Progress Monitoring

Introduction

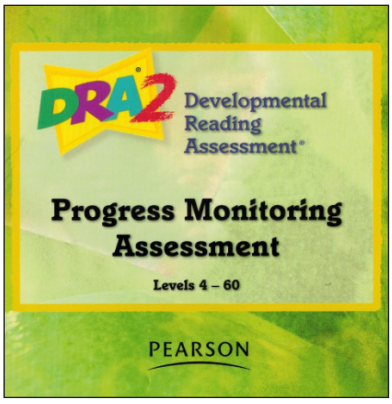
This guide reviews the DRA2 Progress Monitoring Assessment and EDL2 Evaluación para verificar el progreso.

Each year as teachers administer either the DRA2 or the EDL2 Progress Monitoring Assessment, they often discover a number of students who make little or no progress in their ability to read more challenging texts. This is due to inefficient word analysis skills, slow and/or non-fluent reading, insufficient comprehension strategies, or limited understanding of word meaning. To help these at-risk struggling readers, teachers need to monitor their progress more closely to ensure that all students benefit from the instruction they receive.

Both the DRA2 Progress Monitoring Assessment and the EDL2 Evaluación para verificar el progreso have been created so that teachers have multiple one-page passages at each grade level to monitor incremental changes in student reading behaviors. The assessments can be used to meet state and federal guidelines that require educators to assess reading progress more frequently for students who are reading slightly to significantly below established benchmarks.

Components

For both assessments, the CD-ROM provides all the reproducible assessments needed for monitoring the progress of Tier 2 and Tier 3 students throughout the year. Both progress-monitoring tools cover oral reading fluency, comprehension, vocabulary, and word reading.



Each Teacher Guide includes an overview of the assessment, as well as guidelines for administering the assessments and analyzing students' performance. Moving Into Instruction recommendations are included for every skill assessed with each Student Passage, and reproducible graphic organizers are included for follow-up instruction.

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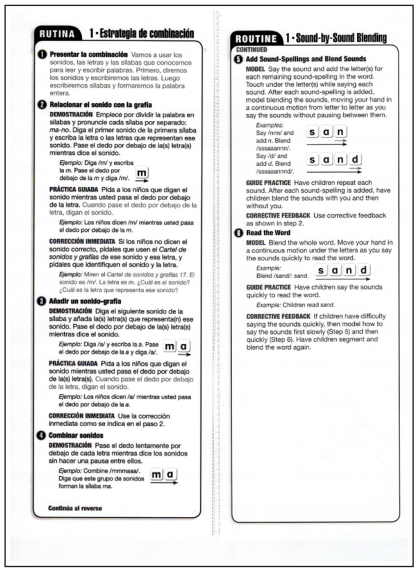
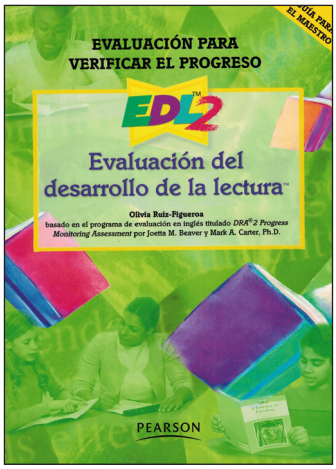
Instructional Routine Cards and Tarjetas de rutinas are a set of routines that provide explicit instructional strategies for teaching and practicing fluency, retelling, summarizing, vocabulary, and word reading.



EDL2 Progress Monitoring Philosophy

Evaluación del desarrollo de la lectura and Evaluación para verificar el progreso are programs created to assess, monitor, and guide instruction for students whose first language is Spanish and who are learning to read in Spanish.



The assessments are designed to be parallel and help students in the United States who are learning to read in their first language and will eventually transfer that learning to reading in English. Research has shown that learning to read occurs only once, so students who are taught to read in their first language are more successful at learning to read in their second language. Using assessments that help compare and contrast what a student has learned provides teachers with essential information to facilitate literacy in both languages.

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Student Passages

The assessments can be used to monitor at-risk readers at late first grade through sixth grade. At each grade level the Student Passages are arranged in order of difficulty and include both fiction and nonfiction passages.

