MONITORING STUDENT PROGRESS WITH AVE:PM

Monitoring Students Progress in Reading & Writing

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Stepping Up Grant

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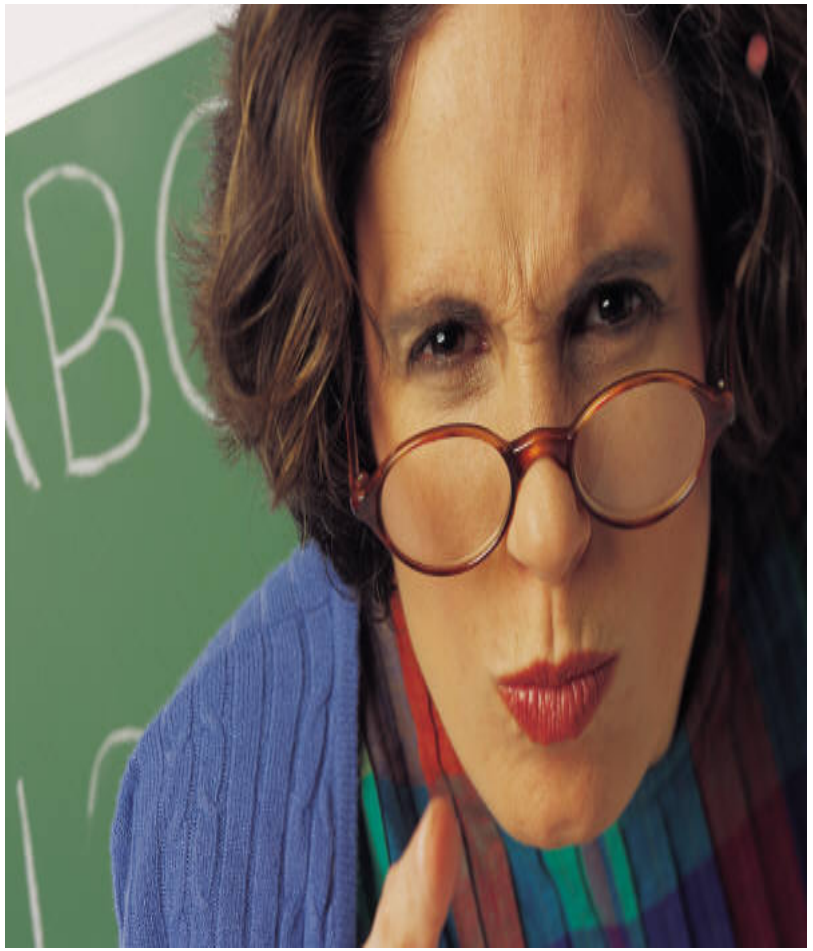
Outcomes

- 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

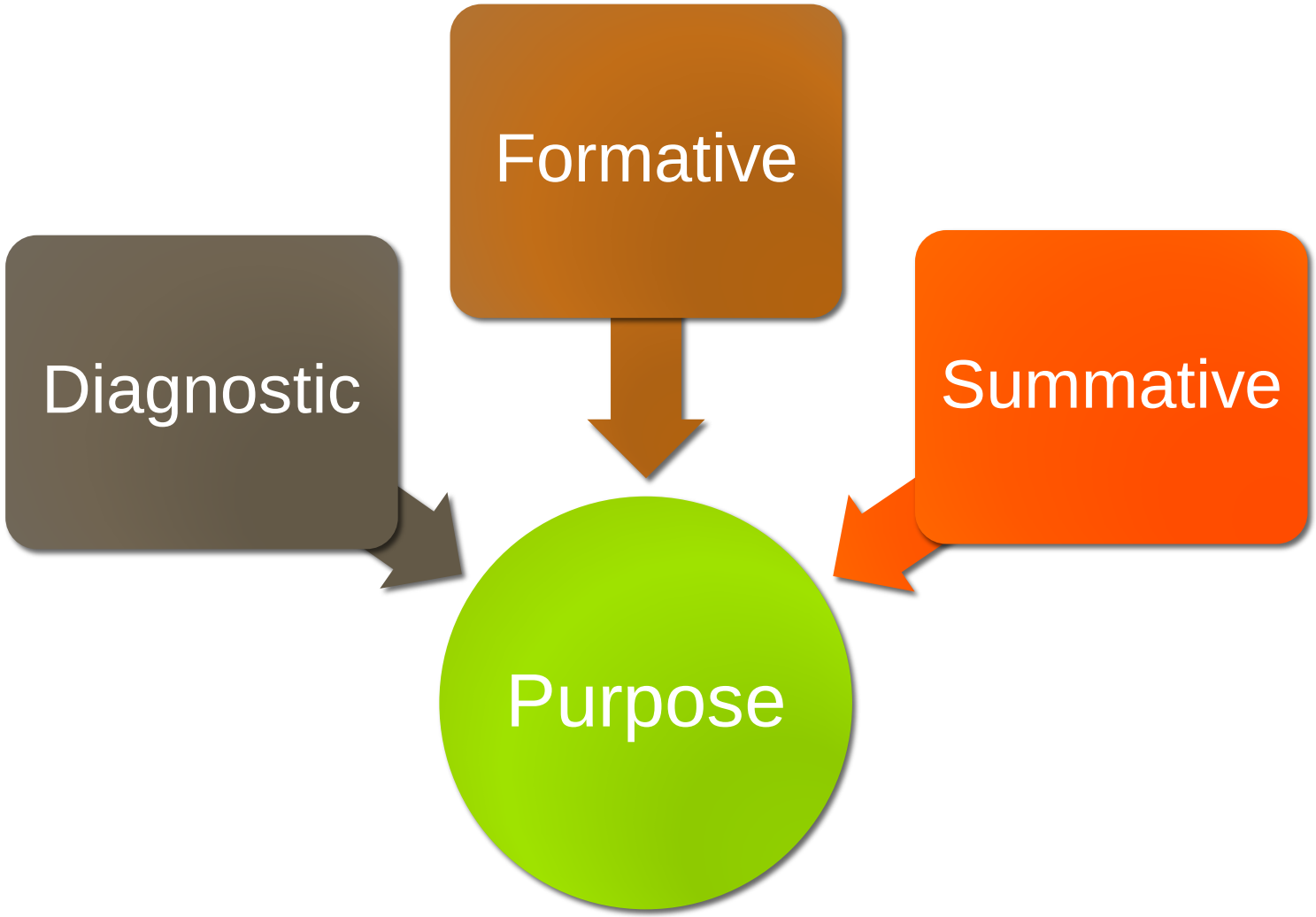
- (LOUD GROAN)
- (ROLLING EYES)



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



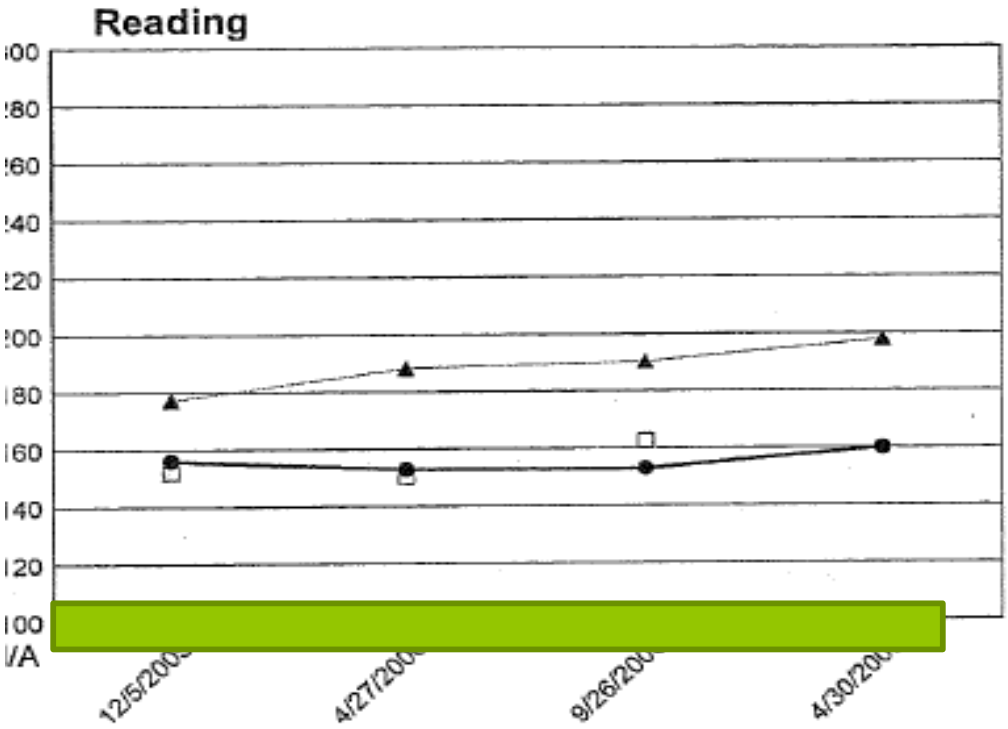
Progress Monitoring: What is it?

