

Progress Monitoring

Lesson 2 of The RTI/MTSS Coach Training Series

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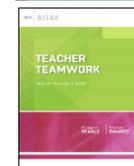
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Outcomes for Lesson 2 Progress Monitoring

- What are quick and easy ways of collecting data?
- Look at ways data can help you improve instruction.
- Explore ways of charting data so students self-monitor.



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Anticipation Guide: Lesson 2 – Progress Monitoring

Directions: Before viewing the video and doing the readings write your best answer based on your current information in the “before” section. After completing the module, use the “after” column to change or add any new information to your original answers. Part of our live discussions will be sharing your new insights.

Question	Pre	Post
What are 4 qualities of well-designed progress monitoring?		
Name 5 tools for collecting data, other than paper-pencil tests.		
Why is it important to determine whether you are measuring for frequency, duration or intensity/quality?		
What questions should a teacher ask in order to turn progress monitoring into growth mindset opportunity?		
What is the rule of four?		

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Lesson 2: Progress Monitoring

Note-taking Directions:

- In each of the left side boxes, note three or more things that you find interesting or important while watching the video or reading the book excerpt. Use *direct quotes, descriptions, or short summaries*.
- In the right side boxes, note your thoughts about the things you wrote on the left. *In general, these would be your own reflections, or questions.*
- **A minimum of three entries in each of the boxes** is required to fulfill the note-taking task. We will use this information as a launching point for our online discussions.

Video : Progress Monitoring	Video : Questions or reflections
1. 2. 3.	
Reading 1: Progress Monitoring Guidelines pp.120 - 124	Reading 1: Questions or reflections
1. 2. 3.	
Reading 2: Data collection Tools pp. 124 - 129	Reading 2: Questions or reflections
1. 2. 3.	



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MTSS Assessment Types



- Universal



- Diagnostic



- Progress monitoring



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The Purpose of Progress Monitoring

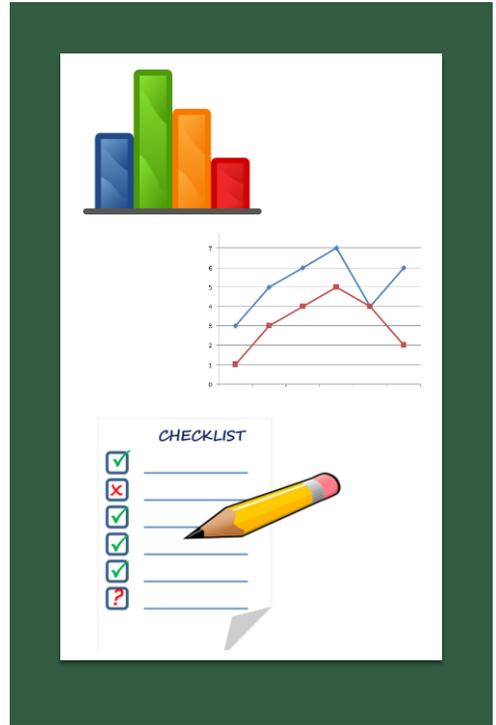
1. Show the student's current level – baseline.
2. Systematically measure the student's progress toward the DATA goal.
3. Determine the effectiveness of the plan.
4. Guide instructional decisions and adjustments.



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Progress Monitoring Quality Checklist

- Is it short and easy to administer?
- Does it clearly define the performance expectation?
- Is it easy to record and draw conclusions from the data?
 - Bar or line graph
 - Chart
 - Rubric
- Is it repeatable so you can see growth at a granular level?



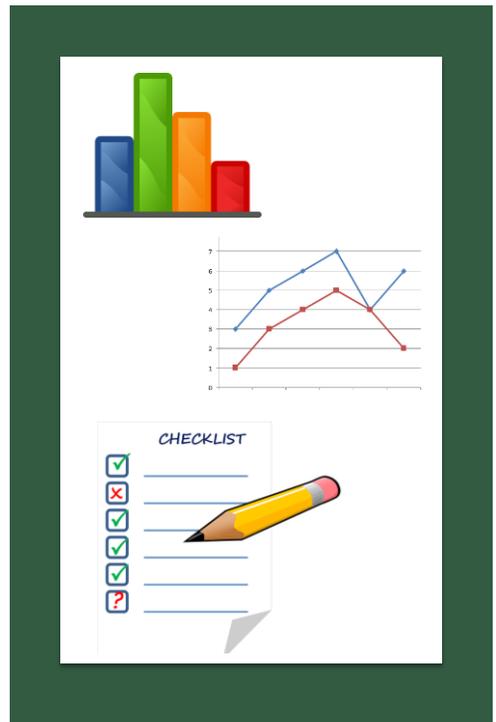
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Chapter 6 in book page

What should we measure?

