SECTION V

Progress Monitoring

According to the National Center on Response to Intervention, progress monitoring is defined as "repeated measurement of academic performance to inform instruction of individual students in general and special education in grades K-8.

Progress monitoring can be described as an evidence-based practice that is utilized to assess students' academic performance and evaluate the effectiveness of instruction/intervention (Fuchs & Fuchs, 2008). It is conducted at least monthly to:

a) estimate rates of improvement,

b) identify students who are not demonstrating adequate progress and/or

c) compare the efficacy of different forms of instruction to design more effective, individualized instruction" (www.rti4success.org).

By using tools that reflect incremental growth and changes in learning relative to whatever instruction and intervention students below grade level are receiving, ongoing progress monitoring allows teachers and school teams to responsively adjust and modify instruction to accelerate growth and learning.

Guidelines for Progress Monitoring

The following information provides recommended guidelines and considerations for completing effective progress monitoring within the Response to Intervention (RTI) framework. The school-based leadership team, with input from district leadership, makes decisions regarding frequency, tools, and personnel responsible for progress monitoring.

Who will monitor progress?

The team determines who will monitor progress of students identified for Tier II and III instruction. Often, those who provide supplemental instruction take primary responsibility for progress monitoring students they serve, but all school personnel should collaborate to interpret assessments and provide support. Training in administration of progress monitoring assessments and interpretation of results is essential.

What measures will be used?

The team determines measures that will be used to monitor the progress of individual students, carefully matching progress monitoring tools to interventions provided to gauge student responses to instruction. Progress monitoring measures should have the following characteristics:

- highly reflective of the construct being measured (reading, writing, math concepts, math operations, etc.)

- sensitive to small increments of growth,
- provide direct assessment of skills in academic standards and behavior,
- easily administered, scored, and interpreted.
- efficient for repeated administrations over short periods of time,
- comparable to benchmark assessment measures,
- standardized in administration and scoring, and
- either norm- or criterion-referenced.

It is critical that teams devise ways for teachers and students to chart progress toward goals. While traditional mastery measurements are useful for determining whether students have learned a standard, progress monitoring measures should indicate whether a student is learning at a rate that will allow him or her to meet annual goals. Therefore, school teams must create ways to gauge students' rates of learning relative to grade level progress in order to determine goals, accelerate learning, and monitor progress, where progress is defined as the rate of change.

Frequency of Progress Monitoring

Progress monitoring should be frequent enough to inform instruction and allow teachers to gauge the effectiveness of their instruction and adjust instruction, whenever necessary. The school team should determine the frequency of Progress Monitoring for individual students and/or groups of students, with increased frequency for those most in need of additional assistance. For students farthest behind, monitoring may occur weekly or even several times a week in order to determine a student's general trend of performance and to adjust instruction to obtain better results.

In cases in which students are being considered for referral for an evaluation for special education, data must be collected frequently enough and over a long enough period of time that a trend of progress toward goals can be established. In this way, decisions about individual student's responses to interventions provided can be made with improved confidence (Response to Intervention Policy Considerations and Implementation, NASDSE, 2007).

What instruments may be used for Progress Monitoring?

School teams are encouraged to evaluate Progress Monitoring tools relative to their ability to adequately reflect the progress of students given the instruction and interventions the school provides. It is critical that these measures have high construct validity—that is, they do a good job testing what they are intended to test. For example, tests of phonemic awareness should focus on phonemic awareness; tests of oral reading fluency should measure oral reading of texts and assess not only rate of reading, but phrasing, expressive interpretation, and preservation of author's syntax (Rasinski, 2000; NAEP, 2002) http://nces.ed.gov/nationsreportcard/studies/ors/scale.asp).

An important resource for school and district teams reviewing progress monitoring tools is available from The National Center for Response to Intervention, sponsored by the United States Department of Education. They provide a chart of progress monitoring tools, the subject areas assessed within those tools, and their progress monitoring standards. This information can be found at http://www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm

The South Carolina State Department of Education does not mandate the use of any particular measure. The list below is provided as a resource only and is by no means exhaustive.

AIMS web

AIMS web® is a formative assessment system that informs the teaching and learning process by providing continuous student performance data in reading, math, and writing for grades kindergarten through eight and by reporting improvement to students, parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction. http://www.aimsweb.com

Dominie Reading & Writing Assessment Portfolio

Based on National Reading and Writing Standards and Best Practices Research, the *Dominie Reading & Writing Assessment Portfolio* features original fiction and nonfiction stories, leveled books, rubrics for story writing and reading fluency, case studies, essential phonics and spelling components, convenient reproducible assessment forms, and a scoring guide for spelling accuracy that is based on an analysis of developmental spelling tests. The *Dominie Reading & Writing Assessment Portfolios* assesses comprehension of fiction and nonfiction as well as phonics, phonemic awareness, writing, and spelling. It provides both oral and written assessments and includes stanines. Subtests may be selected individually or in combination to monitor student progress in particular areas.
http://www.pearsonschool.com/index.cfm?locator=PSZu68&filter_161=&filter_422=&filter_423=6731&filter_424=&filter_281=&filter_425=&programFilterTypeList=161,422,423,424,281,425&PMDbSiteid=2781&PMDbSolutionid=6724&PMDbSubSolutionid=&PMDbCategoryid=3289&&PMDbProgramID=19381