DRA2 Levels	Approximate Grade Level	Number of *Progress Monitoring Assessment* Passages	Number of Fictional Texts	Number of Nonfiction Texts
4, 6, 8, 10, 12, 14, 16, 18*	1	20	13	7
20, 24, 28	2	15	8	7
30, 34, 38	3	15	7	8
40	4	15	7	8
50	5	15	7	8
60	6	15	7	8

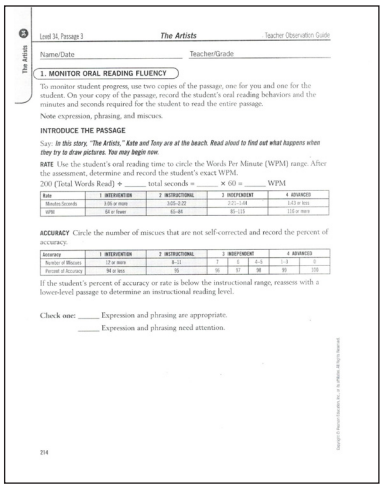
The printable Student Passages and Teacher Observation Guides are located on the CD-ROMs accompanying both assessments.

Conducting the Assessment

During the assessment, the student reads a one-page passage aloud in three or fewer minutes as the teacher takes a record of the student's oral reading. The teacher should choose a passage that matches the student's independent DRA2 or EDL2 level as it is desirable to have the student's first passage be one in which he or she can perform confidently.

Step 1: Monitor Oral Reading Fluency

A record of oral reading is an assessment of a student's oral-reading accuracy, rate, phrasing, and expression.



Level 34, Passage 3 **The Artists** Teacher Observation Guide

Name/Date Teacher/Grade

1. MONITOR ORAL READING FLUENCY

To monitor student progress, use two copies of the passage, one for you and one for the student. On your copy of the passage, record the student's oral reading behaviors and the minutes and seconds required for the student to read the entire passage.

Note expression, phrasing, and miscues.

INTRODUCE THE PASSAGE

Say: *In this story, "The Artists," Kate and Tony are at the beach. Read aloud to find out what happens when they try to draw pictures. You may begin now.*

RATE Use the student's oral reading time to circle the Words Per Minute (WPM) range. After the assessment, determine and record the student's exact WPM.

200 (Total Words Read) ÷ _____ total seconds = _____ × 60 = _____ WPM

Rate	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Words/Seconds	1.06 or more	3.05–2.22	2.21–1.54	1.53 or less
WPM	64 or fewer	65–81	82–131	132 or more

ACCURACY Circle the number of miscues that are not self-corrected and record the percent of ACCURACY.

Accuracy	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT		4 ADVANCED	
Number of Miscues	12 or more	8–11	7	6	4–5	1–3	0
Percent of Accuracy	94 or less	95	96	97	98	99	100

If the student's percent of accuracy or rate is below the instructional range, reassess with a lower-level passage to determine an instructional reading level.

Check one: _____ Expression and phrasing are appropriate.
_____ Expression and phrasing need attention.

214

Reading accuracy is based on the number of words read correctly. Reading rate is based on the number of words read per minute. The teacher records the student's oral reading rate beginning with Level 14. If the student's percent of accuracy or words-per-minute fall below the instructional range on the continuum, the assessment will be stopped. The teacher will reassess at another time with a lower-level passage.

Step 2: Monitor Comprehension

Immediately after reading a passage aloud, the student responds orally to teacher prompts that monitor comprehension. For fictional passages, students respond to prompts about characters, setting, and plot. For informational passages, students respond to prompts about main ideas and supporting details.

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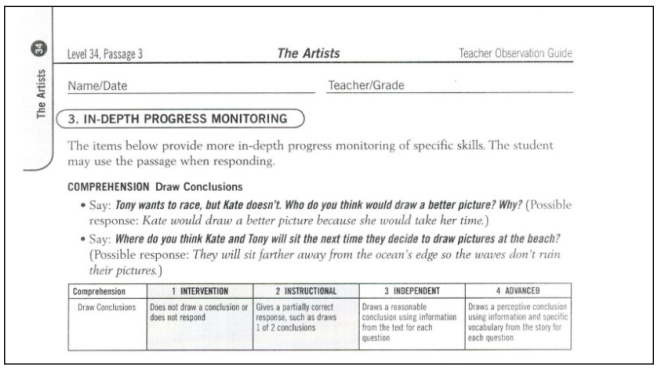
Step 3: In-Depth Progress Monitoring

The student then responds to two prompts that assess understanding of the following comprehension skills: compare and contrast, cause and effect, drawing conclusions, and sequence of events.