- Frequency – Increase or decrease in the **number of occurrences** within a certain time frame.
- Duration - **How long** behavior lasts.
- Intensity/Quality – How much **better or worse**.



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Example

Problem	Frequency	Duration	Intensity
Incomplete assignments	Change in number of times	Change in how long each lasts	Change in quality.
	Sally will go from having 3 late assignments to 1 late assignment per week.	Sally will average being 1 week late to no more than 1 day late.	Sally's assignments will go from being late <u>3 times a week with 50% correct/complete</u> to having <u>1 late assignment that is at least 60% correct and complete.</u>

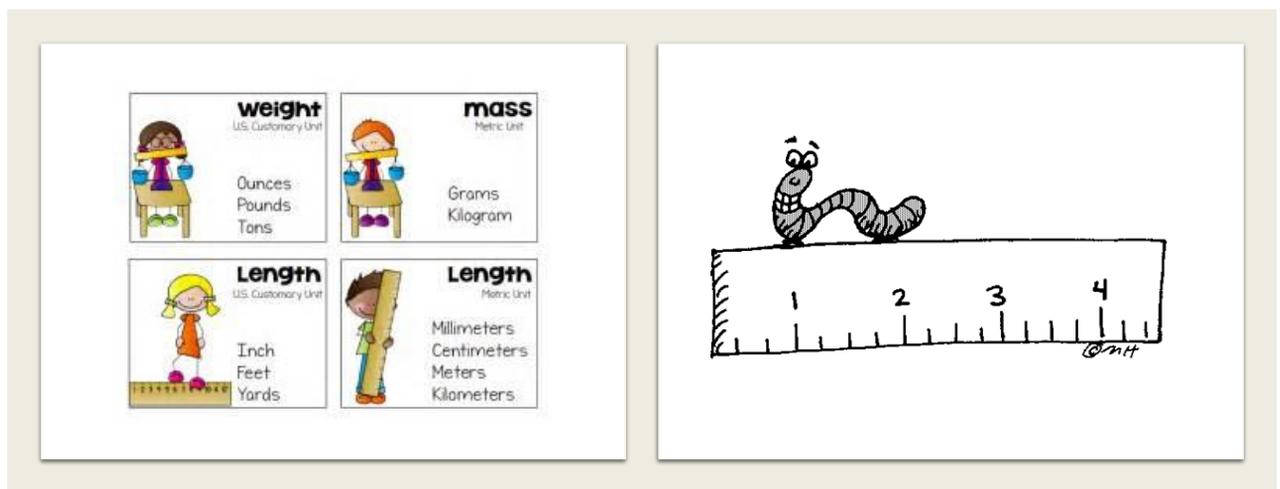
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Ways To Measure Progress for Attention and Focus	Frequency	Duration	Intensity/Quality
Time it takes to make a transition	Number of times she does not start within 20 seconds	How long she sits there without starting	How much sass she gives me when I ask her to start.

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Ways To Measure Progress for Attention and Focus	Frequency	Duration	Intensity/Quality
Can identify the main idea and details	1 point for each correct main idea and each detail.		Accuracy of main idea and each detail that correctly matches the details with the main idea.

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Progress Monitoring = Measuring in small increments

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Rubric For First Grade Story Writing

Category	Exceeds Expectations	Meets Expectations	Approaches Expectations	Needs Improvement
Content	Writes a story with a clear beginning, middle, and end.	Writes a story with a beginning, middle, and end.	Writes a story with a beginning, middle, and end.	Writes a story with a beginning, middle, and end.
Organization	Organizes the story into paragraphs.	Organizes the story into paragraphs.	Organizes the story into paragraphs.	Organizes the story into paragraphs.
Language	Uses a variety of words and phrases.	Uses a variety of words and phrases.	Uses a variety of words and phrases.	Uses a variety of words and phrases.
Grammar	Writes with correct grammar and punctuation.	Writes with correct grammar and punctuation.	Writes with correct grammar and punctuation.	Writes with correct grammar and punctuation.

Checklists

Quick Check Card

Item	Yes	No
1. I can read a story.		
2. I can write a story.		
3. I can use a dictionary.		
4. I can use a thesaurus.		
5. I can use a ruler.		
6. I can use a compass.		
7. I can use a protractor.		
8. I can use a pencil sharpener.		
9. I can use a glue stick.		
10. I can use a stapler.		

