

MONITORING STUDENT PROGRESS WITH AVE:PM

Monitoring Students Progress in Reading & Writing

Susan Rose, Ph.D.

Professor Emerita

University of Minnesota-TC

srose@umn.edu

Stepping Up Grant

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Outcomes

- Identify valid data-based formative measures to monitor Deaf and Hard of Hearing students' academic progress.
- Describe how data can be used to determine students' progress.
- Access to AVE:PM and FlipGrid

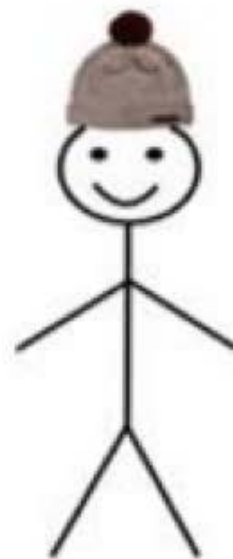
Assessment

- (LOUD GROAN)
- (ROLLING EYES)

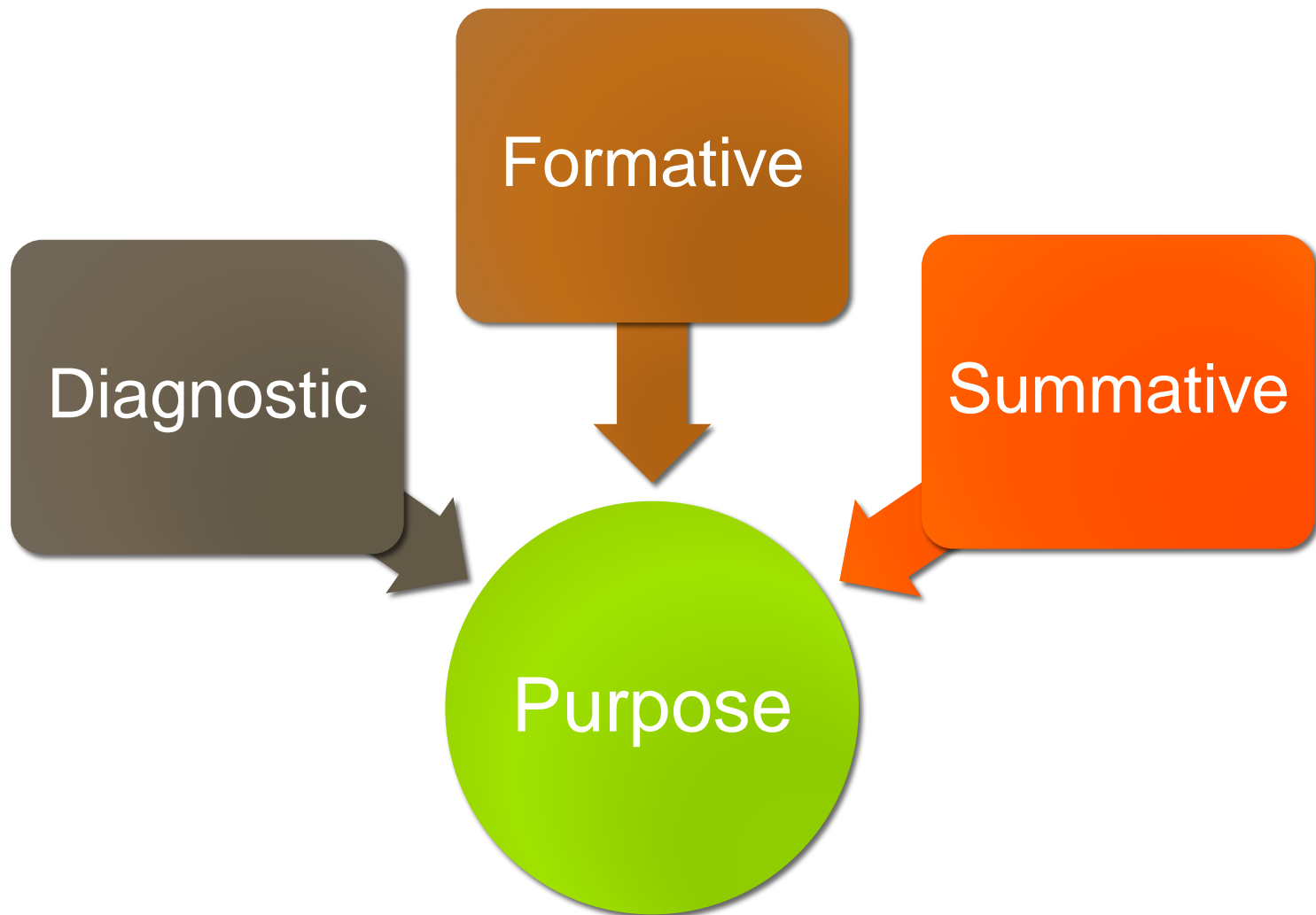


**This is Tina. Tina is a teacher.
Tina wants to teach.
If Tina wanted to test all day, she would
have gone to school to become a tester.**