Level 34, Passage 3 *The Artists* Teacher Observation Guide

The Artists

Name/Date Teacher/Grade

3. IN-DEPTH PROGRESS MONITORING

The items below provide more in-depth progress monitoring of specific skills. The student may use the passage when responding.

COMPREHENSION Draw Conclusions

- Say: ***Tony wants to race, but Kate doesn't. Who do you think would draw a better picture? Why?*** (Possible response: *Kate would draw a better picture because she would take her time.*)
- Say: ***Where do you think Kate and Tony will sit the next time they decide to draw pictures at the beach?*** (Possible response: *They will sit farther away from the ocean's edge so the waves don't ruin their pictures.*)

Comprehension	1 INTERVENTION	2 INSTRUCTIONAL	3 INDEPENDENT	4 ADVANCED
Draw Conclusions	Does not draw a conclusion or does not respond	Gives a partially correct response, such as draws 1 of 2 conclusions	Draws a reasonable conclusion using information from the text for each question	Draws a perceptive conclusion using information and specific vocabulary from the story for each question

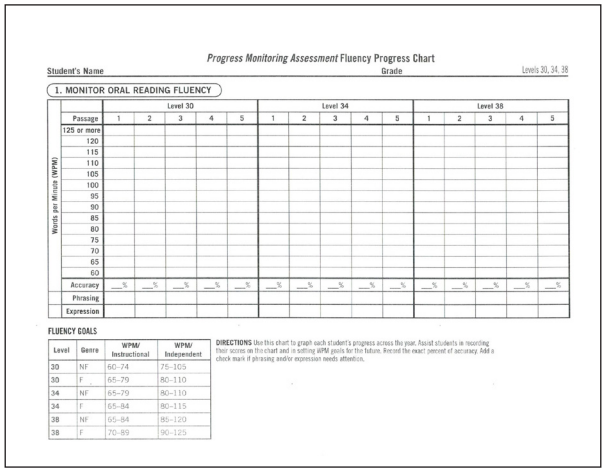
To conclude the conference, the student responds to prompts that assess various vocabulary skills, including comprehension of words with multiple meanings, use of context clues, and reading of words—such as base words, affixes, and multisyllabic words.

Student Responses and Focus for Instruction

The teacher then analyzes the student's responses and highlights the appropriate performance level on the continuums in the Teacher Observation Guide. Possible responses are provided for each question about the passages. The four performance levels are intervention, instructional, independent, and advanced. Next the assessment results are recorded on the printable Student Progress Monitoring Record found on the CD-ROM. The teacher selects one or two areas in which the student scored below the independent range as the focus for instruction.

Fluency Progress Charts

Use the Fluency Progress Charts provided on the CD-ROM to graph students' progress throughout the year. The teacher will assist students in recording their own scores on the chart and setting words-per-minute goals for the future. Fluency goals for fiction and nonfiction at each level are identified on each fluency chart.



Progress Monitoring Assessment Fluency Progress Chart

Student's Name Grade Levels 30, 34, 38

1. MONITOR ORAL READING FLUENCY

Words per Minute (WPM)	Level 30					Level 34					Level 38				
Passage	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
125 or more															
120															
115															
110															
105															
100															
95															
90															
85															
80															
75															
70															
65															
60															
Accuracy	___%	___%	___%	___%	___%	___%	___%	___%	___%	___%	___%	___%	___%	___%	___%
Phrasing															
Expression															

FLUENCY GOALS

Level	Genre	WPM/ Instructional	WPM/ Independent
30	NF	60–74	75–105
30	F	65–79	80–110
34	NF	65–79	80–110
34	F	65–84	80–115
38	NF	65–84	85–120
38	F	70–89	90–125

DIRECTIONS Use this chart to graph each student's progress across the year. Assist students in recording their scores on the chart and in setting WPM goals for the future. Record the exact percent of accuracy. Add a check mark if phrasing and/or expression needs attention.