Data Collection Tools



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Anticipation Guide

Date _____

Comments	Yes, I agree	No, I disagree
the picture on the cover. The boy in the picture is very happy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
born baby.	<input type="checkbox"/>	<input type="checkbox"/>
is about a new baby.	<input type="checkbox"/>	<input type="checkbox"/>
me to his new baby.	<input type="checkbox"/>	<input type="checkbox"/>
ting will be very interesting.	<input type="checkbox"/>	<input type="checkbox"/>
end older than I am.	<input type="checkbox"/>	<input type="checkbox"/>
ing, I am older than you.	<input type="checkbox"/>	<input type="checkbox"/>
your one.	<input type="checkbox"/>	<input type="checkbox"/>

Let's learn about...

before	Groundhogs	after
<input type="checkbox"/>	1. Groundhogs sleep in the burrows.	<input type="checkbox"/>
<input type="checkbox"/>	2. Groundhogs can't swim.	<input type="checkbox"/>
<input type="checkbox"/>	3. Groundhogs' teeth keep growing forever.	<input type="checkbox"/>
<input type="checkbox"/>	4. Groundhogs have big ears.	<input type="checkbox"/>
<input type="checkbox"/>	5. Groundhogs live in the desert.	<input type="checkbox"/>
<input type="checkbox"/>	6. Groundhogs do not have fur.	<input type="checkbox"/>
<input type="checkbox"/>	7. Groundhogs have big claws to dig.	<input type="checkbox"/>
<input type="checkbox"/>	8. Groundhogs can climb trees.	<input type="checkbox"/>

Directions: Before reading, fill out the table with all the anticipation guide by putting yes or no for each statement. After reading, use what you learned to fill out the table.

Anticipation Guide

	True	False
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>

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Narrative Writing Rubric

Criteria	4 points	3 points	2 points	1 point	Multiplier	
Introduction	Good attention grabber	Weak attention grabber	Confusing attention grabber	Doesn't grab reader's attention	4	4
Sequence of ideas	Logical sequence of events with good transitions	Mostly good sequence, some off topic. Good transitions	Wander off topic which is a little hard to follow. Some good transitions	Frequently off topic or out of logical order. Weak transitions	10	30
Clear picture	Vivid and creative details. Exciting verbs	Some creative details and descriptive vocabulary	Some details distract. Clear details are infrequent.	Little creative and descriptive detail.	7	14
Writing Conventions	No spelling, capitalization or punctuation errors. Grammar is strong.	Not more than 2 errors in final draft.	Not more than 4 errors in final draft.	More than 4 errors in final draft.	4	16
Total score					4 x 25 = 100	64/100

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In A Remote Setting

1. Face to face data collection is the only reliable assessment. This can be done with phone conferences or live online sessions.
2. Good feedback is important for all activities. Use a lot of self-checking activities with reflection journals for this.
3. Many online learning games give a student a score at the end. Have them send you a screenshot of the end frame.



SCREEN SHOTS

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If you don't see the performance on screen or in person, how do you know they understand?



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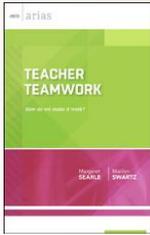
Quick Check Card

Jerry Wagner

October: Math Indicators grade 2

1 2 3 4	● Sort, classify and order by objects two attributes and explain how things were sorted
1 2 3 4	● Extend sequences of sounds, shapes or number patterns (AA,B,aa,b,...)
1 2 3 4	● Identify multiple categories for sorting data
1 2 3 4	● Collect and organize data into charts using tally marks.
1 2 3 4	● Identify, compare and sort 2-D shapes independent of size, shape or position.
1 2 3 4	● Create new shapes by combining or cutting apart existing shapes.
1 2 3 4	● Order a sequence of events with respect to time.
1 2 3 4	● Tell time to the hour and half hour on digital and analog timepieces.
1 2 3 4	
1 2 3 4	1 - needs re-teaching 2 - needs practice 3 - needs application 4 - needs enrichment and extension

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Decision-Making Protocol

Fist To Five



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The most important question about progress monitoring is, “What are we going to do about this data?”



- ▶ Do not collect what you do not intend to use in the near future.
- ▶ Old data is not helpful and collecting useless data eats away at time you cannot afford to waste.
- ▶ Always chart data so you can make a decision about how well things are working.

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What Does Research Say?

"Feedback is most powerful when it is from the student to the teacher."

