

Intensive Intervention in Reading

Module 4 Workbook

How Do Progress Monitoring and
Instructional Decision Making Work
Within Reading?

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Module 4 Checklist

Section	Assignment	Workbook	Online	Classroom Application
Intro	Video		<input type="checkbox"/> Watch Module 4 Introduction Video Presentation	
Part 1	Video		<input type="checkbox"/> Watch Module 4 Part 1 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	4.1	<input type="checkbox"/> Pause & Process: <i>Data-Based Intervention</i>		
Part 2	Video		<input type="checkbox"/> Watch Module 4 Part 2 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	4.2	<input type="checkbox"/> Stop & Jot: <i>Differences in Progress Monitoring Tools</i>		
	4.3	<input type="checkbox"/> Stop & Jot: <i>Case Studies</i>		
Part 3	Video		<input type="checkbox"/> Watch Module 4 Part 3 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	4.4	<input type="checkbox"/> Stop & Jot: <i>Using Benchmarks</i>		
Part 4	Video		<input type="checkbox"/> Watch Module 4 Part 4 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
Part 5	Video		<input type="checkbox"/> Watch Module 5 Part 5 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	4.5	<input type="checkbox"/> Application Activity: <i>Putting It All Together</i>		
Closing	Video		<input type="checkbox"/> Watch Module 4 Closing Video Presentation	

Guided Notes

Part 1

Objective

You will learn...

- How the DBI process applies to reading

Overview of Data Based Instruction in Reading

1. Present Level of _____
2. Set Ambitious _____ Goal
3. Implement _____ Instruction with _____
4. _____
5. Use _____ Rules

- CBM with _____ + _____ → How do I refine my instructional focus and determine if students are mastering what I teach?

CBM progress monitoring answers the following questions:

- **Are students responding to the _____?**
 - Are students meeting short- and long-term _____?
 - Are students making _____ at an acceptable _____?
 - Does the instruction need to be adjusted or changed (_____)?

A review of progress monitoring tools

General outcome measures (_____), such as CBM

- Evaluate overall progress toward meeting the _____
- Describes an individual student's _____ growth and development
- Provides an initial step in _____ for designing and _____ interventions
- Should be tested by _____

Mastery measures

- Evaluate progress toward _____ of a specific skill that is only _____ what is expected in that subject
- Can be designed by _____, given some assistance



Activity 4.2 – Stop & Jot

What is the difference between a GOM like CBM and a Mastery assessment?
Provide an example of each.

Selecting an Appropriate CBM

How do CBMs align with the “big ideas” in reading?

The 5 “Big Ideas” in Reading:

1. _____ Awareness
2. _____
3. Vocabulary
4. _____
5. Comprehension

Phonological Awareness

Measures	Recommended Grades
_____ Sound _____ (ISF)	Kindergarten
_____ Sound Fluency (FSF), also called _____ Sound Fluency (LSF)	
_____ _____ Fluency (PSF)	

Decoding (Alphabetic Understanding)

Measures	Recommended Grades
Nonsense _____ Fluency (NWF)	Late K-1
Word _____ Fluency (WIF)	_____
Oral Reading Fluency (ORF), also called _____ Fluency (PRF)	1-4 (and sometimes beyond)

Comprehension

Measures	Recommended Grades
Oral Reading Fluency (ORF), also called Passage Reading Fluency (PRF) (sometimes with comprehension questions)	1-____ (and sometimes beyond)
MAZE, also called _____	4, _____, 6 (and sometimes beyond)



Activity 4.3 – Stop & Jot

Case Study 1: John

John is a first grade student who is still struggling with a few letter names and many letter sounds. He also struggles with orally blending and segmenting spoken language. The majority of his instruction will focus upon phonological awareness and early reading skills.

Which CBM should you use (phoneme segmentation fluency, oral reading fluency, word identification fluency)?

Case Study 2: Cynthia

Cynthia is a 6th grade student identified as having a reading disability. Her fluency instructional level is 5th grade and she scores around the 10th percentile in fluency (bottom 10% of all 5th graders in number of words read correctly in a minute). She has particular struggles with vocabulary and comprehension as well as retelling what she has read. In other words, her decoding skills are about one grade level behind but her vocabulary and comprehension skills are several grade levels behind.

Which CBM should you use (oral reading fluency, word identification fluency, MAZE/DAZE)?

Choosing a level with Oral Reading Fluency: Grade Level or Instructional Level?

Assessment options:

- Grade level – for _____
- Instructional level – for _____

If a student's performance is well below grade-level expectations, _____ probes are unlikely to be sensitive to growth. _____ (or _____) assessment is warranted in these cases.

How do you determine the right instructional level?

Administer _____ ORF passages at the grade level at which you expect the student to be functioning by the end of the year.