Developmental Reading Assessment (DRA) 2

Development of the *DRA2* was based on what educators and the extant research literature identified as being key characteristics and behaviors of good readers. The *DRA2* is based upon a number of premises which were drawn from a variety of sources including the research literature concerning reading development and instruction. *DRA2* is a valid measurement of accuracy, fluency, and comprehension with evidence for Criterion-Related Validity, Construct Validity, and Content Validity.
http://www.pearsonschool.com/index.cfm?locator=PSZ16e&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=3289&PMDbSubCategoryId=24801&PMDbSubjectAreaId=&PMDbProgramId=23661

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.
http://dibels.uoregon.edu/

Easy CBM

Easy CBM (Curriculum Based Measurement) is an online assessment system that is free for use by teachers. It offers free assessment materials for reading and math as well as online tools for entering data. Once data are entered into the site, reports, including charts and graphs are automatically produced.
http://easycbm.com/

Edcheckup

This site offers an assessment system for screening student performance and measuring student progress toward goals in reading. These generic passages, which are independent from any particular basal reading series, also may be used to evaluate the effectiveness of reading instruction through the graphing of student reading data.
http://www.edcheckup.com

Fountas & Pinnell Benchmark Assessment System

The *Fountas & Pinnell Benchmark Assessment System (BAS)* seamlessly and gracefully links assessment to instruction along *The Continuum of Literacy Learning.* This comprehensive system for one-on-one assessment reliably and systematically matches students' instructional and independent reading abilities to the *Fountas & Pinnell A-Z Text Level Gradient.*
http://www.heinemann.com/fountasandpinnell/BAS2_Overview.aspx

MBSP: Monitoring Basic Skills Progress: Basic Math Kit – Second Edition

Developed by Lynn Fuchs, Carol Hamlett and Douglas Fuchs, MBSP are a researched-based standardized set of measurement and evaluation procedures. They provide a method to focus intensively on the math progress of individual students who have identified learning problems and to evaluate formatively and improve those student's programs.

Teachers use a curriculum-based measurement (CBM) to monitor student progress in mathematics over the course of a school year. This booklet provides test descriptions, direction for test administration, scoring directions, technical data about the tests, and answer keys. The kit is broken down into two major domains in mathematics: MBSP Computation and MBSP Concepts and Applications.
http://www.proedinc.com/customer/ProductView.aspx?ID=1431&sSearchWord=mbsp

Reading Success Lab

The Reading Success Lab provides software solutions for identifying reading problems and improving reading skills. Some screening materials on this site are free while browsers must order and pay for other materials from this site.
http://www.readingsuccesslab.com

Professional Development

The reliability and validity of any measurement tool is highly dependent on whether those who administer and interpret results are trained in the use of the instrument, standardized protocols for administration, and understand the instrument's limitations. Therefore, training is essential.

- To ensure reliability, individuals who progress monitor must be trained in administration and scoring of selected instruments.
- To ensure the validity of decisions made on the basis of these data, teams and individuals who analyze and interpret data must receive training and support.
- Ongoing professional development and consultation regarding administration, scoring, analysis, and use of progress monitoring measures should be provided throughout the year.

Other Considerations

- Teams should ensure the availability of all materials required to complete progress monitoring, including copying, timers, clipboards, desks/chairs, and areas for monitoring.
- Teams should consider the time needed to progress monitor at-risk students.
- Teams should consider the time and skills needed to manage progress monitoring data. Progress monitoring requires that data be put into a spreadsheet or online system in order to create charts and graphs to determine rates of progress and to communicate results. The school should consider available resources for management of data created through progress monitoring, whether through a school or district-developed program or commercially available program. Note: Commercial and non-commercial graphing programs are available that display student data (e.g., National Center on Student Progress Monitoring: www.studentprogress.org & www.interventioncentral.org . A progress monitoring data management system is available through the SCDE, as well, and can be requested by contacting Bev Collom at BCollom@ed.sc.gov).

Collaborative Processes to Ensure Adequate Progress

- Teams should develop processes for monitoring the rate of progress for every student served in supplemental intervention relative to grade level progress even after students are no longer receiving supplemental help. This must include processes for taking quick action any time a student's rate of progress begins to falter. When progress slows, the team intervenes to ensure that classroom instruction is appropriately adjusted to prevent an individual student from again falling below grade level.
- Teams should develop ongoing processes for using data to collaborate and problem-solve with teachers to adjust instruction and support for students making slow progress or at-risk of slow progress. These processes should include times in which all of the teachers that provide support for an

individual student come together to examine data (assessments, work samples, observational records) and to collaborate and share ideas.

- Teams should develop processes for notifying parents when recommending a child for Tier II or III instruction as well as processes for keeping parents informed of their student's ongoing performance on progress monitoring measures as supplemental instruction is provided.

- Teams should develop processes for communicating with parents about ways they can support their students at home. While parents should not be expected to provide instruction, they can be helped to understand ways to provide encouragement and support as well as ensuring that their student has time and opportunity to practice.

Setting Individual Goals for and with Students

Goals should be set in comparison to the student's baseline data and pre-determined criteria, such as the end-of-year grade level benchmarks or in reference to local norms. For example, a student performs at the 10th percentile on the fall benchmark, and is expected to move to the 40th percentile with Tier II or III instructional support.