**Be like Tina.
Be a teacher.**



Purpose of Assessments





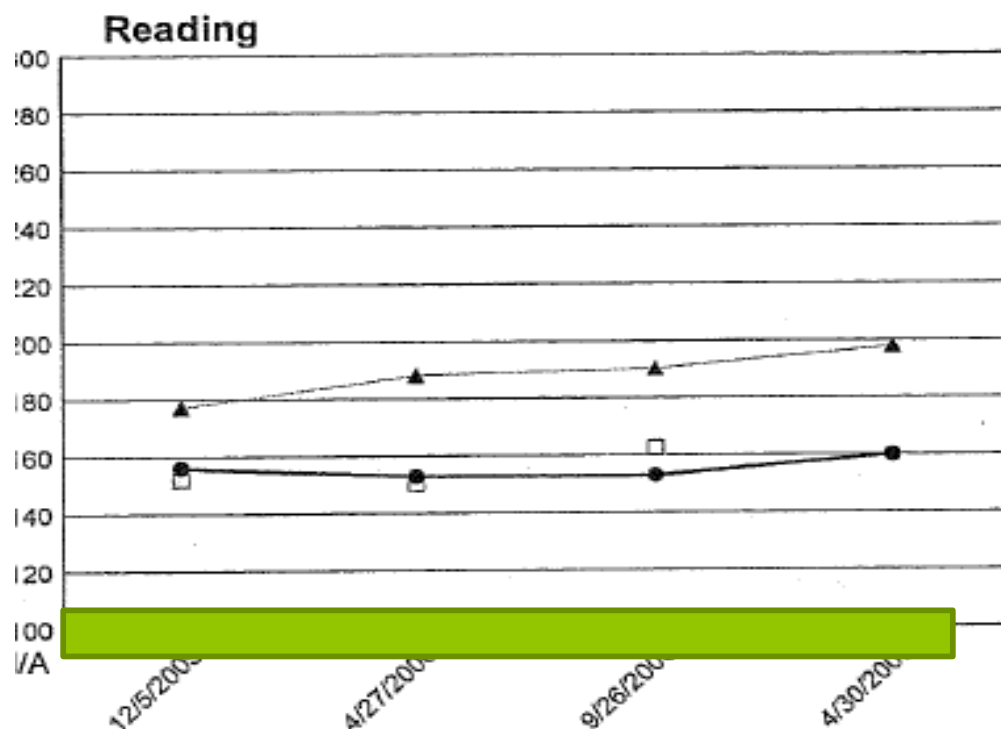
Progress Monitoring: What is it?

- ▶ PROCESS for ongoing data collection of skills important to student success. (Formative)
- ▶ PROCESS where teachers are able to alter instructional variables to meet individual student needs. (Formative)
- ▶ PROCESS that can be used for decision making.(Formative)

Why We Monitor Student's Progress!

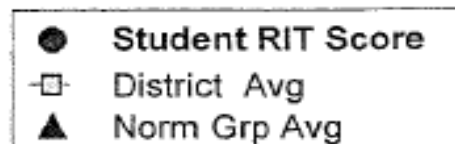
- Effective Teachers:
 - Students of teachers who monitor student progress demonstrate greater growth than students who were not monitored.
- ESSA:
 - State flexibility in assessment protocols
 - Accountability reported by State
- Endrew F. vs. Douglas County School District
 - Rowley decision defined progress as adequate
 - Endrew decision defined progress as a mandate

NWEA-MAP Pre/ Post Standardized Measures



Student RIT Score 160
Student RIT Range: 157-164
Percentile Range: 1-2
District Avg:
Norm Grp Avg: 197.9
Term Name: Spring 2007
Lexile Range: BR

152-166 Word Recog / Vocabulary
 148-163 Comprehension: Information
 160-173 Comprehension: Narrative
 150-166 Literature



Annual/ Quarterly/ Weekly Progress

- <http://www.nwea.org/sites/www.nwea.org/files/tutorials/primary-warmup/index.html> (NWEA sample test)
- 28 Schools for the Deaf in the US use the NWEA as a measure of student growth.
- What is the impact on Student Progress? (Sean Virnig, 2012)

Curriculum Based Assessments: (CBA)