Administering ORF with fidelity

Follow the _____ exactly

- Follow the directions the same way every time
- Keep the _____ the same (a quiet place, without obvious distractions)
- Keep the amount of _____ the same before assessment (you can discuss progress after)

_____ the same way every time

- Right is right: there is no credit for "but they're so close!"
- Accent, _____, and articulation-related pronunciation differences do not count as errors if the student follows the same pattern consistently
- Count the _____ response they give for an item as their answer (even if they changed a correct word to an incorrect one: the last is what they went with in the end)

During the testing

- _____ the stopwatch after the student says the _____ word of the passage. *(If the student is silent or struggles for 3 seconds with the first word of the passage, then mark the word as incorrect, say the word, and start the stopwatch.)*
- Follow along and mark the student's responses in the scoring booklet according to the scoring rules.

- At the end of _____ minute, place a bracket (]) in the text after the _____ word provided by the student.
- Say, _____ and remove the passage

DORF notes

- Do not read the _____.
- If the student reaches the _____ of the page before the _____ is up, turn the page and continue on the next page.
- Scores are not _____.
- If the student is in the _____ of a sentence at the end of 1 minute, you may allow the student to finish the sentence, but only score the words said up to the end of 1 minute.

Scoring rules

Scoring rule: #1

Leave blank any words the student reads correctly. Inserted words are not counted. To be counted as correct, words must be read as whole words and pronounced correctly for the context of the sentence.

- If the student reads a proper noun with correct pronunciation or with any reasonable phonetic pronunciation, it is counted as _____.
- _____ must be read the way they would be pronounced in conversation.
- Numerals must be read correctly within the _____ of the sentence.
- Hyphenated words count as _____ words if both parts can stand alone.
- A word is scored as correct if it is initially misread but the student self-corrects within _____ seconds. Mark SC above the word and score as correct.

Scoring rule: #2

Put a slash (/) through any errors.

- Errors include words read incorrectly, substitutions, _____ words, hesitations of more than _____ seconds, words read out of order, and words that are sounded out but not read as a whole word.
- If a student reads the _____ word incorrectly multiple times in the story, it counts as an error each time.
- Students should read _____ as they are printed on the page.
- If a student skips a row, draw a line through the entire row and count the _____ words as errors.

Wait rule

- Maximum time for each word is _____ seconds.
- If the student does not read a word within _____ seconds, say the word and mark the word as _____.
- If necessary, indicate for the student to continue with the _____ word.

Discontinue rule part 1: DORF

- If the student does not read any words correctly in the _____ row of the first passage, _____ administering the passage and record a score of zero (0).
- Do not administer _____.
- Do not administer passages 2 and 3

Discontinue rule part 2: Fewer than ten (10) words in first passage

- If the student reads fewer than _____ words per minute in the first passage, do not administer Retell and do not administer passages 2 and 3.
- Record the score from the _____ passage.

Reminders

These reminders may be given _____:

- If the student stops reading (and it's not a hesitation on a specific item), say, _____.
- If the student loses her/his place while reading, _____.

Part 3

Objectives

You will learn...

- How to determine a baseline starting point
- How to set a goal using CBM

PLEP

Administer ___ different probes within _____ hours. Use the _____ (middle) score as the baseline.

Example:

- 12, 11, 20: median is _____
- 15, 20, 17: median is _____

What is the student's baseline if their scores are—

- 69, 71, 73

Setting an Ambitious Long-Term Goal

- An ambitious yet realistic long-term goal is needed to help us evaluate the _____ of our instruction.
- This module provides goal setting _____

Goal Setting

Determine the end-date of the instructional period in which you will monitor progress.

- The _____ period is often the end of the semester or school year.
- For students receiving special educational services, the end date is often the end of the _____ cycle.

Determine the level at which you expect the student to perform at the end of this instructional period (_____ & _____).

This level is the student's _____ goal.

There are two general methods for setting goals:

1. Using _____
 - a. Assuming the student's baseline is established in fall, you can use winter or spring (end of year) benchmarks to create your goal.
 - b. Benchmarks are established via the performance of the general population.
2. Using _____ of Improvement
 - a. This method can be used if the student's IEP date does not align well with a winter or spring (end of year) benchmark.
 - b. Multiply the Weekly Rate of Improvement you want your student to achieve by the number of weeks until the end goal date and add this score to their baseline.



Activity 4.4 – Stop & Jot

Now you try it! Create an End of Year Benchmark.

Anna is a 5th grade student. Her baseline in the beginning of the year on DORF was 95 wcpm.

1. Is she at-risk?
2. Write down her goal for the end of the year.

		ORF-WRC
		Beginning
Fifth Grade	Middle	150* 117
	End	155* 132

What about accuracy goals?

Accuracy goals should target 95% accuracy or better. DIBELS provides suggested accuracy goals.

Accuracy goals would be good for students who attempt to read too quickly and make many mistakes, such as readers who routinely guess at words. However, we recommend tracking _____ even if employing an accuracy goal.

Part 4

Objective

You will learn...