- 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!

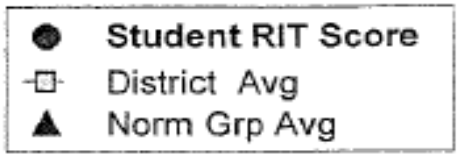
- Effective Teachers:
  - Students of teachers who monitor student progress demonstrate greater growth then students who were not monitored.
- ESSA:
  - State flexibility in assessment protocols
  - Accountability reported by State
- Endrew F. vs. Douglas County School District
  - Rowley decision defined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

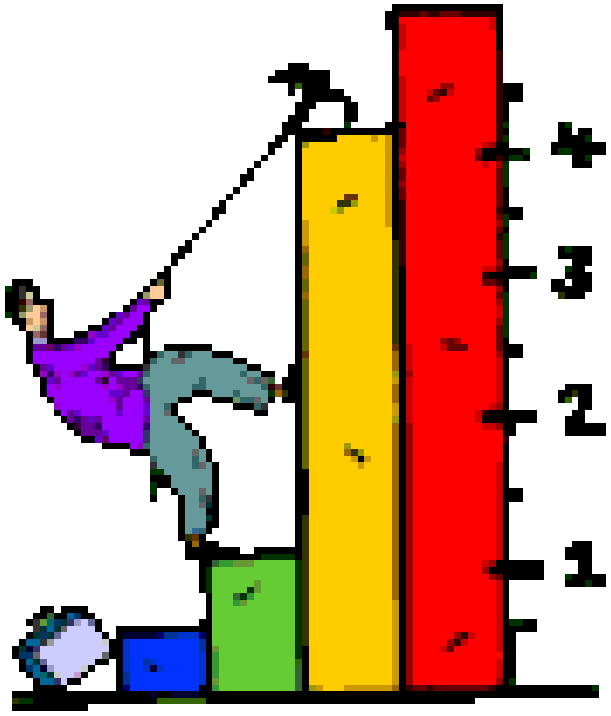
- Mastery Monitoring (MM)

  Skill- based

- Curriculum Based Measures (CBM)
  - General Outcomes

Progress Monitoring Measures

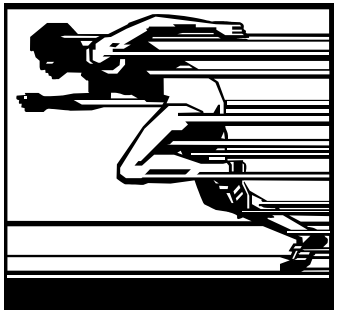
Mastery Monitoring (MM)



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

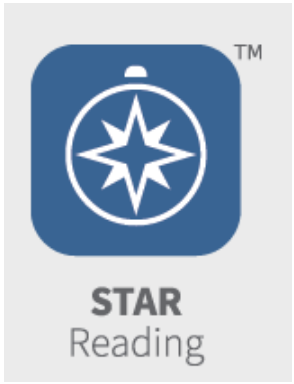
CBM: Characteristics

- 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



Commonly Used CBM Measures

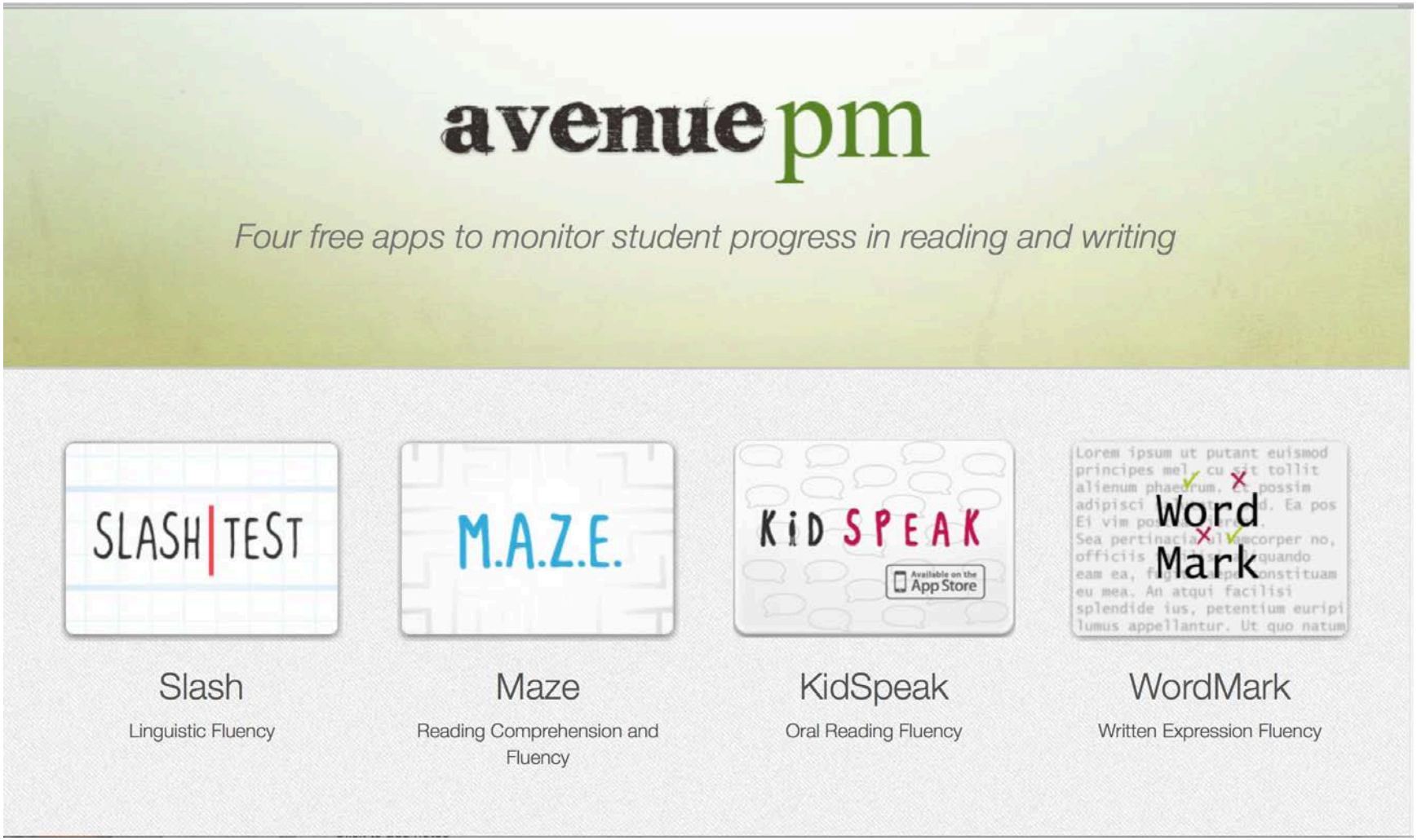
- *Oral Reading Fluency – number of words read correctly in one minute.*

