

Progress Monitoring Tier 2 Reading Interventions

The purpose of progress monitoring is to:

1. determine if the intervention is working based on the expected rate of improvement on a norm-referenced measure
2. determine if the skills being taught in the intervention are mastered
3. inform instructional changes
4. collect documentation to inform future instructional decisions

There are two types of progress monitoring tools: **mastery measures** and **norm-referenced general outcome measures**. Mastery measures show that students are mastering the skills that are being taught (e.g. multi-syllabic decoding patterns, summarizing, etc.) and are usually criterion-referenced. General outcome measures are broader such as a CBMs (e.g. a grade level reading passage) and are generally norm-referenced. We recommend **classroom teachers** administer both to document that the specific skills taught are mastered and to show students are making progress toward grade level skills on a norm-referenced measure.

Type of Intervention	Programs	General Outcome (CBMs)	Mastery Measures
Decoding	Enhanced Core (Grades 1-2) Phonics for Reading (Grades 3-6) Rewards (Grades 4-6)	<p>Examples: letter naming CBMs, sound CBMs, or grade level R-CBMs (easyCBM Letter Names, Letter Sounds, Passage Reading Fluency)</p> <p>Note: If the student is <u>significantly below grade level</u> (e.g. two or more years), you may drop the R-CBM down to the instructional level and alternate with a grade level R-CBM (every other week).</p> <p>Frequency: every 2-4 weeks depending on intensity</p>	<p>Collect student work during the decoding intervention to show that the student is learning the skill(s) you are teaching (e.g. decoding patterns).</p> <ul style="list-style-type: none"> • Phonics for Reading has “checking up” assessments approximately every 5 lessons. * • Rewards has unit “check ups” approximately every 5 lessons. * • Enhanced Core can be assessed with the Journeys Progress-Monitoring Assessments given every two weeks. <p>*Occur within the lesson and will be given by the intervention teacher.</p>

Type of Intervention	Programs	General Outcome (CBMs)	Mastery Measures
Fluency	Sight Words/High Frequency Words (Grades 1-3) Fry Phrases (Grades 1-3) Journeys Intervention Tab (Grades 1-3) Journeys ELL Tab (Grades 1-3) Read Naturally/Live (Grades 2-6) Reciprocal Teaching (Grades 2-6)	R-CBM probes (easyCBM Passage Reading Fluency) Frequency: monthly Note: It would be best to <u>alternate an R-CBM with the qualitative fluency checklist</u> so you are doing one or the other every two weeks.	Use a qualitative fluency checklist or rubric. Listen to the student read <u>without timing the student</u> to document the student's progress toward becoming a fluent reader. Does the student read accurately? Does the student read with prosody and at a good pace? Does the student self-correct errors?
Comprehension	Journeys Intervention Tab (Grades 1-3) Journeys ELL Tab (Grades 1-3) Read Naturally/Live (Grades 2-6) Reciprocal Teaching (Grades 2-6)	Dibels DAZE Frequency: monthly	Collect student work during the comprehension intervention to show that the student is learning the comprehension strategies or skills you are teaching (e.g. Student is able to clarify, predict, summarize, and question). Use the Reciprocal Teaching rubric to rate a student's progress.

CBMs: Curriculum Based Measures

R-CBMs: Reading Curriculum Based Measures

Dibels Daze: Dibels version of the maze, which is a group-administered measure of reading comprehension.