Goals should be reasonable for students to attain, yet challenging enough to accelerate progress toward grade level expectations. Accelerated progress is significantly more than one grade level per year.

Students' progress should be plotted in comparison to their end-of-year goal and analyzed to determine their rate of progress. It is important to consider Tier I student rates of progress when making decisions regarding student performance. Students sometimes make progress in comparison to their starting points but do not make strong progress in comparison to their grade level peers. Typical rates of growth are determined through universal screening tools with national normative information or by using norms developed locally over a period of time.

The following steps represent how to graph a student's progress from the benchmark score to the end-of-year goal:

1. Establish a benchmark for performance and plot this goal on a chart (e.g., kindergarten student will identify forty letter names by May 30). This goal is plotted at the projected end of the instructional period, such as the end of the school year.

2. Establish the student's current level of performance (e.g., kindergarten student is able to identify one letter name on September 7). Plot this data point on the chart from Step 1.

3. Draw a line from the student's current level to the performance goal. This picture represents the slope of progress required to meet the end-of-year goal.

4. Monitor the student's progress frequently (e.g., after every 10 intervention sessions). Plot the data points on the chart.

5. Develop a trend line to validate the student's progress is adequate to meet the goal over time.

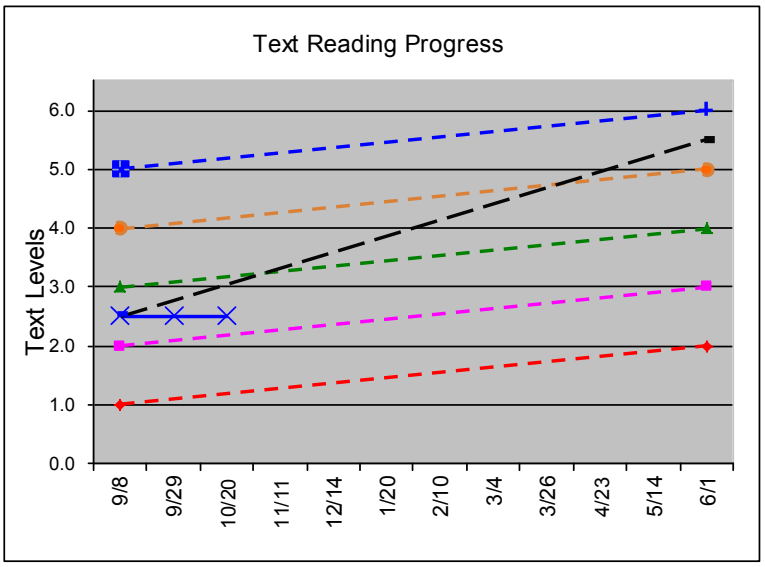
6. Analyze the data regularly, such as after three progress monitoring periods.

An Example of Charting Goals and Monitoring Progress Relative to Goals

Text Reading Progress Monitoring on the Fountas & Pinnell Benchmark Assessment System

This example is drawn from the progress monitoring records of a fifth grade classroom teacher who provided intensive intervention to one child over the course of 13 weeks.

Chart Grade-level Progress. The chart below depicts text reading progress goals charted against grade level trajectories for Carrie, a fifth grader reading 2.5 years below grade level at the beginning of the year. Each parallel dotted line represents grade level progress for one grade, with the blue dotted line representing progress for fifth graders reading at grade level. At-grade-level students begin the year reading at a grade equivalent of approximately 5.0 (beginning of fifth grade level) and progress to a level 6.0 (beginning of sixth grade level) by the end of the year. Carrie scored at a grade equivalent of about 2.5, or second grade, fifth month, when assessed on text reading at the beginning of the year, about 2½ years below grade level. Her progress is indicated by the solid blue line with X's. Note that from September 8 to October 20, there was no upward movement in her text reading progress.



Goal line (in black) established for a fifth grader reading 2.5 years below grade level. Note grade level progress lines for grades 1 through 5.

Table 1: Goal line for Fifth Grader Reading below Grade Level

Set a Goal that Will Allow the Student to Catch up to Grade level. In order to catch up to grade level by the end of the year, Carrie will need to make 3.5 years of growth since her grade-level peers will be able to read at the sixth grade level by the end of the year. She and her teacher set an ambitious goal that by year end, she will be able to read at about a level 5.5 with fluency and comprehension, narrowing the gap between her achievement and grade level from 2.5 years to about half a year. Carrie's goal line is depicted by the black dotted line that intersects the third and fourth grade trajectory lines.

Collaboratively Explore the Data and Consider Possibilities. Carrie's teacher worked with her peer teachers and the school's intervention team to determine a course of action to intervene and increase

Carrie's rate of reading progress. They considered a number of factors that might be interfering with her reading including:

- Reading volume. How much is she reading? How much time does she spend reading? Is she reading materials that are manageable—that is, easy materials during independent reading and instructional-level materials during guided reading? Does she know how to select appropriate books? Is she reading enough at school? At home?

- Fluency. Does her reading reflect the characteristics of oral language (intonation that expresses meaning and indicates interpretation, appropriate phrasing, and appropriate rate)? Does she use oral language to problem-solve meaning-making?

