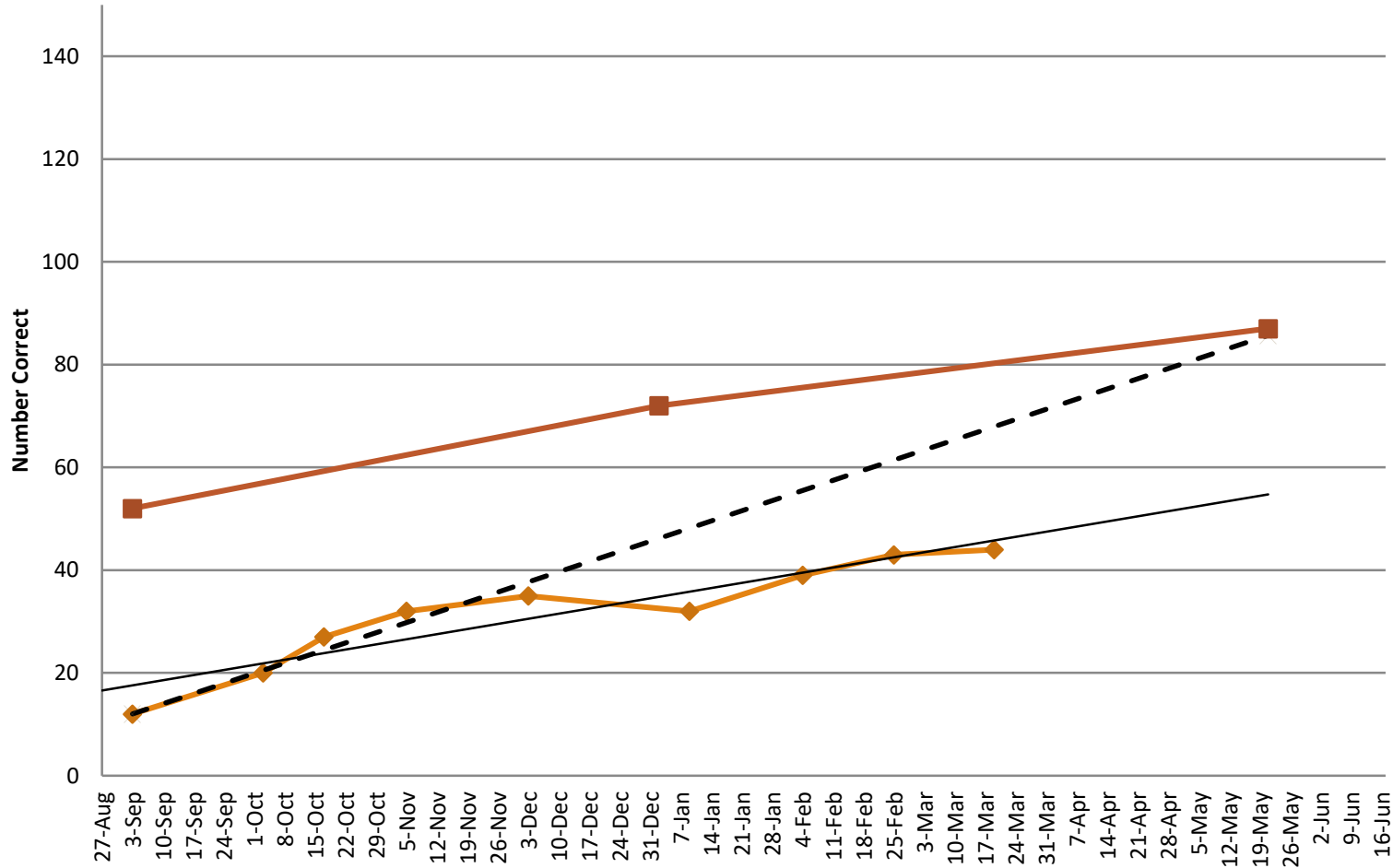
- ◆ Probe/Grade Level Data
- - - Aimline
- 50th Percentile for Probe/BOY to EOY Benchmark
- ✕ Goal Point
- Linear (Aimline)
- Linear (Probe/Grade Level Data)

Student, 2nd Grade
Tier 3 Progress Monitoring
DORF, 2nd Grade Level
 2019-2020

$y = 0.1424x - 6205.4$

Expected ROI = 1.94

Achieved ROI = .99



- ◆ Probe/Grade Level Data
- - - Aimline
- 50th Percentile for Probe/BOY to EOY Benchmark
- ✦ Goal Point
- Linear (Aimline)

Final Thoughts

Progress monitoring off-grade-level (instructional level) can provide helpful context for understanding what is happening regarding response to instruction/intervention

Can be more complex than monitoring on-grade-level

May work better if you have a progress monitoring tool that allows access to both foundational and applied academic skills

Easier to support if you have access to a graphing tool, easy access to normative and benchmark data, and clear procedures for staff to follow

Recommend practicing procedures and reviewing real cases to ensure fidelity and proper understanding