- How to use data to make instructional decisions including determining if:
 - students are responding to intervention
 - students are meeting short and long-term performance goals
 - students are making progress at an acceptable rate
 - instruction needs to be adjusted or changed

Using data to make instructional decisions

Recall that progress monitoring answers the following questions:

- Are students responding to the _____?
- Are students meeting short- and long-term _____ goals?
- Are students making progress at an acceptable _____?
- Does the _____ need to be adjusted or changed?

We'll discuss instructional decision making

How to decide if students are responding to an intervention and whether we need to make an _____?

Terminology we'll use to examine graphs

- Adaptation
- _____ (ROI)
- Aimline
- _____

Decision Rules

- Level
- Trend
- _____

Level

Level ... Compare student's data points to the goal line

- Ask yourself:

- Are most points _____ the goal line? ... _____ goal
- Are most points _____ the goal line? ... make a _____
- Are most points _____ the goal line? ... _____ as is

Trend

Trend ... compare student's rate of growth (the trend line) against the aim or goal line

- Ask yourself:
 - Is the trend line _____ or _____ than the aim line?....._____ goal
 - Is the trend line the _____ as or _____ with the aim line?....._____ as is
 - Is the trend line _____ or _____ than the aim line?....._____ instruction

Variability

Variability ... the amount of "bounce" between data points around the _____ line

- Ask yourself:
 - Is there a lot of _____ between scores?
 - Are the scores relatively _____?

In Summary: Your Decisions Are

1. Raise the _____
2. _____ as-is
3. Adapt _____

General Guidelines

- _____ data points for _____ decision
- _____ data points for any subsequent decision, unless.....
 - If you keep as-is, re-evaluate every 2-____ weeks

Misconception Alert!

1. Decision RULES are not really rules, but _____.
 - a. They are meant to guide your thinking and promote _____ changes to instruction.
 - b. They are not _____ requirements.
2. HOWEVER, this does not mean you can ignore the rules and keep instruction despite the data's trend.
3. DO NOT lower the goal except in very rare circumstances, such as you incorrectly established a baseline that was too _____.

Part 5

Objectives

You will learn...

- How to combine all components of DBI in reading to make better decisions about student intervention



Activity 4.5 – Application Activity

- You will need Excel for this task
- Open the Excel file to graph the data
- Write the answers to the questions in your Workbook

Your student's name is Celeste. She is a 4th grade student identified as having a learning disability in reading. You decide to use DIBELS Oral Reading Fluency (DORF). You give her 3 forms of DORF in fall and her WRC per minute were 50, 55, and 53. Her average %WRC per minute across all 3 probes was 89%. You decide to continue progress monitoring her using DORF once a week and use Enhanced Core Reading Instruction (Fien et al., 2015; Smith et al., 2016) as her intervention. You need to make a decision after 8 data-points (weeks). Her WRC per Minute and %WRC per minute for each week are below.

Week	WCPM	%WCPM
1	55	88%
2	57	89%
3	51	85%
4	60	90%
5	63	91%
6	65	90%
7	68	92%
8	50	85%

In Tab 1 in Excel:

1. Create a graph using Celeste's data
2. Use benchmarks found below to create a long-term goal
<https://intensiveintervention.org/sites/default/files/2017%20ORF%20NORMS%20PDF.pdf>

3. You should have a goal line starting at her baseline
4. You should have a vertical line indicating Intervention 1 with a description of the intervention
5. You should have her 8 weeks of WCPM and %WCPM data graphed with a trend line for WCPM only

Write down the answers to the following questions:

1. What was Celeste's baseline?
2. Is Celeste at-risk in reading?
3. Write your goal for Celeste. It should match your goal line in the graph and be written exactly as "By (date), Celeste will read at least (a number) of words correctly per minute on 3 consecutive trials as measured by 4th grade DORF.
4. According to the NCII tools for elementary reading Academic Intervention, is Enhanced Core Reading Instruction (Fien et al., 2015; Smith et al., 2016) a good intervention to start with? Why or why not?

5. Look at Celeste's weekly data in response to your intervention: should you keep or change the intervention? Why or why not?

Student Progress Monitoring Tool for Data Collection and Graphing
[Intensiveintervention.org/resource/student-progress-monitoring-tool-data-collection-and-graphing-excel](https://intensiveintervention.org/resource/student-progress-monitoring-tool-data-collection-and-graphing-excel)

Classroom Application:

Progress monitoring using ORF

- Select a student to progress monitor using ORF (or other appropriate measure). The student may be one of the students who is already receiving intensive intervention, OR you may select another student who you teach.
- Monitoring of your "case study student" will be conducted 2x/week throughout the course.
- Use Excel to enter and graph your data
- Routinely look at the data (e.g., every 4 data points).
- Use the decision rules presented in this module to make decisions.

Reading:

Progress monitoring briefs

- Read **Progress Monitoring Briefs #1-3** from the National Center on Response to Intervention.
- Information provided in these Briefs will help you implement your Classroom Application.
- . . .If you're interested in communicating data to parents, Brief #4 is provided for your information (it is *not* required reading).