- Word recognition, especially of highly frequent words

- Word analysis skills: what is her approach to problem solving words at difficulty? Does she know how to take apart words with multiple syllables?

- Comprehension: does she construct meaning as she reads? Does she take action to repair understandings when she encounters difficulties in understanding?

Adjusting materials, expectations, use of time, and instruction to get a better response. To determine whether Carrie's recognition of highly frequent words was an issue, the school's reading specialist offered to give her a brief battery of word reading tests. These tests showed that Carrie appeared to control first- and second-grade high-frequency words even though she was missing many of these same words when she read text. They decided to rule this out as a problem for the time being since other issues seemed more prevalent.

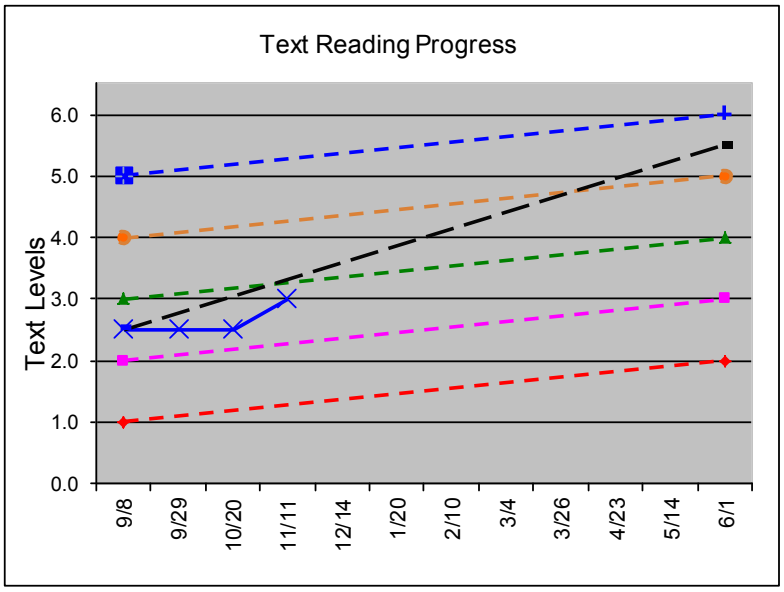
During the intervention team meeting, Carrie's teacher realized that there were several issues she needed to address immediately. At the top of the list were reading volume and fluency, and she set about to make changes that very day. She talked with Carrie about how to select easy books to read, and why this was important as they worked together on their goal. They talked about the kinds of books she enjoyed, and then went together to the school media center to choose books. They brought 15-20 easy books back to the classroom (books written at about a beginning to middle of second grade level) and placed them in a box close to Carrie's desk. They made plans to read and reread all of them multiple times at school and at home.

The teacher then examined her schedule to find more time for Carrie to read at school. She realized that catching her up to grade level meant that she would have to read *much more* than everyone else and everyone in her class already read a lot. She made a number of changes, including deciding that rather than having Carrie do "morning work," each day when she arrived at school, she would use this time to read. She and Carrie found a number of other times during the day when she could read independently, as well. In addition, the teacher carved out 10-15 minutes most days to provide instruction and read with her one-on-one.

Next, the teacher called Carrie's mother and conferenced with her about what they were working on. She explained that Carrie would bring home books to practice reading every night, and these books were easy because they were trying to work on fluent, phrased, expressive reading. She coached the mother to

encourage Carrie at home by reading expressively with her, listening to her read, and making a big deal over her use of voice to perform texts.

Daily one-on-one instruction focused on phrased, expressive reading. The teacher had Carrie select a text to read that she enjoyed and that she had read before. She listened to her read, and found a few sections of text that Carrie read fairly well and pointed these out and celebrated them. Then they worked through sections that were not phrased and expressive. The teacher demonstrated how a paragraph or a page should sound, and then she and Carrie read that section together. Then Carrie read those sections alone, with her teacher jumping in to support phrased, expressive reading whenever necessary—usually by reading with her, then backing out and having her do it again by herself only when she was sure Carrie's reading was appropriately phrased and intoned to carry meaning. After a few sessions of this one-on-one shared reading and coaching, Carrie's fluency on easy texts had improved dramatically. They identified a kindergarten buddy for Carrie to read to, and Carrie set a goal of preparing easy picture books to performance level. She practiced and practiced to prepare one book after another to share with her kindergarten buddy. By the end of three weeks of intervention focused around fluent, phrased reading of easy (second grade-level) texts, her teacher decided to check her progress on the school's progress monitoring assessment. Progress monitoring on the *Fountas and Pinnell Benchmark Assessment* showed that Carrie was now able to read a beginning of third grade text with accuracy, fluency, and comprehension. The way she was processing text had begun to change, and as expected, this resulted in Carrie being able to read harder texts.



Text Reading progress after addressing reading volume and fluency for 3 weeks.

