

Classworks Progress Monitoring

What is Progress Monitoring?

While student progress monitoring sounds fairly self-explanatory, it has a distinct meaning when used in an RTI model. Student progress monitoring is a repeated measurement of performance, using equated probes, to inform instruction of individual students in general and special education, especially in grades K-8.

The purpose of progress monitoring is to measure the overall effectiveness of any intervention. Curriculum-Based Measurement (CBM) Probes are used for identified students and can serve as documentation as part of the tiered intervention process or for referral for special education testing. These probes have multiple forms equated for the same skills at the same level of difficulty. They truly measure progress and show retention of gains with successive test administrations.

The progress monitoring reports track results for every test instance during the intervention period and include targeted Rate of Improvement goals and a trend line to establish the student's current Rate of Improvement. As students complete their weekly CBMs, their progress monitoring results automatically inform their learning paths. This means the progress monitoring data and the intervention units automatically assigned are very tightly coupled, exactly where the student is ready to learn.

What are CBM Probes?

CBM stands for Curriculum-Based Measurement. It is the process by which a student's general learning is measured, with repeated administrations of equated probes. When used for progress monitoring, Curriculum-Based Measurements should have the following characteristics:

- Brief and easy to administer
- Assess the same way each time, either a specific content domain or sample of the year-long grade-level curriculum
- Administered the same way every time
- Incorporate automatic tests of retention and generalization
- Offer reliable and valid scores
- Scores are graphed for teachers to use to make decisions about instructional programs and teaching methods for each student
- Highly prescriptive and standardized
- CBM measures any instructional approach, making no assumptions about instructional hierarchy for determining measurement

Classworks offers two types of CBM Progress Monitoring:

- Curriculum Sampling
- Global Indicators

CBM is the gold-standard accepted methodology for progress monitoring. There are two types of CBM: Global Indicators and Curriculum Sampling. Both are indicators of student progress on the general curriculum and overall effectiveness of the intervention.

Lynn and Douglas Fuchs, well known researchers in educational assessment, explained the two types of progress monitoring this way; “Curriculum-based measurement (CBM) is a form of progress monitoring that has been the focus of rigorous research. Two approaches for formulating CBM systems exist. The first is to assess performance regularly on a task that serves as a global indicator of competence at the relevant grade level. The second approach is to systematically sample the year-long curriculum so that each skill is represented and receives the same emphasis on each alternate form.”

Within Classworks, both types of progress monitoring automatically inform the student’s individualized learning intervention. Teachers can easily choose between these two approaches for each student when they activate progress monitoring within Classworks.

How do I know which Classworks Progress Monitoring is right for my students?

Classworks uses the Curriculum-Based-Measurement (CBM) approach to progress monitoring and offers you the ability to choose between two options for each of your students. It’s important to note that both of these approaches are based in rigorous research and meet the National Council for Intensive Intervention standards for monitoring and adapting academic interventions.

Curriculum Sampling: Weekly probes provide the student with questions that span the breadth of learning at the chosen grade level. There are 20 equated forms with the same balance of concepts at the same level of difficulty. This approach is valuable because it reflects the student’s response to the intervention as it impacts the student’s overall understanding of the core content. Curriculum sampling shows even the smallest changes in student improvement, allowing educators to monitor and track student progress even when students are performing well below grade level.

Global Indicator/Essential Skills: Rather than monitoring a student’s progress on the entire breadth of grade-level content; global indicator progress monitoring measures growth within a specific domain or strand. There are multiple equated forms that all focus on the same domain-specific skills at the same level of difficulty. This approach is valuable when domain specific monitoring is a preferred or necessary component of a child’s IEP or MTSS academic plan.

Oral Reading Fluency Passages: Fluency is the ability to read with speed, accuracy, and proper expression. To understand what they read, children must be able to read fluently. Oral Reading Fluency probes are commonly used as global indicators to measure grade-level growth across reading curriculum. Classworks uses a one-minute timed oral passage reading to determine the number of words a student can read correctly in one minute (WCPM).

The Structure and Design of the Tests

Curriculum Sampling

Classworks Curriculum Sampling CBM probes include 20 parallel forms for students performing at grade levels K-8.

These can be given weekly in your RtI program to monitor progress on the full scope of grade-level expectations throughout the intervention period. The probes are brief (15 items for grade K, 20 items for grade 1, 25 items for grades 2-4, and 30 items for grades 5-8) and are given online for immediate and automatic scoring and reporting. The results are reported as a scaled score - the same scale as our Universal Screener.

What curriculum strands/domains are assessed on Curriculum Sampling CBM Probes?

In Math items measure learning standards within these strands:

- Algebraic Thinking
- Geometry & Measurement
- Numbers & Operations
- Data Analysis & Statistics/Probability
- Mathematical Reasoning

In Language Arts items measure learning standards within these strands:

- Language: Word Study and Vocabulary Acquisition
- Reading Comprehension and Analysis
- Reading Foundational Skills
- Research and Communication
- Writing

Global Indicators/Essential Skills Progress Monitoring

This approach to progress monitoring focuses on specific essential skills and their related objectives and provides more granular information to pinpoint and monitor specific gaps in a child's understanding.

Just like the Curriculum Sampling approach, the student's performance on each weekly probe directly informs their Individualized Learning intervention.

The teacher selects the specific strand or domain that aligns with the child's academic goal and activates Global Indicator progress monitoring for that specific domain. As the student completes each weekly probe they will interact with questions tied to specific objectives that correlate to essential standards. Teachers choosing this approach have in-depth insight into the child's growth within the chosen domain over the course of the 12-week session.

What curriculum strands/domains are assessed on Global Indicators CBM Probes?

Grade-Level specific information can be found here:

1st Grade Math	1st Grade ELA	5th Grade Math	5th Grade ELA
2nd Grade Math	2nd Grade ELA	6th Grade Math	6th Grade ELA
3rd Grade Math	3rd Grade ELA	7th Grade Math	7th Grade ELA
4th Grade Math	4th Grade ELA	8th Grade Math	8th Grade ELA

Oral Reading Fluency

Classworks Oral Reading Fluency CBM probes include 26 equated passages for students performing at grade levels 1-6.

These passages are the global indicators for oral reading fluency. Oral reading fluency refers to how smoothly and quickly a reader can read connected text aloud. Fluency is recognized as an intermediary step in building reading comprehension. The passages at each grade level are written at the same level of difficulty. To ensure the passages are equated, each passage was evaluated by measuring text elements including decoding, syntactic, and semantic difficulty.

Semantic Difficulty	Decoding Difficulty	Syntactic Difficulty
Words not included on word lists	Word structure	Sentence structure
* Spache - Gr 1 - 6	* Length	* Length
* Dale Challe - Gr 4 - 6	* Syllabic complexity	* Complex/Compound
	* Free Morphemes	

What curriculum strands/domains are assessed on Oral Reading Fluency CBM Probes?

Oral reading fluency measures how well a student demonstrates:

- Accuracy: reading words correctly and in the correct order
- Automaticity: decoding words with minimal use of attention
- Prosody: uses phrasing and expression to convey meaning

As the student reads a grade level passage the teacher is measuring the learner's reading rate, the total count of passage words correctly read per minute, and how the student used expression while reading the passage.

Additional Reading

Fuchs, L. S., Fuchs, D., & Zumeta, R. O. (2008). A curricular-sampling approach to progress monitoring. *Assessment for Effective Intervention*, 33(4), 225-233. doi:10.1177/1534508407313484

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