- End of Chapter Tests
- Teacher made tests
- Portfolios
- Curriculum –based Reading Inventories
- Mastery Monitoring
- Curriculum Based Measurement (CBM)

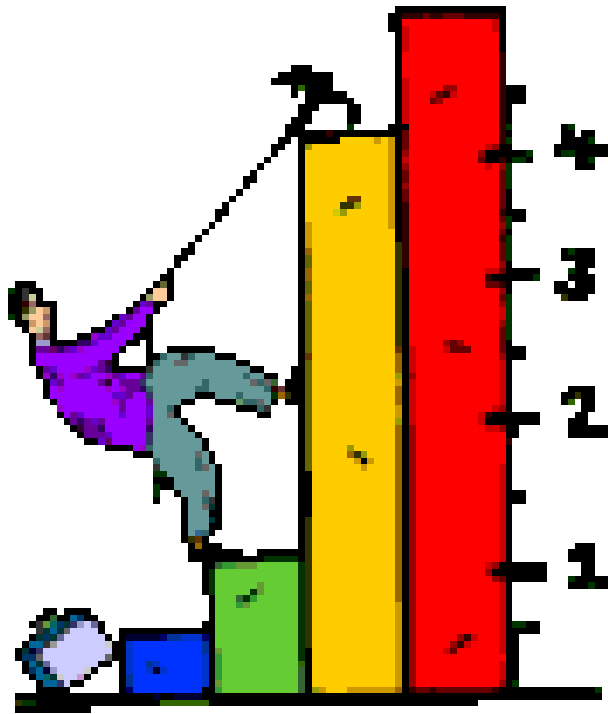


Technically Sound: Reliable & Valid Progress Monitoring Measures

- Mastery Monitoring (MM)
 - Skill- based
- Curriculum Based Measures (CBM)
 - General Outcomes

Progress Monitoring Measures

Mastery Monitoring (MM)



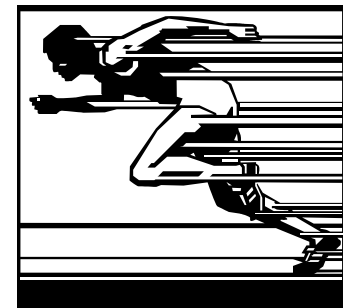
Curriculum Based Measures (CBM)



CBM: Curriculum Based Measures

- A **specific** approach to measuring student learning
- **Frequent** measurements (weekly; monthly)
- Equivalent forms of the **same task**
- **Across** extended periods of **time**
- Outcome is the **rate of change** demonstrated in the performance of a task of the same difficulty.

- (Deno, 1992)



THINK WEIGHT WATCHERS/ WI FIT/ Foot Path

Establish s base-line

Set a goal

Monitor progress
toward that

GOM-General Outcome



CBM: Characteristics

- Reliable and Valid (technically sound)
- Easy to Administer (usable)
- Time Efficient (frequently used)
- Effective (functional information)
- Can be used to communicate
 - Deno (1992) The nature and development of Curriculum-Based Measurement. *Preventing School Failure*, 36,2, 5-10

CBM- An indicator of performance

- Assessment of a broad range of skills using an “indicator” or probe!
- Standardized Administration
- Standardized scoring
- Comprehensible & objective data



Tools for monitoring Progress

aimsweb

easyCBM[™]
LITE EDITION

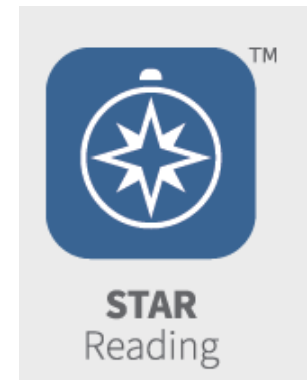
UO DIBELS

edcheckup

fast[Ⓢ]
Formative Assessment System for Teachers

Yearly
Progress Pro

avenue dhh[®]



Commonly Used CBM Measures

- *Oral Reading Fluency – number of words read correctly in one minute.*
- MAZE – Modified CLOZE strategy, number of correct words selected in one minute
- SLASH- fluency in Word/ Sentence identification
- WORDMARK- Written language fluency and grammatical accuracy

<http://avepm.com/info>

avenue pm

Four free apps to monitor student progress in reading and writing



Slash

Linguistic Fluency



Maze

Reading Comprehension and
Fluency



KidSpeak

Oral Reading Fluency



WordMark

Written Expression Fluency

Student Management System

My Classes

#	CLASS NAME
	Central Middle School
	Grade 3
	Language Arts
	Sue's Class

My Students

Roster

Score Tests

Progress

Survey

Error Report

Logout

#	Name	Login	Grade	Reading	Gender	Disability	Language	Placement	Manage
Please select a class first.									

SLASH: Syntax controlled

H U M M I N G B I R D S L I V E I N
S O U T H A M E R I C A B U T T H E
P E O P L E W H O L I V E T H E R E
C A L L T H E M F L O W E R B I R D S