- MAZE – Modified CLOZE strategy, number of correct words selected in one minute

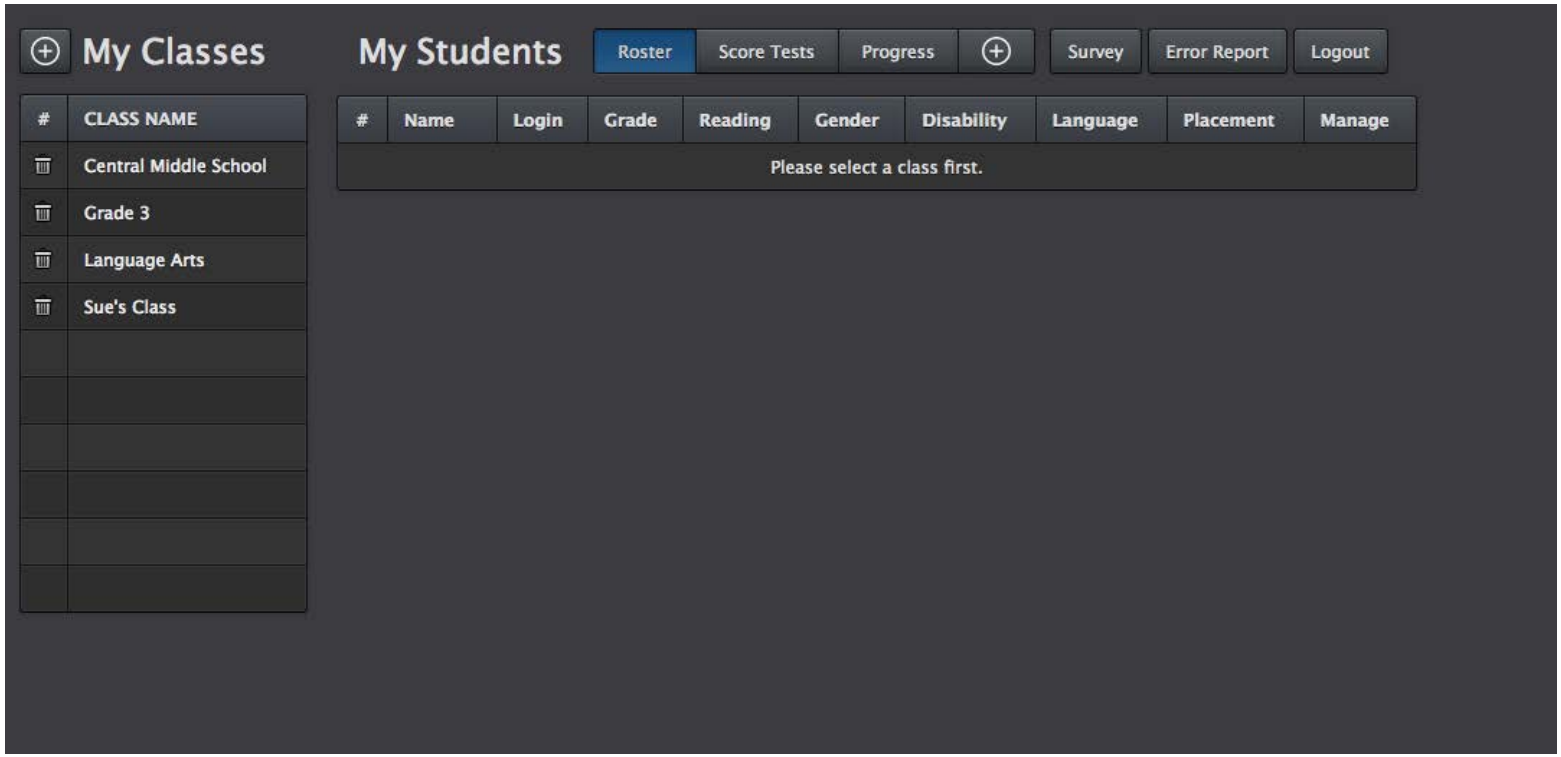
- SLASH- fluency in Word/ Sentence identification