Table 2: Reading Progress Over 3 Weeks

Analyzing and Exploring Progress Monitoring Data Again to Determine What Next? At this point, the teacher again sought help from the intervention team. She reported on what she had done and what had changed. She and Carrie were both excited to have made this sort of progress in such a short period. She explained to Carrie that things were going to get a little harder now, because now they were going to work

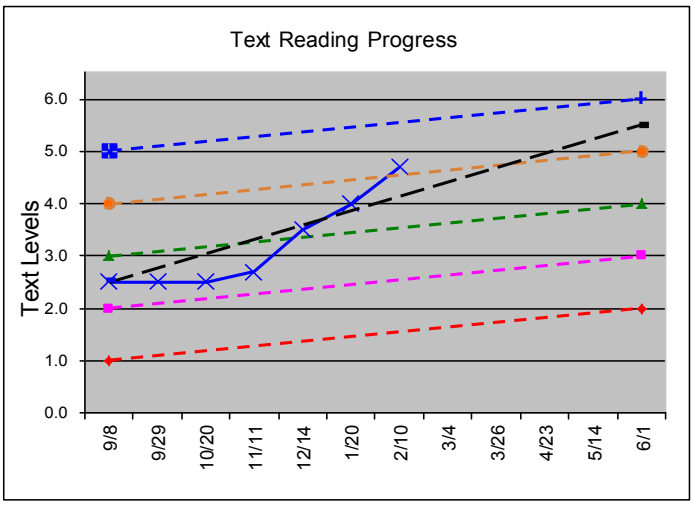
on how to solve problems in harder texts. Up until this point, the texts they chose had very few problems in them that would interfere with phrased, expressive reading. Now it was time to build problem-solving skills. The teacher again tested Carrie, but this time, farther up into a level of text that was a bit harder than she could manage without help (instructional level and frustration level), and then took these assessments to the team so they could see the kinds of difficulties Carrie now encountered as she moved into higher levels.

It appeared that she needed to learn how to take apart longer, multi-syllable words as she was reading, and to learn to do so in a way that didn't disrupt her reading. The team discussed ways to do this, including using a white board or paper and pencil to show her how to take endings off words and solve the roots, or to take longer words apart chunk by chunk. They also recommended some short word study lessons outside of text reading to help Carrie learn the process of breaking words apart. The challenge would be to get problem-solving going without letting her revert to ignoring all of the other information that she now had available since she had learned to allow language and meaning to drive her processing. Her teacher went back to Carrie armed with a few more good ideas for moving her forward.

Progress slowed a little bit while Carrie learned how to bring this new learning into her reading process, but by Christmas, she was able to read a *Fountas & Pinnell* testing level N, or about a third grade, fifth month level. She had begun reading a series of mysteries (*A to Z Mysteries*) which she really enjoyed, and was continuing to read to her kindergarten buddy. Her book box at school was now filled with these easy chapter books in addition to picture books, and she was gaining confidence in her ability to read and sustain attention to longer and more involved texts. She took home a big bag of books over the winter holidays, and apparently made a deal with her mom that each time she passed another *F & P* level, her mom would buy her a book!

By the middle of January, (after the winter holidays and after a week of no school due to snow) she successfully passed a *Fountas & Pinnell* level P—this time nonfiction—meeting the criteria for accuracy (98%), fluency (highest score) and comprehension (90%). Her teacher continued to read with her daily, working with her on fluency and breaking apart longer words. In late January she started reading the *Dear America* series, which she chose "because these are books about real kids in olden days" and "it's like social studies and I love social studies." By February 10, she passed an *F & P* level R nonfiction text with 95% accuracy, the highest score on fluency, and 70% comprehension. When a new child moved to the school, Carrie showed her one of the *Dear America* books and asked if she had read any of these. She then managed to talk her new friend into reading them with her.

This is a powerful example of how one teacher worked collaboratively to identify a focus of instruction that would change everything for her student. Together, with her colleagues and the school's intervention team, she charted an ambitious goal to help Carrie to radically change her trajectory of progress. She made substantive changes to her instruction, the materials she used, the time she spent with this reader, and her own expectations. After 12 weeks of instruction she said excitedly, "I have learned so much from working with this child…more than I ever thought possible. I didn't know it was possible to completely turn a kid around like this."



Text Reading progress after 12 weeks of intensive classroom intervention.

Table 3: Reading Progress Over 12 Weeks

Progress Monitoring Text Reading Levels

Date	Title	F & P Level	Eq Level	ACC %	Fluency	Comp	Fic. NF	Easy, Inst, Hard
9-1	City Hawks	M	3.0	95%	2	-	N	H
9-17	Giants of the Sea	L	2.7	99%	2	40%	N	H
9-20	Edwin's Haircut	K	2.5	98%	2	71%	F	I
11-11	Ernie Learns	L	2.7	98%	3	80%	F	E
11-17	Saving Up	M	3.0	98%	3	80%	F	E
11-18	Vanessa's Butterfly	N	3.5	98%	2	90%	F	I
1-14	Plenty of Pets	P	4	92%			F	H
1-31	The New Girl	O	3.7	99%	3	90%	F	E
1-31	Animal Instincts	P	4	98%	3	70%	NF	I
2-8	A Secret Home	Q	4.3	98%	3	90%	F	E
2-8	Fishing Smarts	R	4.7	95%	3	70%	NF	I

Table 4: Text Reading Levels for Progress Monitoring

Carrie's teacher used progress monitoring data together with a collaborative problem-solving process to implement responsive and intensive instruction specifically designed to help Carrie change as a reader. She was able to decide when to change her focus and when to move in levels or stay with a level because she frequently monitored her progress using *Fountas and Pinnell* text reading assessments. She built on her student's strengths and helped her to address her weaknesses. By the end of the year, it is likely that

Carrie will surpass the goal they set for her. With enough books to read at home over the summer, and enough practice, it is entirely possible that Carrie will begin middle school reading on grade level.