DONE



1 minute

Slash- Corrected/ Feedback

H U M M I N G ~~B~~ I R D S ~~L~~ I V E ~~I~~ N
S O U T H ~~A~~ M E R I C A ~~B~~ U T ~~T~~ H E
P E O P L E ~~W~~ H O L ~~I~~ V E ~~T~~ H E R E
C A L L ~~T~~ H E ~~M~~ F L O W ~~E~~ R ~~B~~ I R D S

Possible



NEXT



MY SCORE

5



1 minute

MAZE

THE CLUBHOUSE

Jake and Ahmed built a clubhouse in an old building on the farm. [] swept the floor and scrubbed
Which They Scrubs

the [] Then they painted the walls and [] in a table and chairs. They [] excited
when. sunny. walls. moved still place well were themselves

to have their first club [] They had a super clubhouse!
slowly. meeting. during.

FINISHED



MAZE Corrected

THE CLUBHOUSE

Jake and Ahmed built a clubhouse in an old building on the farm. They swept the floor and scrubbed
Which Scrubs

the walls. Then they painted the walls and moved in a table and chairs. They were excited
when. sunny. still place well themselves

to have their first club during. They had a super clubhouse!
slowly. meeting.

CORRECT

INCORRECT

MY SCORE

4

1

=

3

NEXT



WordMark

I wish people would stop

asking me to do things . My dad told me yesterday that the light in the pantry was died . He said you gave me junk .

So give me a good light bulb so I could chgange the light .

  CORRECT  0  INCORRECT  0 Total Words 41 Possible Spelling error

EXIT SAVE RESET ZERO

WordMark Corrected

I wish people would stop

✓
asking me to do things . My dad told me yesterday that the light in the pantry was died . He said you gave me junk .
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✗ ✗ ✗ ✗ ✓ ✓
So give me a good light bulb so I could chgange the light .

✓
CORRECT 37 INCORRECT 4 Total Words 41 Possible spelling error

EXIT

SAVE

RESET

ZERO

KidSpeak (Oral Reading Fluency)

Basketball is a great sport. It is good exercise and it can be played many ways. Basketball can be played alone, with another person, or as a team sport. The goal of basketball is to put the ball through a basket or a hoop. The hoop or basket is 10 feet from the ground. There are three ways to score points in basketball. There is the two point shot, a three point shot, and a free throw for one point. It takes practice to become a good basketball player. Professional basketball players practice at least two hours every day. They practice shooting. They practice dribbling and passing the ball. They also practice defense. Professional players play 82 games in one year. That is a lot of basketball!

KidSpeak Scored

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✗ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
Jenny was going on vacation. This year would be different. Usually her family camped but this time they were going
✓ ✓ ✓ ✓ ✓ ✓ ✗ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✗ ✓ ✓ ✓ ✓ ✓ ✓
to the city. There were many things to see. She even made a list. First was the amusement park. She wanted to ride
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✗
the Rocket and see the Haunted House. **Friends** said it was really scary. The roller coaster was also a must. The zoo
was next on the list. It had many new animals. She wanted to see kangaroos and the Siberian tigers. She was also
excited about the whales. And there were beautiful parrots. The animals were from all over the world. She would get
lots of pictures. Her camera would be busy. She would need lots of film.



00:10

00:11

Use the spacebar to pause / play the audio. Click/ double-click words to toggle Correct/ Incorrect/ Ungraded.