- WORDMARK- Written language fluency and grammatical accuracy

http://avepm.com/info



Student Management System



SLASH: Syntax controlled

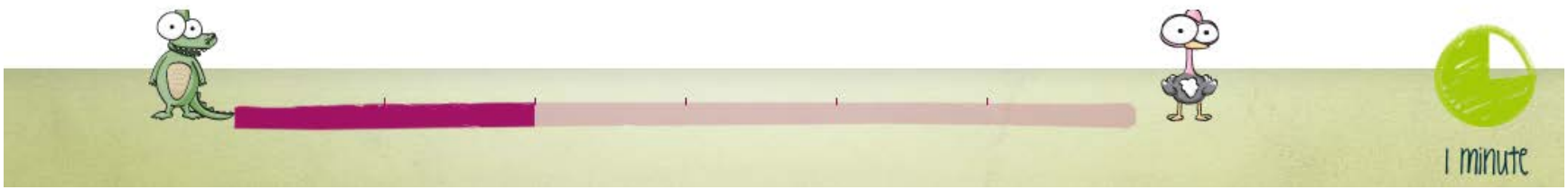
H U M M I N G B I R D S L I V E I N

S O U T H A M E R I C A B U T T H E

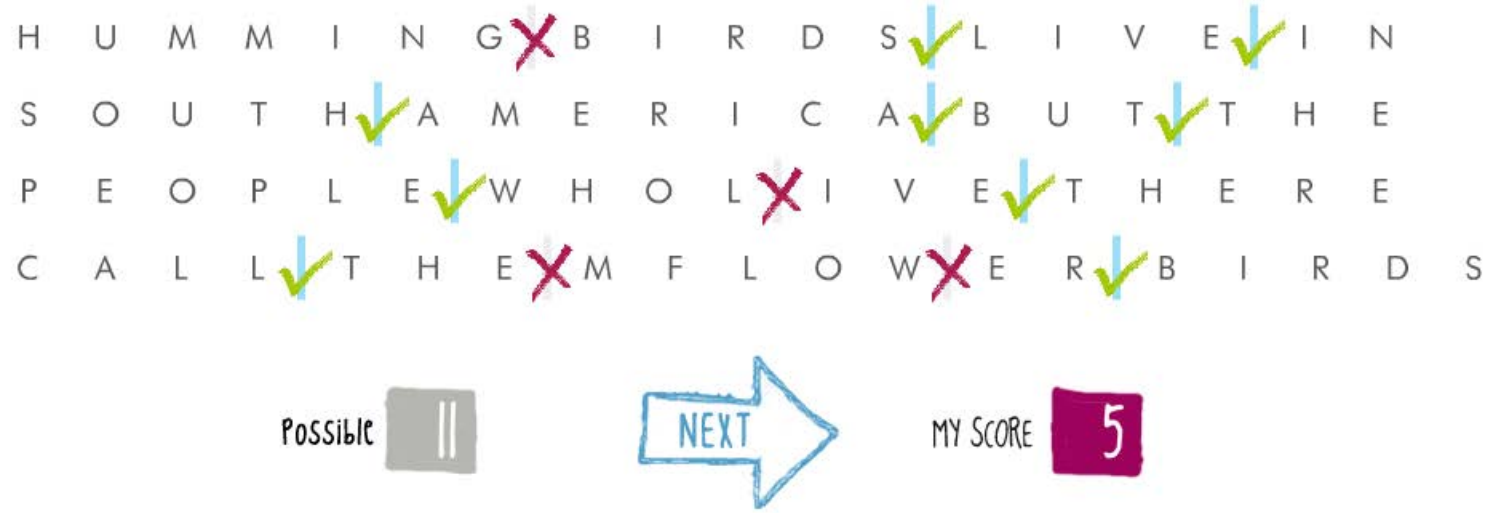
P E O P L E W H O L I V E T H E R E

C A L L T H E M F L O W E R B I R D S

DONE



Slash- Corrected/ Feedback



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

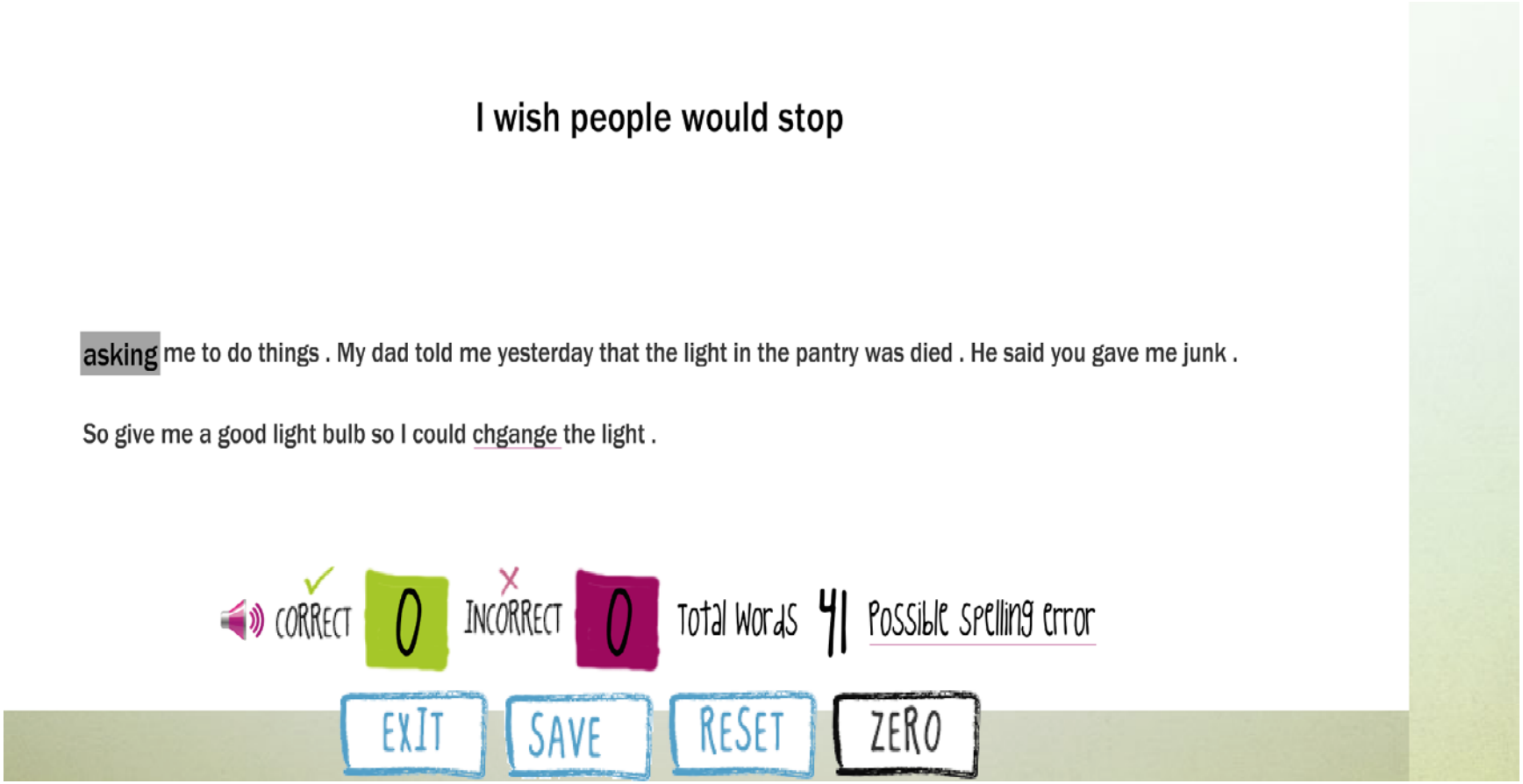
to have their first club _____ They had a super clubhouse!
slowly. meeting. during.

MAZE Corrected

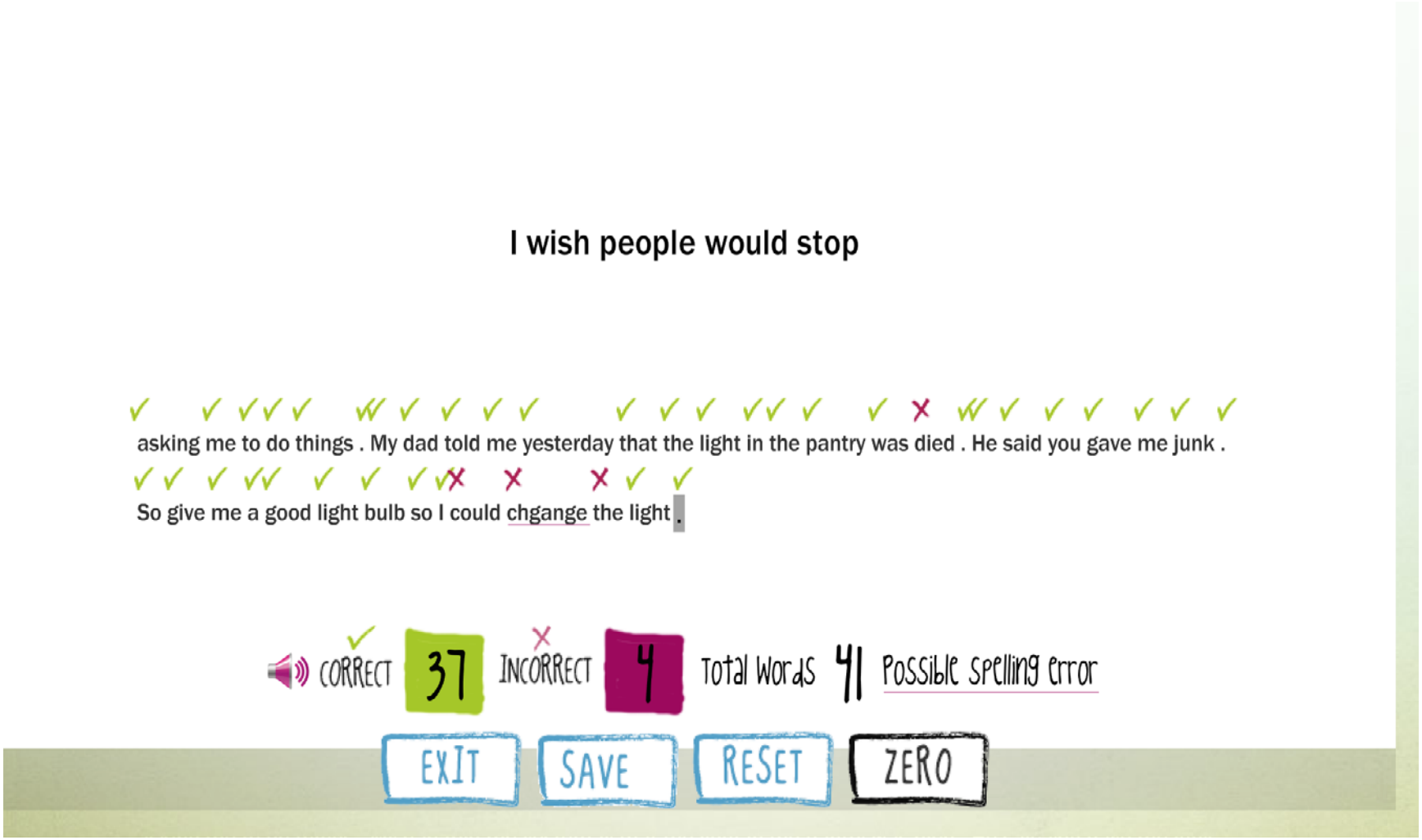
THE CLUBHOUSE

Jake and Ahmed built a clubhouse in an old building on the farm. They (Which, Scrubs) swept the floor and scrubbed the walls. (when, sunny.) Then they painted the walls and moved (still, place) in a table and chairs. They were (well, themselves) excited to have their first club during. (slowly., meeting.) They had a super clubhouse!