From...
 "Student Voice and Visible Learning
 The Links Between the Research"
 Hattie, John. (2009). Visible Learning. New York, NY:

TEACHING EFFECTS

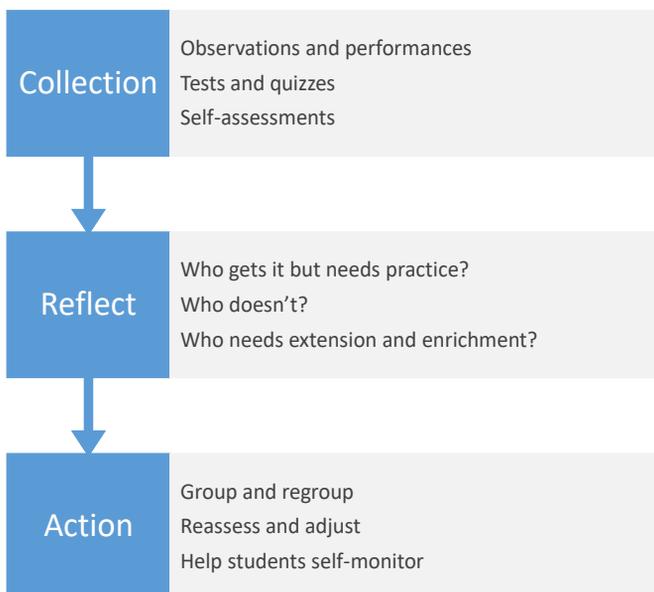
Influences and effect sizes related to student achievement

Source: Hattie (2009) Visible Learning
 Diagram: www.visible-learning.org



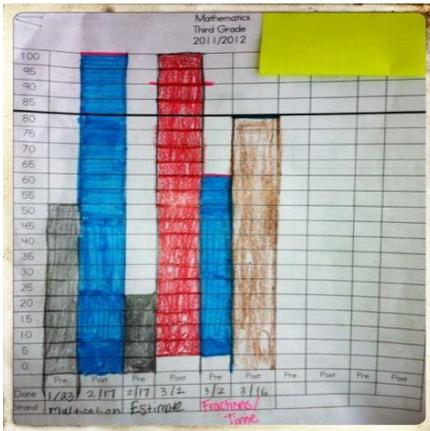
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What To Collect and How To Use It



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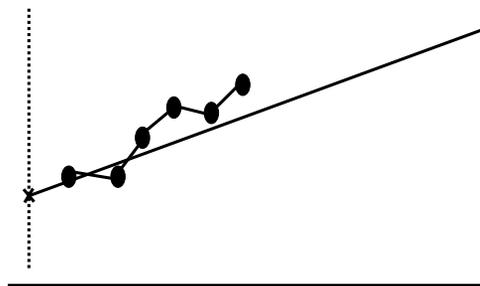
Make Small Increments of Growth Visible To Keep Motivation High



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What Is the Data-Based Decision Rule?

- ▶ The 4-point rule: Data indicates that the intervention is working.
- ▶ May consider raising the goal.

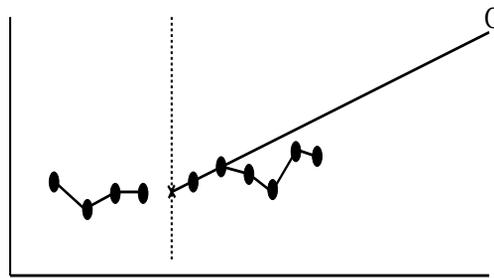


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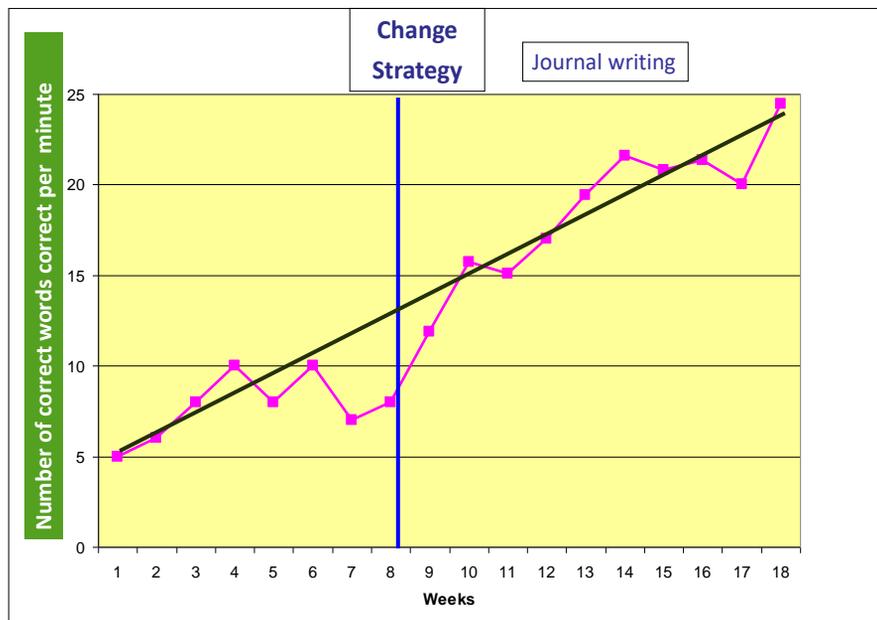
What Is the Data-Based Decision Rule?