TOTAL WORDS = 122

WORDS READ 47

INCORRECT 4

= SCORE

43

✓ AUTO CORRECT


EXIT

SAVE

RESET GRADING

Weekly Visual Display-

Weekly Maze Scores Bigg Harry

 13 week(s) since last record

How to Use Data

Print Options

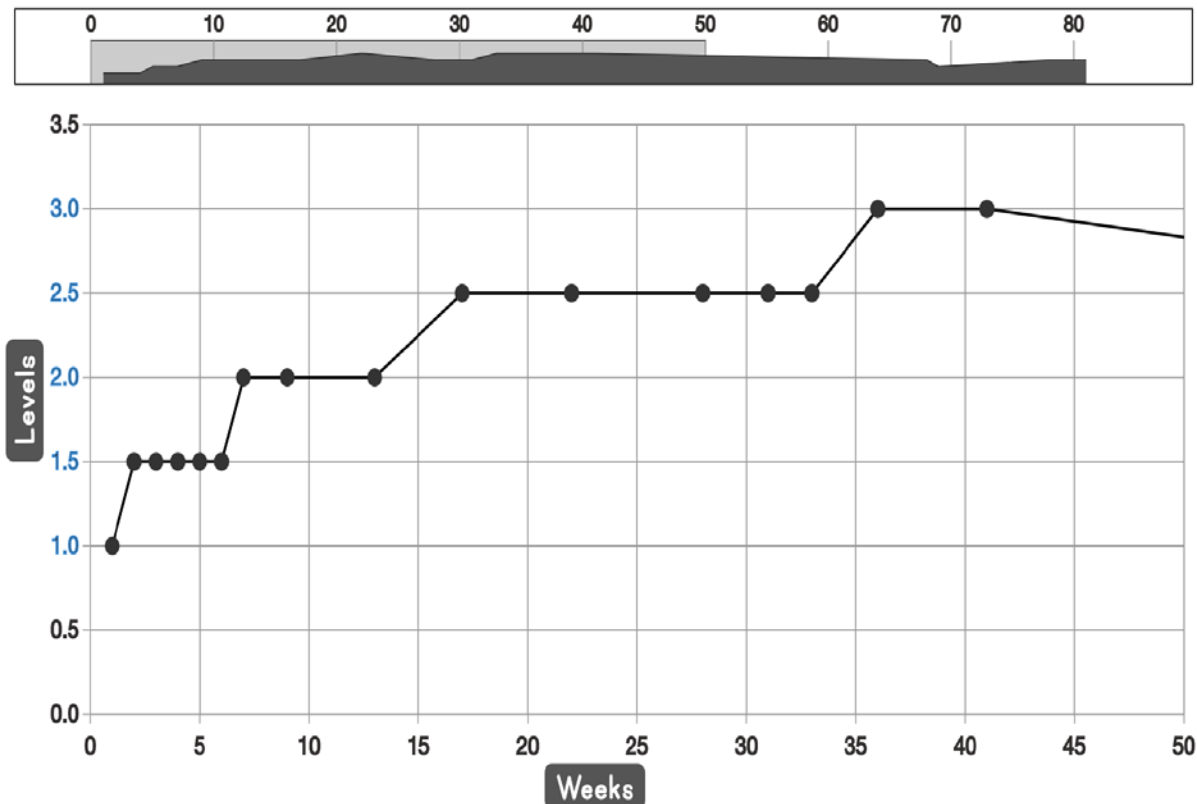
Show All Hints

Hint:

Drag the light grey bar to view data in different weeks.

Hint:

Click on a Level to view scores.



Show Hints ☒ ON

Scores within a level

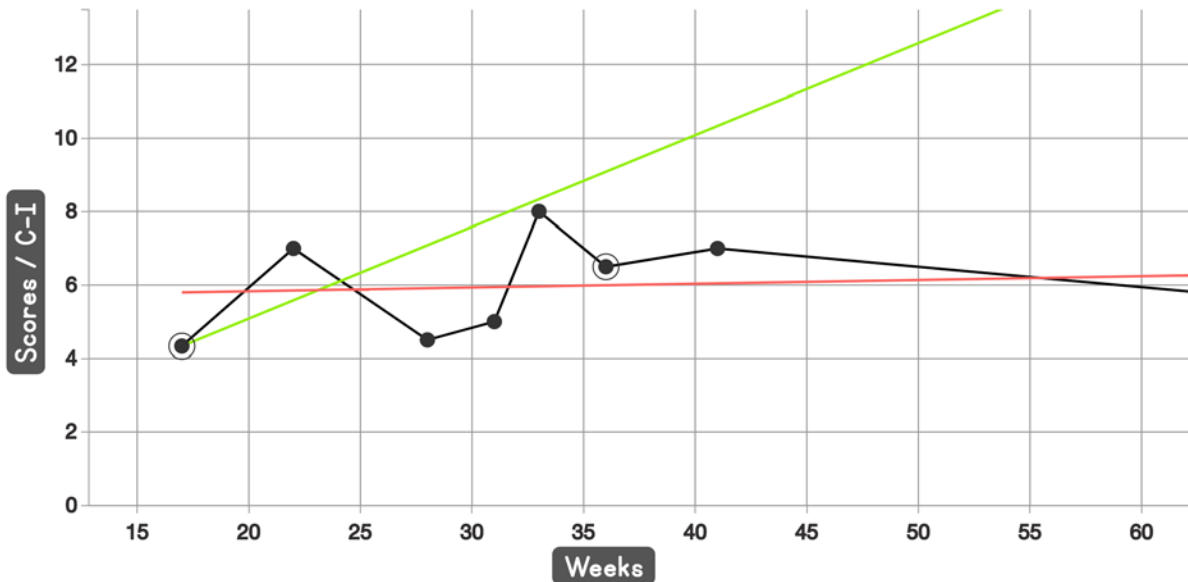
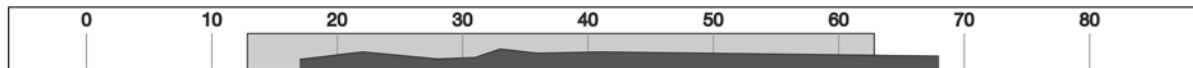
Average Maze Scores for Level 2.5 Bigg Harry