Discussion: Using Progress Monitoring Charts to Guide Decision-Making

When using progress monitoring charts to make determinations regarding instructional interventions, consider several decision rules as a guide:

I. If there are 2 or more consecutive data points without upward movement, as in the example below, the intervention team should consult with school personnel to rule out reasons for low performance such as absenteeism. Then meet with the student's teachers to discuss possible changes in instructional strategies, materials, increased instructional time, instructional focus, increased time for engaged practice, etc.

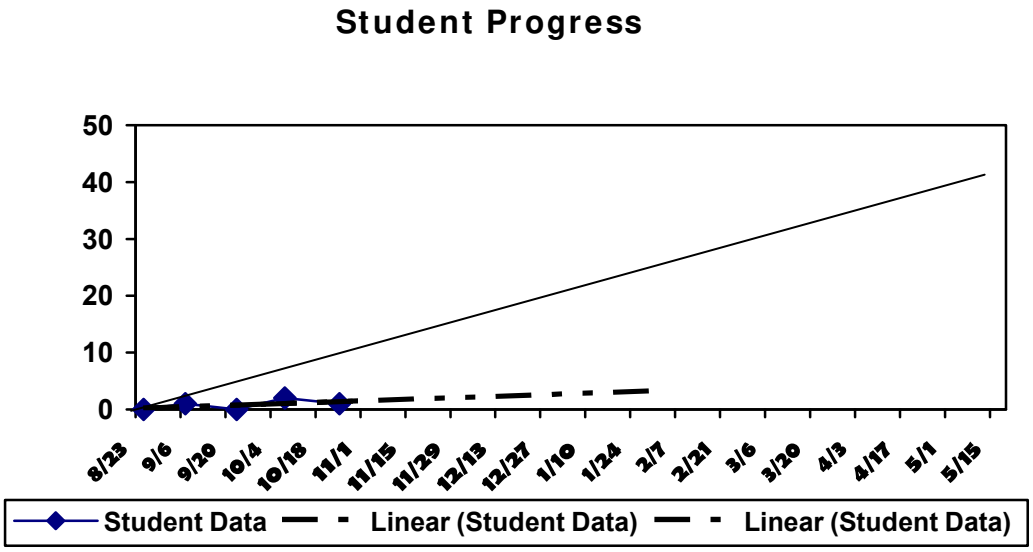


Table 5: Example of Progress Flat-lining

II. When progress flat-lines as in the example below, consider increasing the frequency of progress monitoring to acquire more immediate information regarding the child's response to the intervention to allow more responsive adjustments to instruction or alternatively, to change the intensity or focus of the intervention . The following chart shows that the first intervention did not address the student's needs. The second intervention however, yielded better results. Had this change been made sooner, the student would be that much closer to his or her goal.

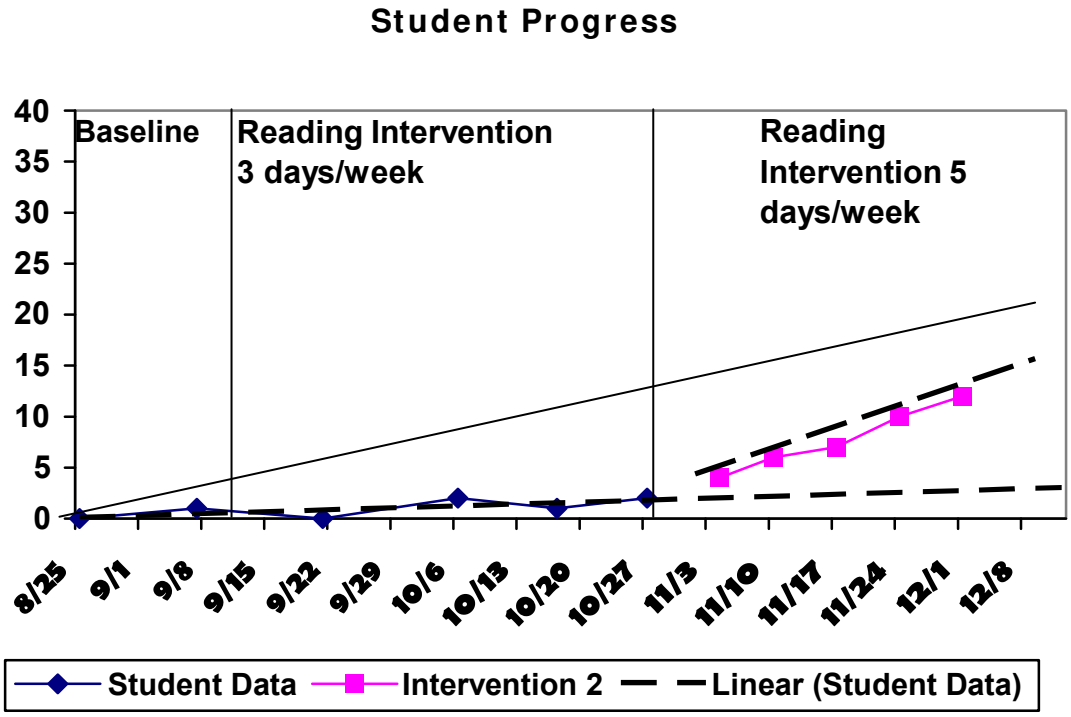


Table 6: Example of Extended Flat-Line and Change of Intervention

III. Set performance goals high enough so that students are able to accelerate progress to catch up to grade level. In the example below, the goal line (solid line) not only is below the student's progress line, it is insufficient for accelerating progress to the point where the student could ever catch up to grade level.