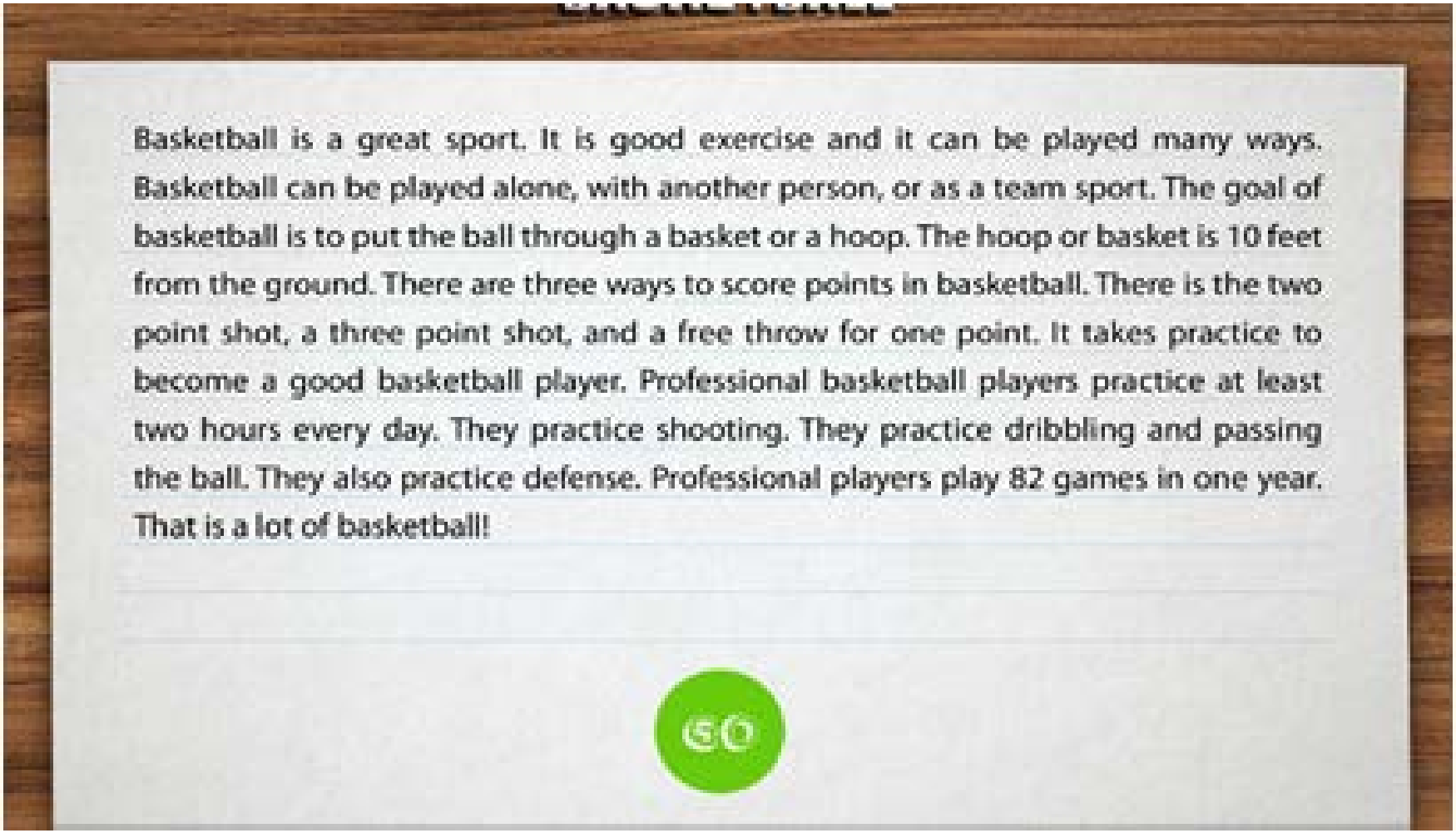
WordMark


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

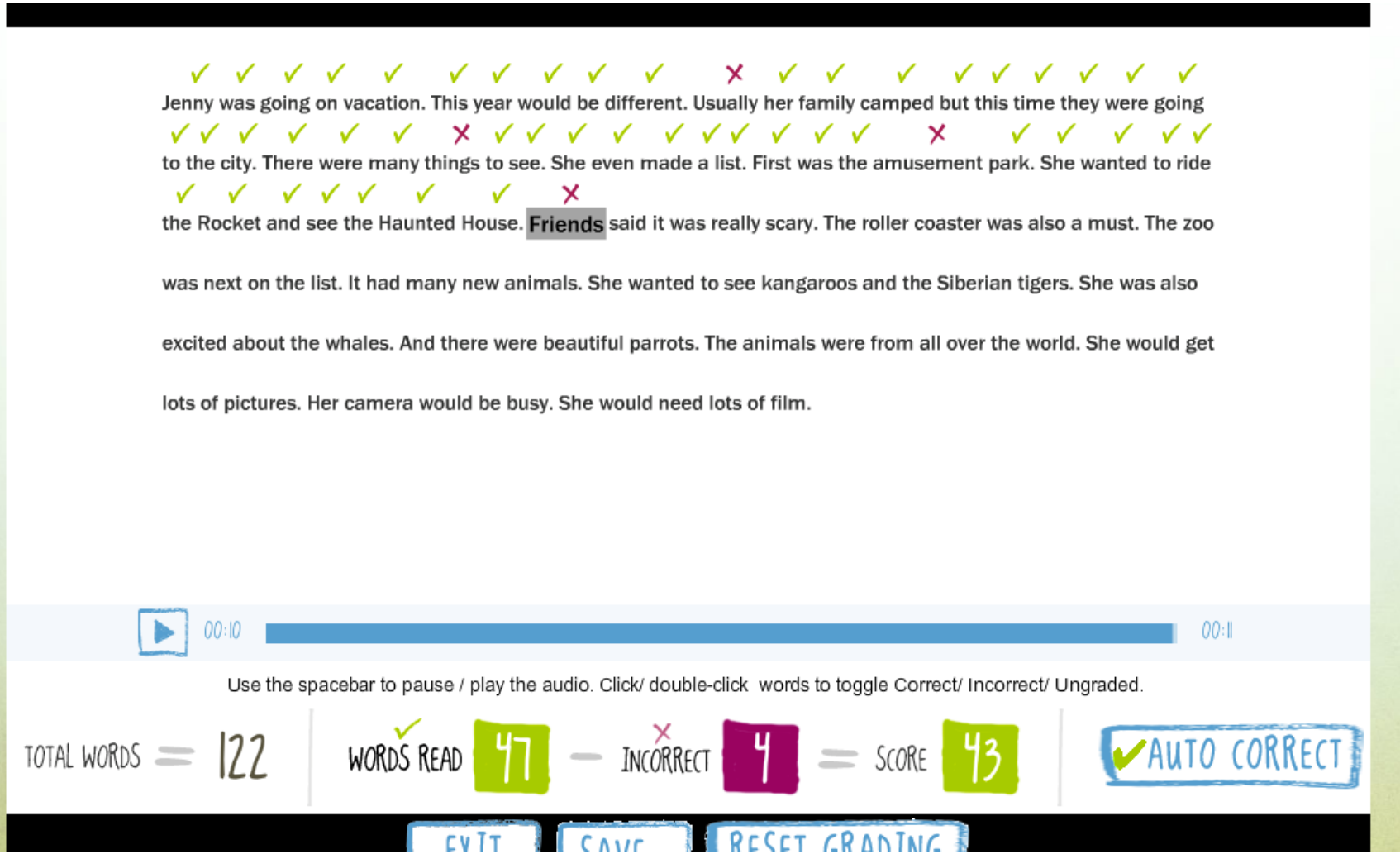
WordMark Corrected



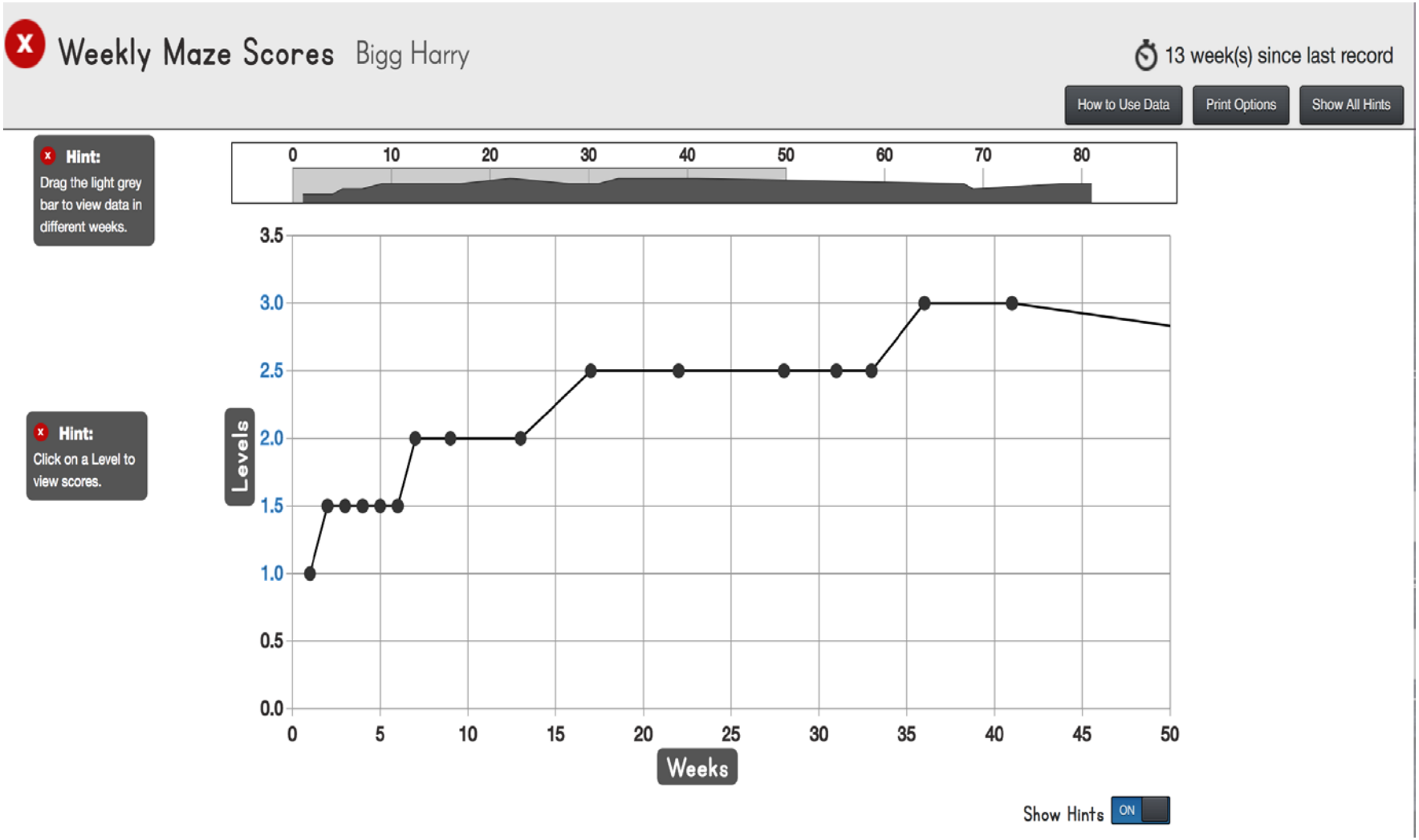
KidSpeak (Oral Reading Fluency)



