

## Classroom Assessment (Part 2): Evaluating Reading Progress

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

### Module Home

- **Module Description:** This module explores in detail the assessment procedures integral to RTI. It also outlines how to use progress monitoring data to determine if a student is meeting the established performance criteria or if more intensive intervention is needed (est. completion time: 1 hour).
- *STAR Legacy Cycle*
- **Related to This Module**
  - [Link: Module Outline](#)
  - [Video: Navigating an IRIS STAR Legacy Module](#)
  - [Link: IRIS and Adult Learning Theory](#)
  - [Wrap-Around Content Map](#)

### Challenge

- **Video:** Ms. Begay is concerned with the reading progress of her students Jose, Luke, and Luisa. She knows that she needs to track Jose's reading progress but doesn't know what skills to track.

Notes

### Initial Thoughts

- How should Ms. Begay assess her students' reading levels and progress?
- How will Ms. Begay know whether her current reading intervention is working or whether her students need a different kind of instruction?
- How should Ms. Begay communicate José's reading progress?

Notes

## Classroom Assessment (Part 2): Evaluating Reading Progress

### Perspectives & Resources

#### ❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should be able to:
  - Discover how to assess reading skills at each grade level, K–6
  - Identify how to set goals, monitor instruction, and adjust instruction based on students' reading scores
  - Understand how to communicate students' reading progress to other educational professionals and parents
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

#### ❖ Page 1: The Benefits of Using Curriculum-Based Measurement (CBM) in Reading

- Audio: Lynn Fuchs discusses the purpose of using curriculum-based measurement in reading
- Benefits of CBM [bullet points]
- CBM steps [numbered list]

Notes

#### ❖ Page 2: Determining the Appropriate Type and Level of CBM Probes for Students Performing at Grade Level

- Decide which probe is developmentally appropriate
- Reading Measures
- Kindergarten
  - Link: Letter Sound Fluency
- First Grade
  - Link: Word Identification Fluency

## Classroom Assessment (Part 2): Evaluating Reading Progress

- Mid-First Grade Through Sixth Grade
  - Link: Passage Reading Fluency
- Fourth Grade Through Sixth Grade
  - Link: Maze Fluency
- Link: Prepackaged reading probes
- Link: Make your probes

Notes

### ❖ Page 3: Determining the Appropriate Type and Level of CBM Probes (Step 1): Students Not Reading at Grade Level

- Passage reading fluency assesses student's reading level to decide what probes to use
- Assessment Guidelines [numbered list]
- Sample Passage Reading Fluency results
- Jose's placement results
- Louisa's placement results
- Luke's placement results

Notes

### ❖ Page 4: Administering and Scoring (Step 2)

- Getting Materials Ready [lettered list]
- Time Savers for Administering and Scoring CBM Probes [bullet points]
  - Link: CBM Software
- Demonstration and Administering and Scoring of CBM probes
  - Link: Jose and Word Identification Fluency
  - Link: Luisa and Passage Reading Fluency
  - Link: Luke and Maze Fluency
- Activity: Practice administering and scoring CBM probes

## Classroom Assessment (Part 2): Evaluating Reading Progress

Notes

### ❖ Page 5: Graphing (Step 3)

- Graphing CBM Data [bullet points]
- Creating Graphs
  - Link: CBM graphing software
  - Graph paper; table shows what information needs to be included
- Sample CBM graph

Notes

### ❖ Page 6: Setting Goals (Step 4)

- Link: Computer software
- Three Options for Setting End-of-Year Goals
  - Link: End-of-Year Performance Goals
  - Link: National Norms
  - Link: Intra-Individual Framework
- Putting all the pieces together
  - Adding the End-of-Year Goal
  - Drawing the Goal Line (graph)
- Video: Ms. Begay implements CBM in her classroom

Notes

## Classroom Assessment (Part 2): Evaluating Reading Progress

### ❖ Page 7: Making Instructional Decisions (Step 5)

- Using CBM to make instructional decisions
- Decision rules
- Position of the Four Most Recent Data-Points
- Activity: Plot the datapoints for weeks 4 through 7
  - Link: Plot CBM data points

Notes

### ❖ Page 8: Communicating with Students, Parents, and Other Professionals (Step 6)

- Audio: Lynn Fuchs describes how students can use CBM graphs
- Graphs [bullet points]
- Communicating with parents [bullet points]
- Audio: Jessica Weisenbach describes how she communicates CBM reading scores to parents during an IEP meeting
- Video: Ms. Begay shares Jose's CBM progress at his IEP meeting
- Communicating with Other Professionals [bullet points]

Notes

### ❖ Page 9: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

### ❖ Page 10: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team

## Classroom Assessment (Part 2): Evaluating Reading Progress

- Media
- Expert Interviews

### Wrap Up

- Summary of the module
- Revisit your Initial Thoughts responses

Notes

### Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

## Classroom Assessment (Part 2): Evaluating Reading Progress

Notes

### You Have Completed This Module

- Give Us Your Feedback
  - Link: [Module feedback survey form](#)
- Professional Development Hours
  - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]