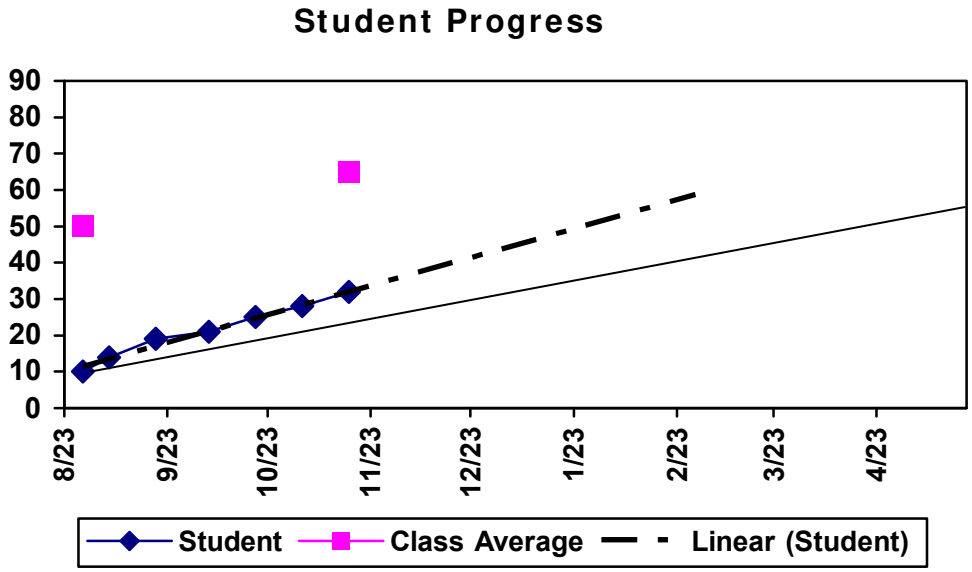


Table 7: Example of Low Expectation Goal Line

IV. Once a student is performing at grade level expectations, interventions can be faded. At this time, the team should implement processes for continued, but less-frequent progress monitoring to determine whether the student is maintaining progress. If progress falters, the team must take action to ensure that the student's teachers adjust instruction and support to increase the rate of progress to maintain a grade level trajectory.

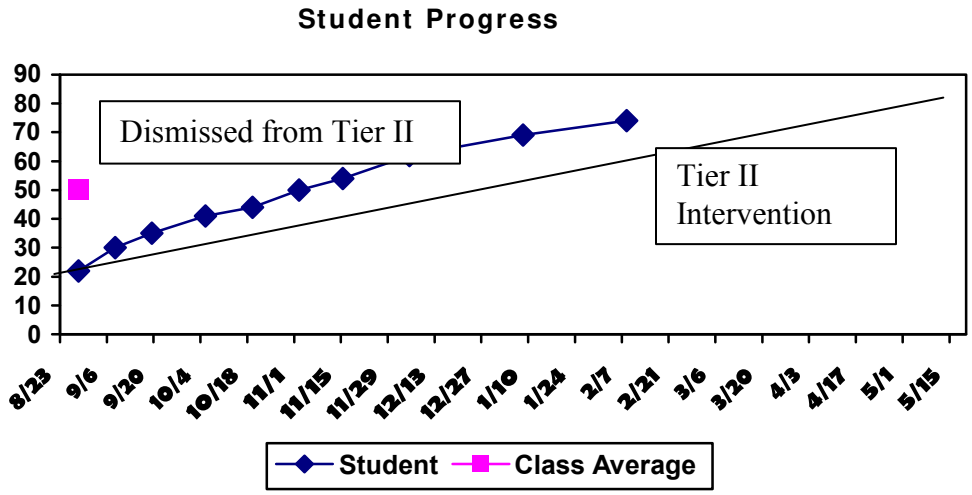


Table 8: Example of Student in Intervention Attaining Grade Level Expectations

V. When a student's progress is atypical in comparison to others in the same intervention, as in the two charts below (The student 'AJ' demonstrated little to no progress on two different measures, in comparison to peers in the same Tier II group), it is important to ask several questions. 1) Is it possible that factors such as attendance, behavior/attention, motivation, home factors, linguistic or cultural differences are interfering? 2) Is it possible that the instruction provided in this intervention is not well-matched to this student's needs or is not pitched at the appropriate level? 3) Is it possible that this student needs more individualized assistance or more frequent support than is provided within this intervention?

