



## Progress Monitoring Assessment

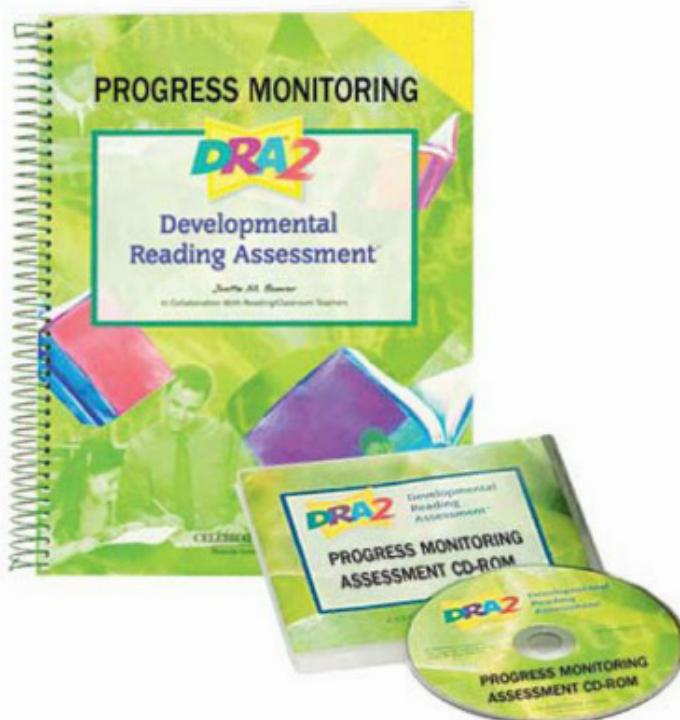
### Introduction

This guide discusses the DRA2 and EDL2 Progress Monitoring Assessments. These quick and simple assessments monitor reading achievement between DRA2 and EDL2 benchmark periods. These help you determine the effectiveness of the reading instruction and interventions you have implemented.

Designed with similar format and language as the DRA2, the Progress Monitoring Assessment also provides a focus for continued classroom instruction, which helps you address reading deficits throughout the school year.

### Components

The DRA2 Progress Monitoring Assessment package includes a Teacher Guide, Routine Cards for supporting specific skills, and a CD-ROM containing the reading passages and Teacher Observation Guides. This same package is also available in Spanish as EDL2 Verificar el progreso.



The Progress Monitoring Assessment consists of ninety-five brief, fiction and nonfiction leveled passages that span DRA levels four through sixty. Each passage has a specific Teacher Observation Guide that accompanies it.

## **Steps for Administering the Progress Monitoring Assessment**

To monitor a student's progress, you will assess oral reading rate, accuracy, and then comprehension. You will also look more in-depth at specific comprehension, vocabulary, and word reading skills. The results from each of these areas provide you with diagnostic and prescriptive feedback found in the Teacher Observation Guide.

First, select a passage at the student's instructional reading level. Then, record the student's oral reading behaviors, including the minutes and seconds it took for the student to read the passage. Note expression, phrasing, multiple repetitions, long pauses, and decoding difficulties. Similar to the DRA2 and EDL2 benchmarks, circle the descriptors that best reflect the student's reading behaviors and responses.

Monitor comprehension by asking the student several questions about the passage they just read.

Level 24, Passage 6		Turtle? Tortoise? What's the Difference?			Teacher Observation Guide
<b>2. MONITOR COMPREHENSION</b>					
Students may use the passage when responding.					
<b>SUMMARIZE Important Ideas</b> Say: <i>Tell me an important idea about turtles in this passage, "Turtle? Tortoise? What's the Difference?"</i> (Possible response: A turtle has webbed feet for swimming) <b>Tell me an important idea in the passage about tortoises.</b> (Possible response: Tortoises live on land.)					
Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED	
Summarize: Important Ideas	Identifies vague, inaccurate, or less important idea(s), or does not respond	Identifies 1 important idea; may include inaccurate information	Identifies 2 accurate important ideas	Identifies 2 accurate important ideas using language from the passage	
<b>SUMMARIZE Details</b> Say: <i>Tell me a detail you read about what turtles eat.</i> (Possible response: Turtles eat meat.) <b>Tell me a detail you read about what tortoises eat.</b> (Possible response: Tortoises eat plants.)					
Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED	
Summarize: Details	Identifies vague, inaccurate, or less important detail(s), or does not respond	Identifies at least 1 detail	Identifies at least 2 details	Identifies at least 2 details using language from the passage	

Then, record the responses using the descriptors provided in the Teacher Observation Guide.

Conduct more in-depth progress monitoring on specific skills such as compare and contrast, cause and effect, vocabulary, and word reading. For example, compound words and reading consonant blends are assessed on a Level 24 passage.

**24**  
Level 24, Passage 6      **Turtle? Tortoise? What's the Difference?**      Teacher Observation Guide  
**Turtle? Tortoise? What's the Difference?**

**VOCABULARY Compound Words** Explain that a compound word is made up of smaller words. Say: *Now I am going to ask you to tell me the meaning of some compound words you read in this passage.*

- Point to the word *wildflowers*. *What is this word? What does it mean?* (*flowers that grow wild*)
- What two words in wildflower helped you figure out its meaning?** (*wild; flower*)
- Repeat the questions with the word *dinnertime*. (*the time you eat*)
- End the conference.

Vocabulary	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Compound Words	Gives inaccurate or vague meaning or does not respond	Gives the intended meaning of 1 word	Gives the intended meaning of each word	Gives the intended meaning with details for each word

**WORD READING Consonant Blends** Return to your copy of the passage to determine whether students read these words correctly: *grass, stumps, spend, plants, creatures*.

Word Reading	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Consonant Blends	Does not decode words with consonant blends accurately or omits them	Decodes 2 or 3 of 5 words with consonant blends accurately	Decodes 4 of 5 words with consonant blends accurately	Decodes all words with consonant blends accurately

Next, analyze all of the data and review the scores. Look to see if a student's reading performance has improved due to classroom instruction. The Student Recording Forms assists in determining a focus for continued classroom instruction.

The Teacher Observation Guide contains the directions to analyze running records, and If/Then statements to guide instruction. Find suggestions for monitoring the progress of English Language Learners.

## Review

The Progress Monitoring Assessment is designed for DRA2 and EDL2 users. Administer the frequent, brief assessments to students you need to progress monitor. The diagnostic feedback will provide you with a focus for instruction between benchmarks.