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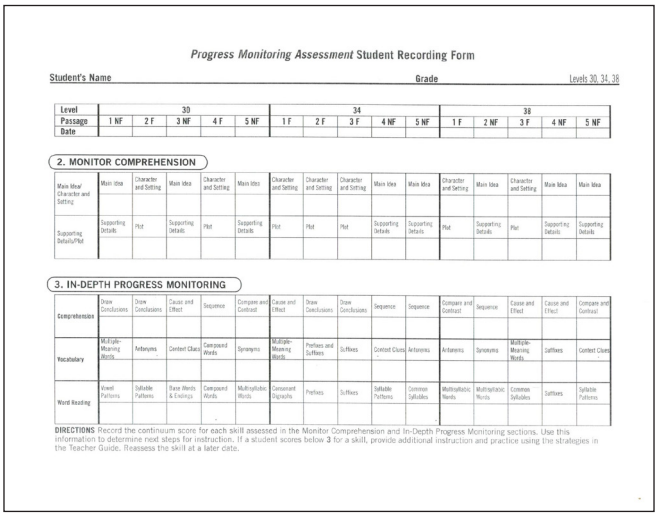
Student and Group Recording Forms

The Student Recording Form has two sections: Monitor Comprehension and In-Depth Progress Monitoring. The Monitor Comprehension section deals with comprehension. For fiction, it refers to the student's retelling and analysis of character, setting, and plot. For nonfiction, it refers to the student's summary of main ideas and supporting details.



Progress Monitoring Assessment Student Recording Form

Student's Name _____ Grade _____ Levels 30, 34, 38

Level	30					34					38				
Passage	1 NF	2 F	3 NF	4 F	5 NF	1 F	2 F	3 F	4 NF	5 NF	1 F	2 NF	3 F	4 NF	5 NF
Date															

2. MONITOR COMPREHENSION

Main Idea/ Character and Setting	Main Idea	Character and Setting	Main Idea	Character and Setting	Main Idea	Character and Setting	Character and Setting	Character and Setting	Main Idea	Main Idea	Character and Setting	Main Idea	Character and Setting	Main Idea	Main Idea
Supporting Details/Plot	Supporting Details	Plot	Supporting Details	Plot	Supporting Details	Plot	Plot	Plot	Supporting Details	Supporting Details	Plot	Supporting Details	Plot	Supporting Details	Supporting Details

3. IN-DEPTH PROGRESS MONITORING

Comprehension	Draw Conclusions	Draw Conclusions	Cause and Effect	Sequence	Compare and Contrast	Cause and Effect	Draw Conclusions	Draw Conclusions	Sequence	Sequence	Compare and Contrast	Sequence	Cause and Effect	Cause and Effect	Compare and Contrast
Vocabulary	Multiple-Meaning Words	Antonyms	Context Clues	Compound Words	Synonyms	Multiple-Meaning Words	Prefixes and Suffixes	Suffixes	Context Clues	Antonyms	Antonyms	Synonyms	Multiple-Meaning Words	Suffixes	Context Clues
Word Reading	Vowel Patterns	Syllable Patterns	Base Words & Endings	Compound Words	Multisyllabic Words	Consonant Digraphs	Prefixes	Suffixes	Syllable Patterns	Common Syllables	Multisyllabic Words	Multisyllabic Words	Common Syllables	Suffixes	Syllable Patterns

DIRECTIONS Record the continuum score for each skill assessed in the Monitor Comprehension and In-Depth Progress Monitoring sections. Use this information to determine next steps for instruction. If a student scores below **3** for a skill, provide additional instruction and practice using the strategies in the Teacher Guide. Reassess the skill at a later date.

In the In-Depth Progress Monitoring section, the teacher will record the student's scores for the comprehension strategy or skill, the vocabulary skill, and the word-reading skill that were assessed on a particular passage.

The Group Recording Form—also found on the CD-ROM—can help the teacher identify which students to group for instruction.

Moving Into Instruction

Moving Into Instruction is included in the Teacher's Guide of both the DRA2 and EDL2 assessments. These pages provide recommendations for instruction to follow for each progress-monitoring assessment.

If...then statements are included for each Student Passage. Recommendations for instructional follow-up are provided for every skill assessed with a Student Passage. The teacher will use the If...then statements for instructional direction for any skill in which a student scores below the Independent range on the continuum.

Instructional Routine Cards and reproducible graphic organizers can be used for follow-up instruction.

Review

This guide reviewed the DRA2 Progress Monitoring Assessment and EDL2 Evaluación para verificar el progreso.

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