Measure A

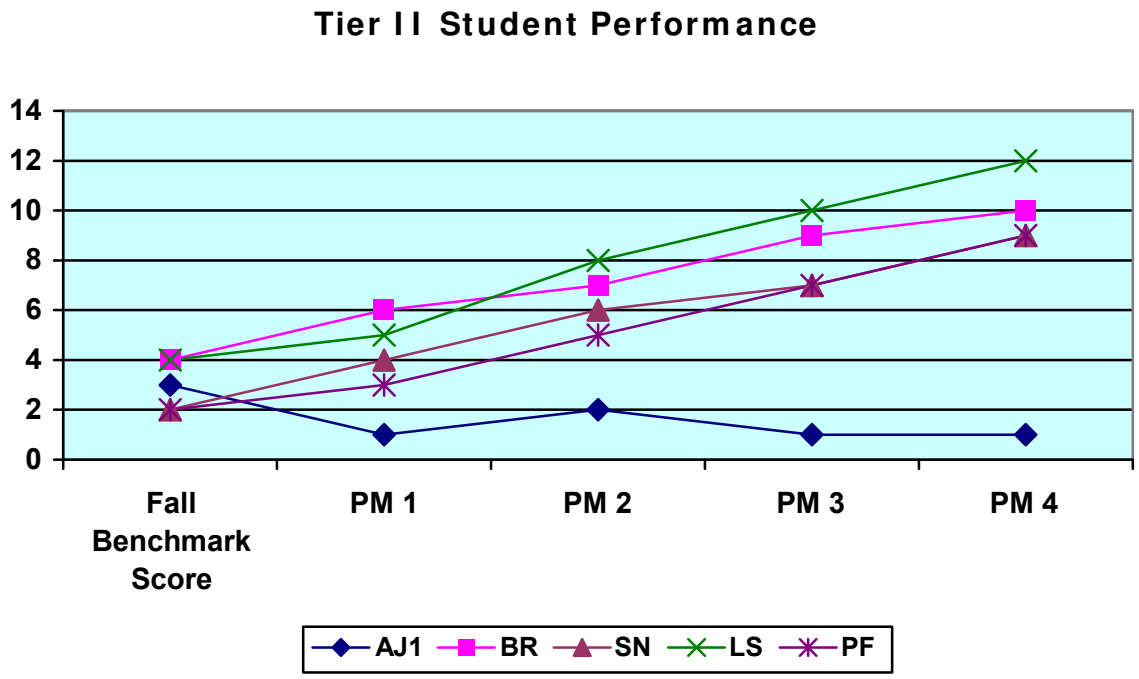


Table 9: Example of Student in Intervention Not Making Progress

Measure B

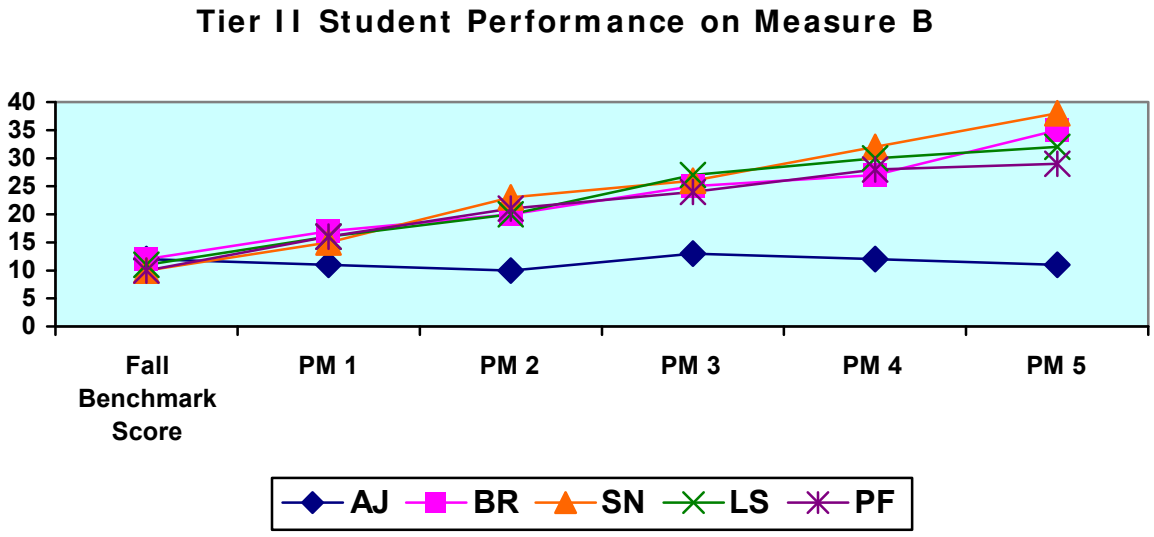


Table 10: Example of Student in Intervention Not Making Progress

VI. Diagnostic assessments should be considered for those students not responding to Tier II intervention. These assessments help teachers plan more responsive instruction by providing in-depth information about students' skills and instructional needs. The outcome of the diagnostic assessment may indicate a need to change the intervention to better meet the instructional needs of the student.

Resources for Progress Monitoring

Response to Intervention Progress Monitoring Resources for Grades K–12

The National Center on Response to Intervention has developed a progress monitoring tools chart. The chart does not recommend specific products, but is intended to be used as a consumer report, to help educators become informed consumers.
http://www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm

The National Center on Response to Intervention has posted on the website a manual authored by Lynn and Doug Fuchs on curriculum-based measurements and progress monitoring.
http://www.rti4success.org/resourcetype/using-cbm-determine-response-intervention

http://easycbm.com/

http://www.edcheckup.com

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