- The 4-point rule: Data indicates the intervention is not working. Time to change.



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Student's score of Words Written Correctly



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Growth Mindset Questions for Students



Are you getting better? Explain how you know.

Yes

What are you doing that caused your scores to go up?

No

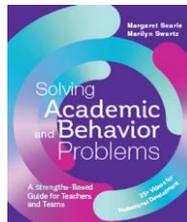
What do you plan to do differently tomorrow so your scores go up?

Growth Mindset, Carol Dweck

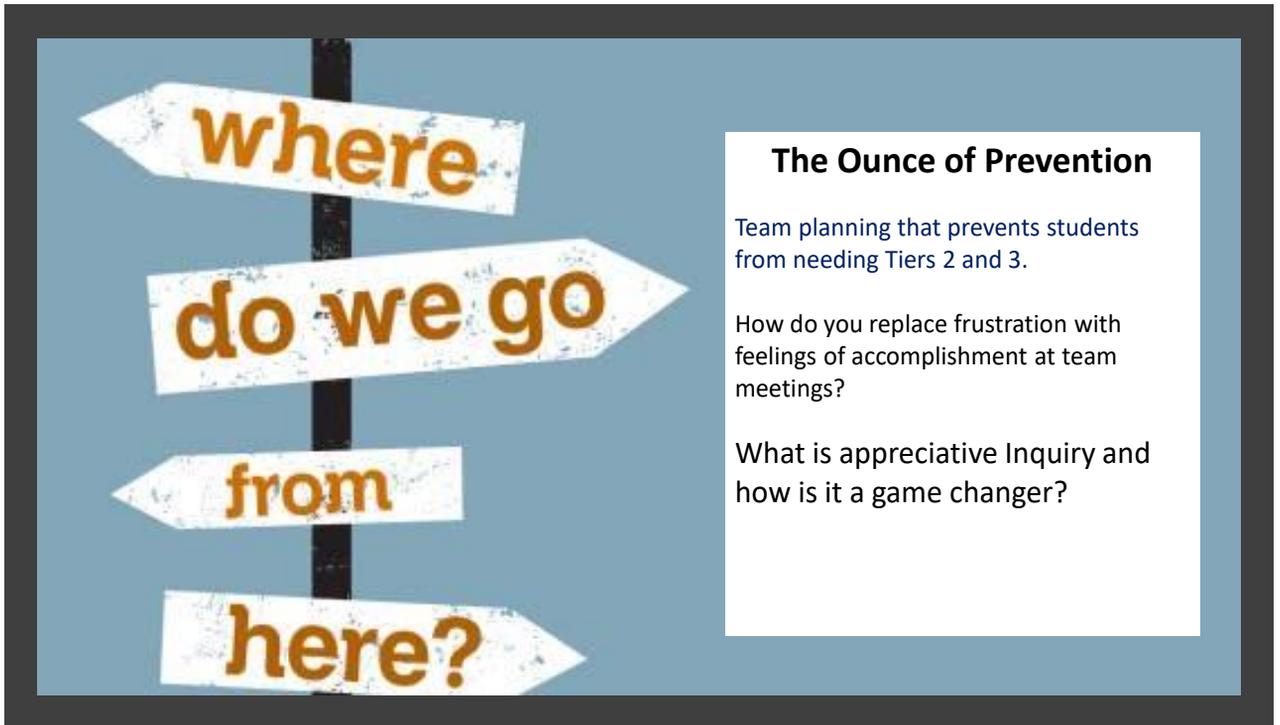
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Strength Charts: margaretsearle.com Downloads

1. Focus and Attention
2. Communication
3. Collaboration
4. Language Development
5. Math
6. Memory
7. Motivation
8. Organization
9. Problem Solving
10. Positive Relationships
11. Reading
12. Remote Learning
13. Resilience/Flexibility
14. Self-monitoring
15. Self Regulation/Impulse Control
16. Writing



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where

do we go

from

here?

The Ounce of Prevention

Team planning that prevents students from needing Tiers 2 and 3.

How do you replace frustration with feelings of accomplishment at team meetings?

What is appreciative Inquiry and how is it a game changer?