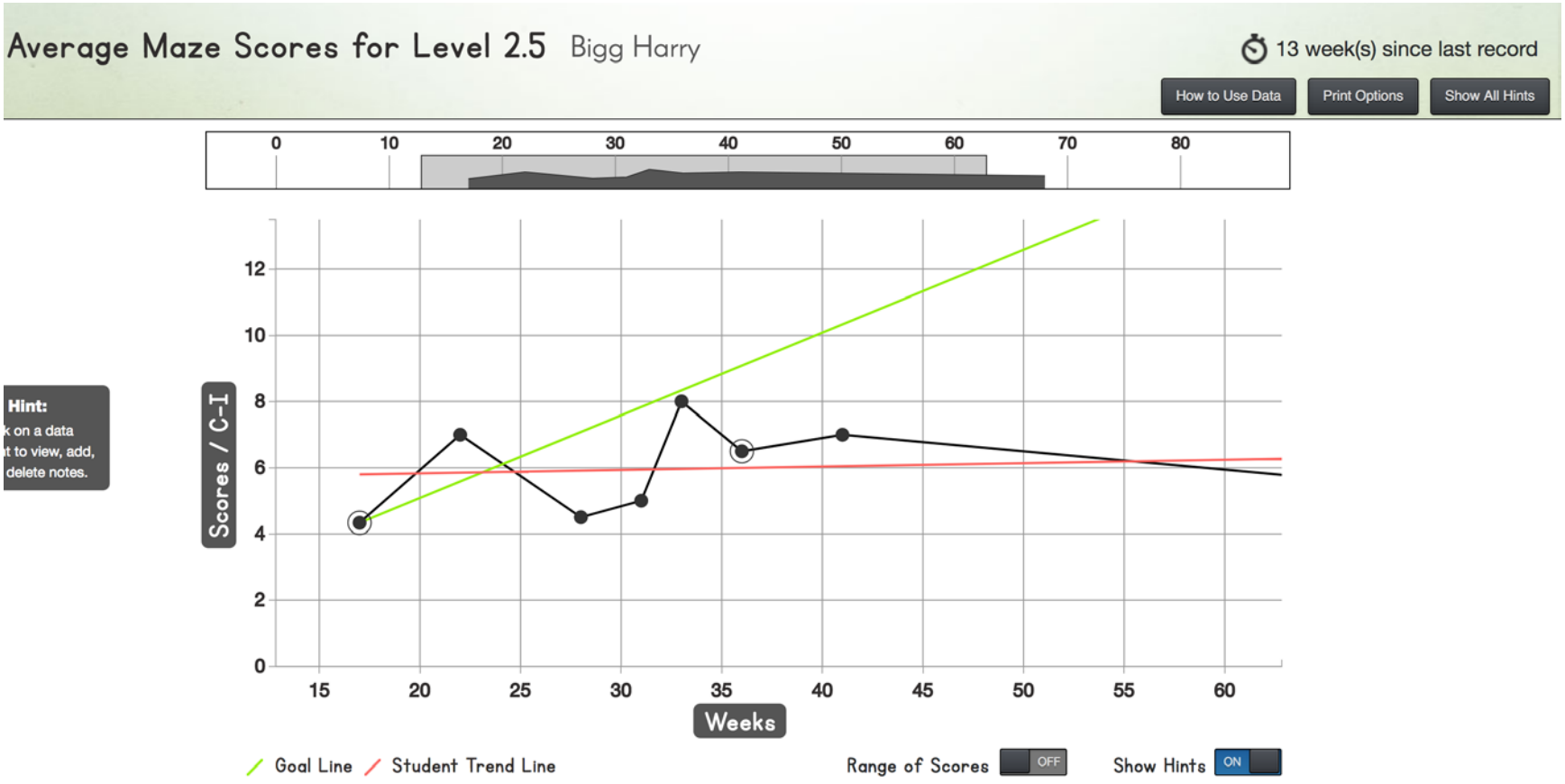
KidSpeak Scored



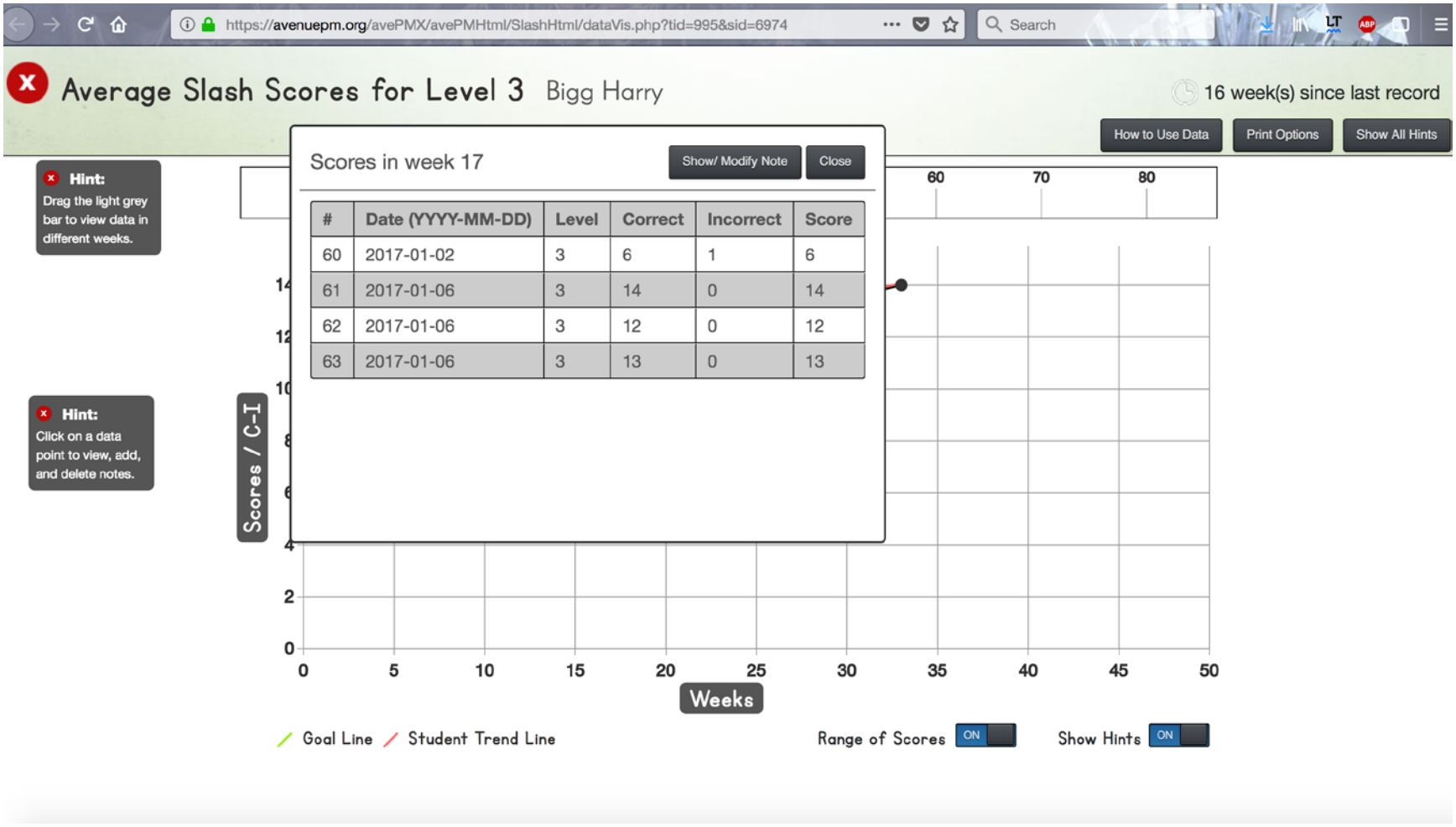
Weekly Visual Display-



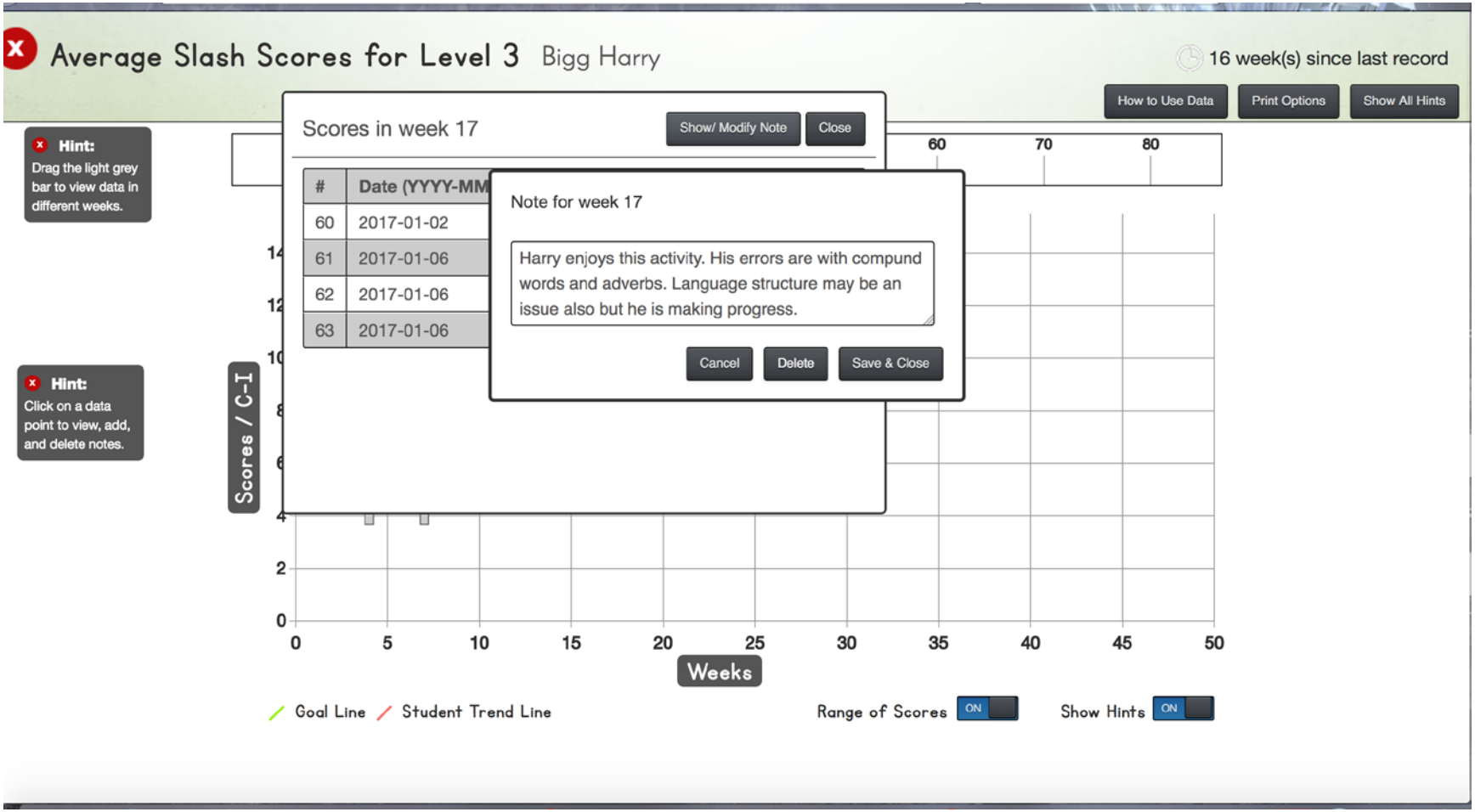
Scores within a level



Data Table


https://avenuepm.org/avePMX/avePMHtml/SlashHtml/dataVis.php?tid=995&sid=6974
Search
Average Slash Scores for Level 3 Bigg Harry
16 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 data point to view, add, and delete notes.
Scores in week 17
Show/ Modify Note
Close
| Date (YYYY-MM-DD) | Level | Correct | Incorrect | Score
60 | 2017-01-02 | 3 | 6 | 1 | 6
61 | 2017-01-06 | 3 | 14 | 0 | 14
62 | 2017-01-06 | 3 | 12 | 0 | 12
63 | 2017-01-06 | 3 | 13 | 0 | 13
Scores / C-I
Weeks
Goal Line
Student Trend Line
Range of Scores
ON
Show Hints
ON