🕒 13 week(s) since last record

How to Use Data

Print Options

Show All Hints



Hint:

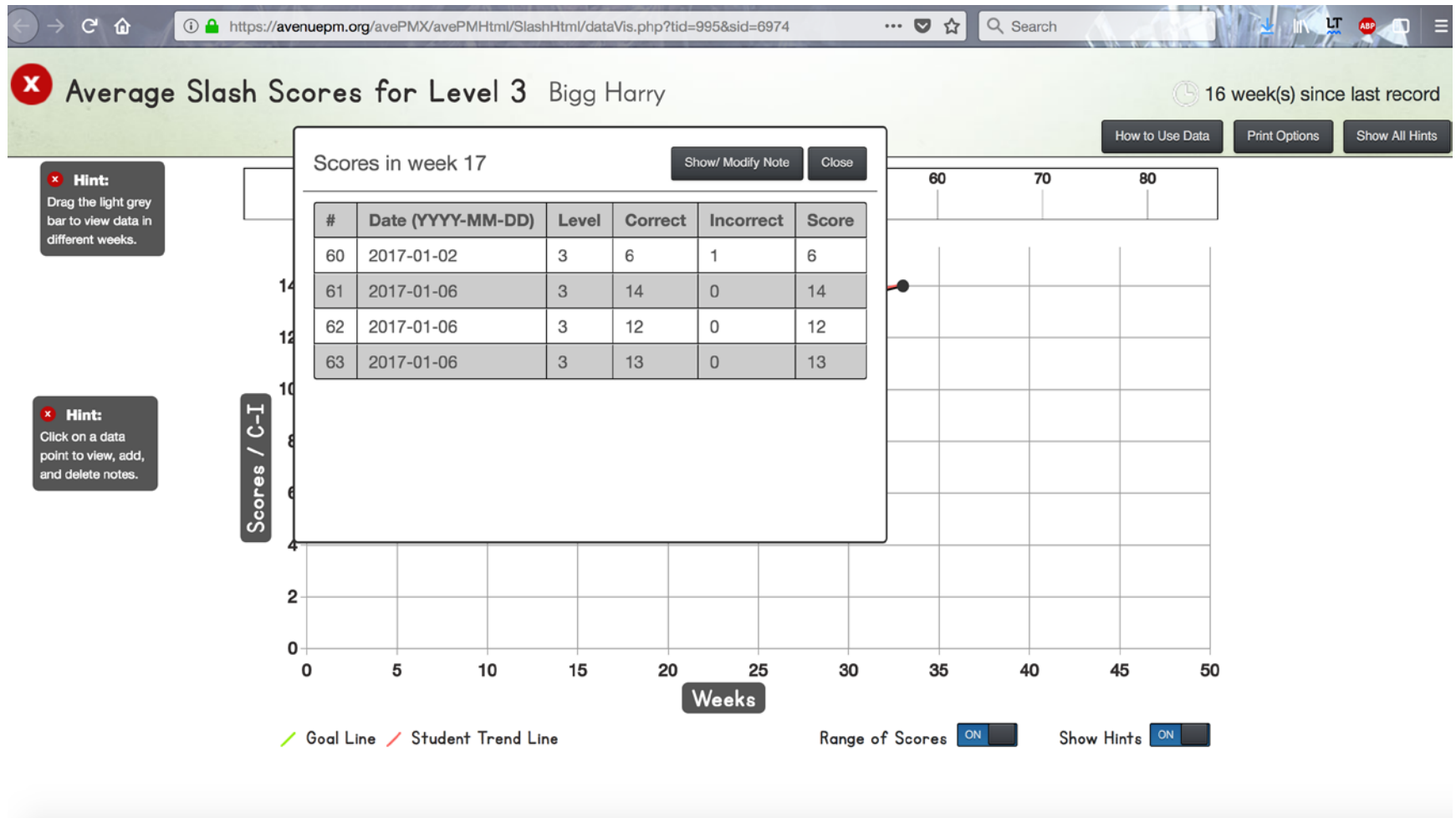
Click on a data point to view, add, or delete notes.

Goal Line Student Trend Line

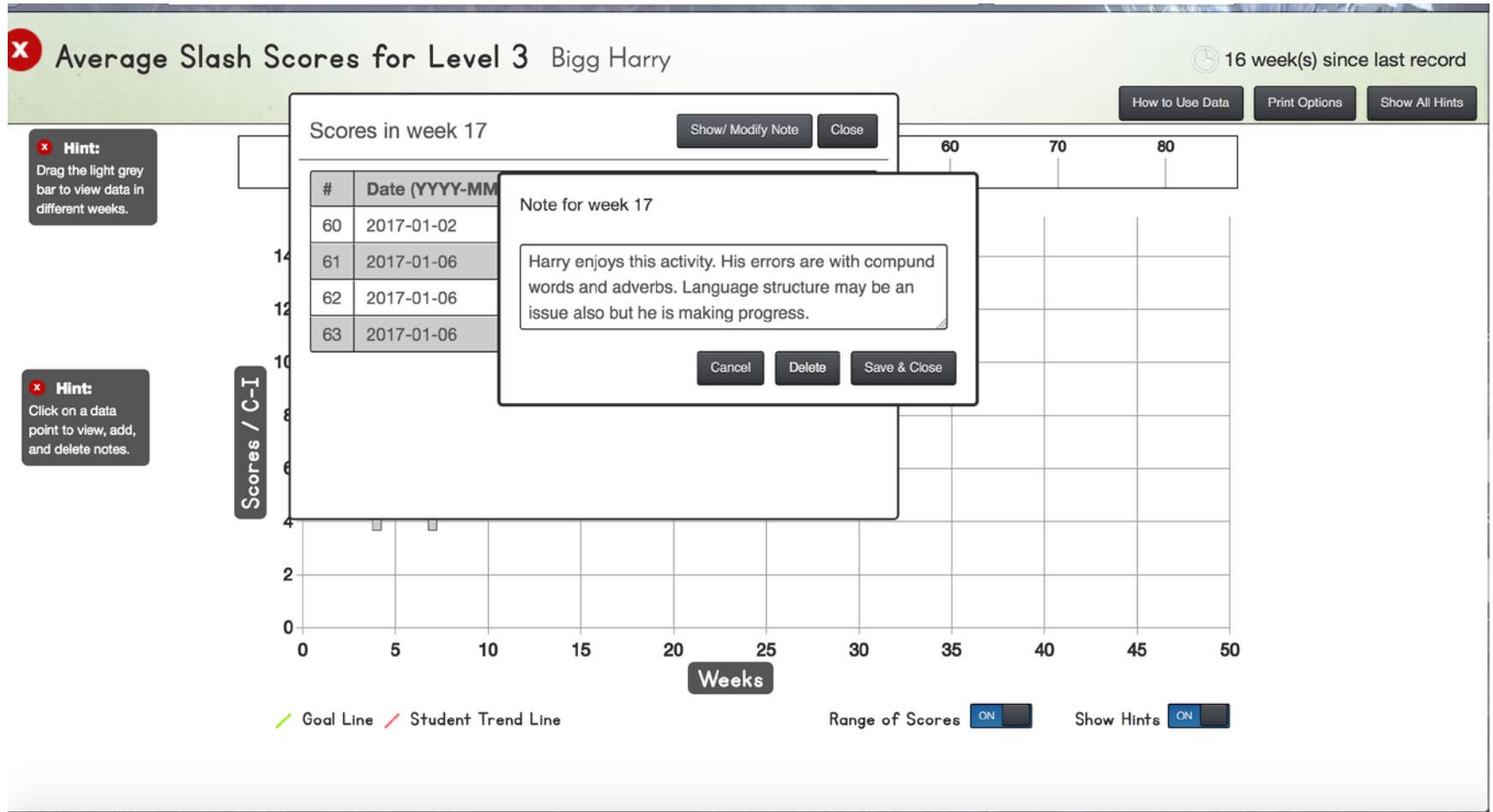
Range of Scores OFF

Show Hints ON

Data Table



Teacher notes



New Tasks Added in Fall 2018

- Picture Naming--- Signed and/or Spoken
- Word Sign/Say– Isolated Word Identification
- CopyRight- ASL Comprehension and Expression
- KidSign –Comprehension of English---Translation to ASL

New Format: Picture Naming



1 2 3 4 5 6 7 8 9 10



End Session

You have 1 minute



DHH Teachers' Use of CBM Measures to....