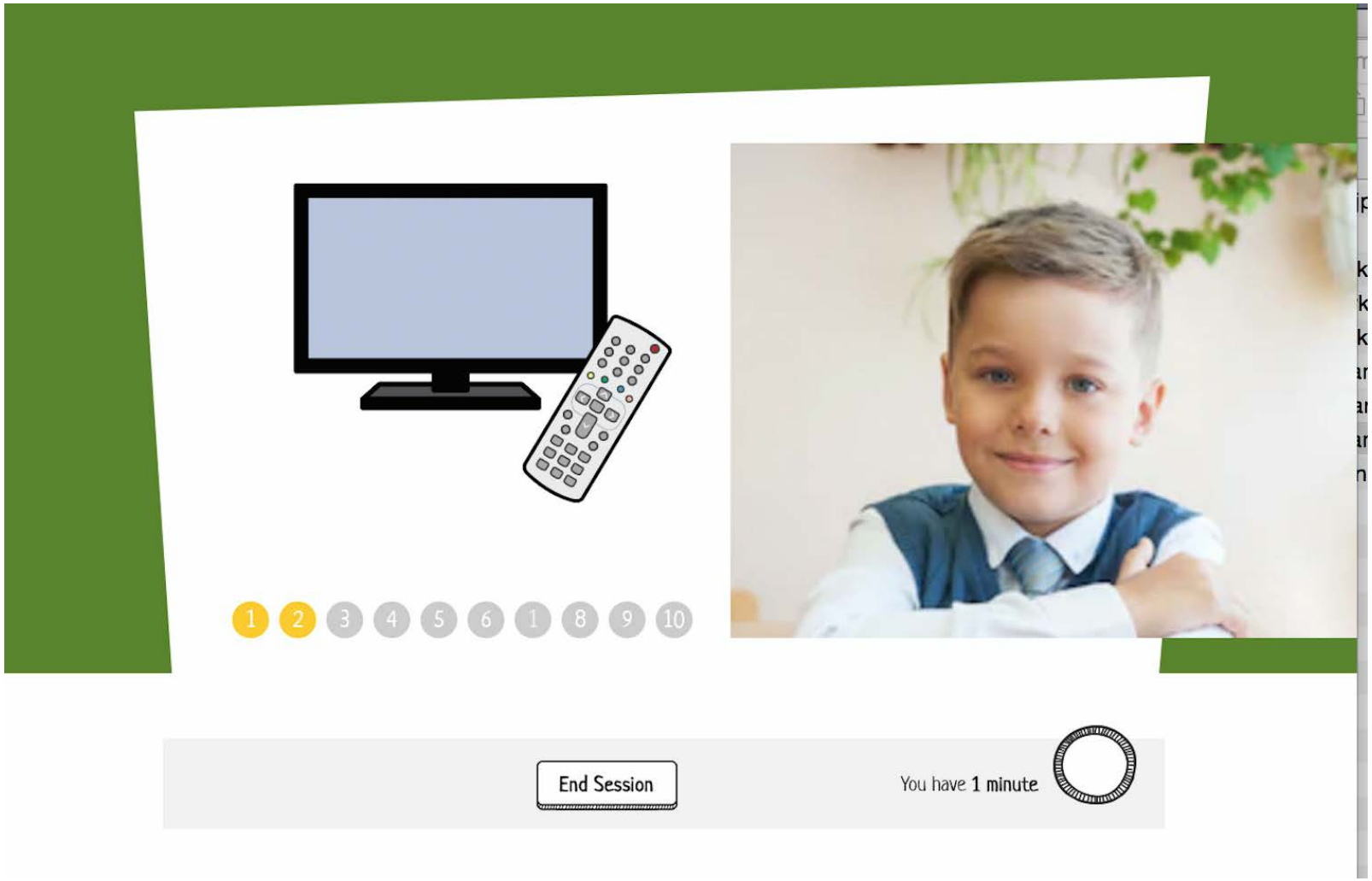
Teacher notes



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



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

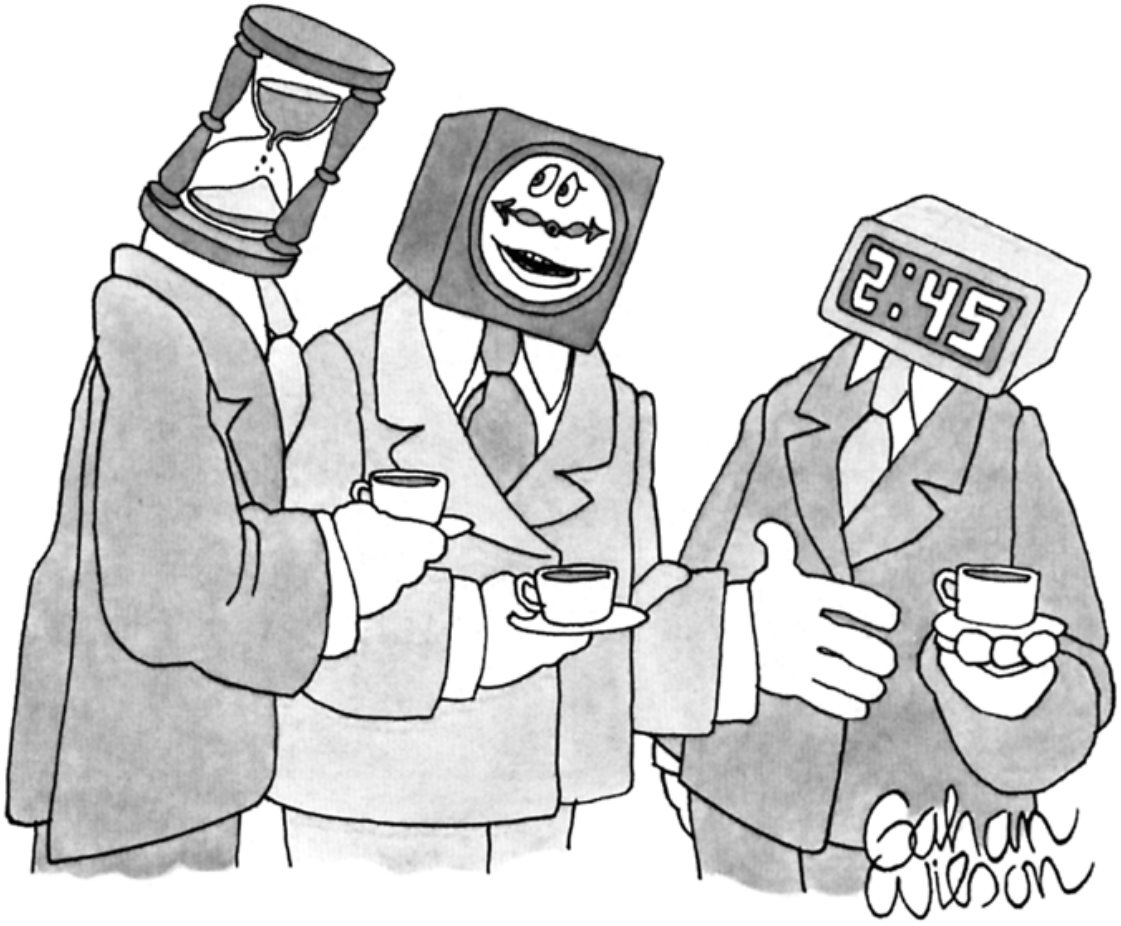
CBM Research with DHH Students

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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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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- *Fuchs, L.S., Deno, S.L. & Merkin(1984).* Effects of frequent curriculum-based measurement and evaluation on pedagogy, student achievement, and student awareness of learning*. American Educational Research Journal,* 21, 449-460*.*