- Identify **a** student's growth
- Identify effectiveness of strategy, curriculum, communication mode, placement etc.
- Parent inclusion in student's progress
- Compare effectiveness of instructional interventions with **a** student
- Demonstrate effects or non-effects of specialized services
- Program accountability

Preliminary Findings

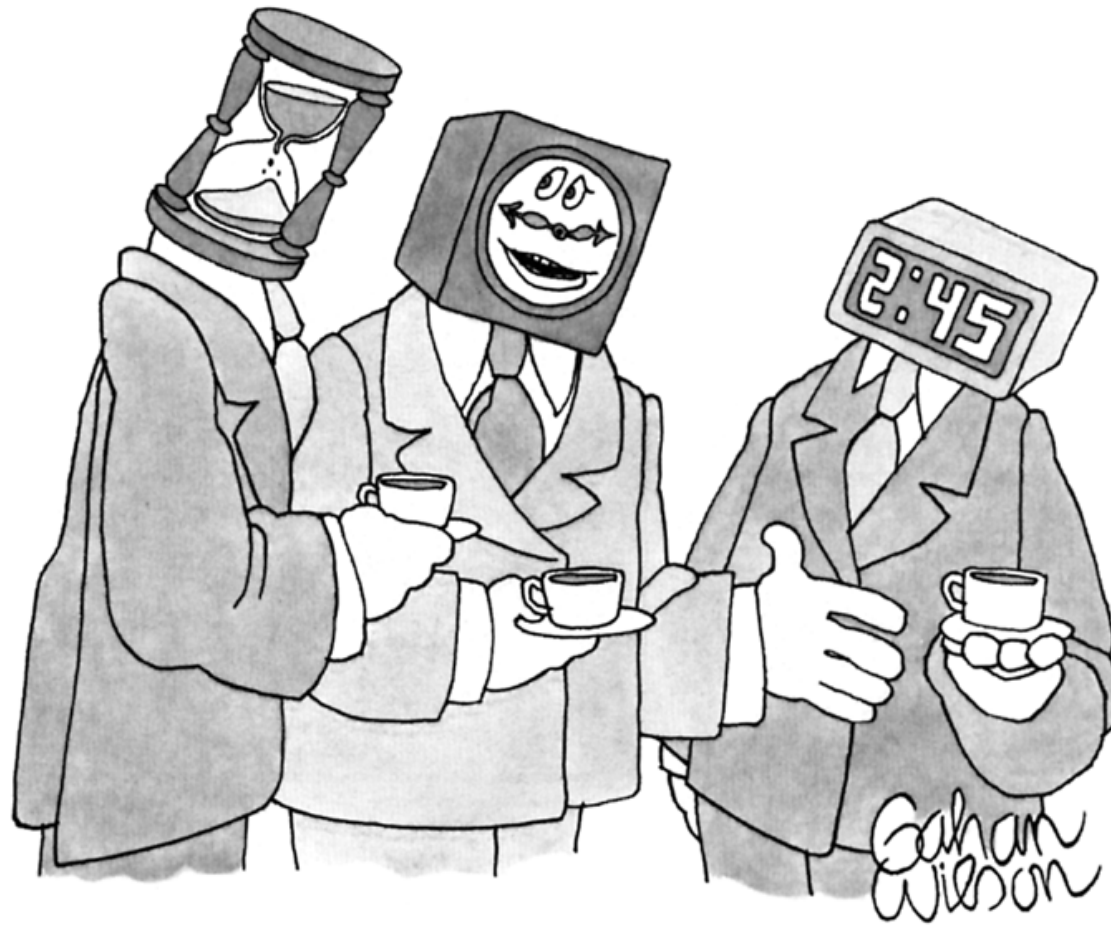
- High Student Motivation
- Increased time on task in reading and writing
- Increased data points for use in decision making
- Ability to self monitor
- Can be frustrating

CBM Research with DHH Students

MAZE:

- Deaf and Hard of Hearing Students
 - Correlation with NWEA:MAP .60-.93. (N=103)
 - Correlation with WJ-III .50-.87 (N=36)
 - Correlation with Teacher Ratings .68-.96 (N=10)
- Correlation with TOWL .72 -.79 (N=103)

We need data to show progress.



“Basically, we’re all trying to say the same thing.”

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From *The New Yorker Book of Technology Cartoons*.

Resources (FREE)

- www.studentprogress.org
- www.interventionalcentral.org
- www.progressmonitoring.net
- <http://avepm.com>
- www.cehd.umn.edu/resources-dhh

References

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