COI today
News from the Center On Instruction

Special Edition #4
COI Resources on Data-based Decision-making
for Formative Assessments and Progress Monitoring

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Each of the **COI Today Special Edition** newsletters spotlights a few of our high-quality resources that are particularly relevant and useful as states and districts concentrate on implementing programs related to the American Recovery and Reinvestment Act (ARRA), School Improvement Grants (SIG), Race to the Top (RTTT) grants, and other initiatives.

One of the four requirements under Race to the Top is "building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction." In this issue, we highlight resources addressing the use of formative assessments and progress monitoring to inform instructional decisions or that provide data for decision-making.

All of the Special Editions, as well as the regular issues of **COI Today**, are available for download at the Center on Instruction website http://centeroninstruction.org. All of our research-based and rigorously reviewed resources are also available **free** for download.

Assessments to Guide Adolescent Literacy Instruction

This guide from the Center on Instruction is a companion volume to two other COI publications: *Academic Literacy Instruction for Adolescents* and *Improving Literacy Instruction in Middle and High Schools: A Guide for Principals*. It provides information about the key elements of a comprehensive assessment plan to improve literacy instruction for adolescents and provides examples of assessments and assessment systems currently in use or under development to improve literacy instruction for students in grades 4-12. The publication can be downloaded here.

A Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders

Because scientific studies have repeatedly demonstrated the value of regularly assessing reading progress, a comprehensive assessment plan is a critical element of an effective school-level plan for preventing reading difficulties. This guide from the Center on Instruction provides valuable information for school leaders. While the general principles, such as the early identification of students who are struggling in learning to read, are all based on scientific findings, the detailed recommendations for implementation derive from practical experiences in helping many school leaders implement successful plans. The document can be downloaded here.

[Curriculum-based Measurement in Mathematics: An Evidence-based Formative Assessment Procedure](#)

This report from the Center on Instruction describes M-CBM (Mathematics Curriculum-Based Measurement) including a brief history, basic procedures, implications for practice, and further resources. It also reviews the research that supports the use of M-CBM.

The Center on Instruction hosted a webinar in November 2007 in which authors Erica Lemke and Pam Stecker discussed this report. The publication can be downloaded [here](#). The WebEx archive and PowerPoint presentation are available [here](#).

[Screening for Mathematics Difficulties in K-3 Students](#)

This report from the Center on Instruction examines the effectiveness of existing early screening measures and discusses the key features needed to screen kindergarten through third grade students for difficulties in mathematics. The full report can be downloaded [here](#).

The Center on Instruction hosted a webinar in November 2007 in which Ben Clarke, one of the authors, discussed this report. The WebEx archive and PowerPoint presentation are available [here](#).

## [An Introduction to Progress Monitoring in Mathematics](#)

This professional development module from the Center on Instruction describes progress monitoring, explains common techniques often mistaken for progress monitoring, and discusses the application of progress monitoring in mathematics at both the elementary and secondary grade levels. It also provides resources for additional information. It includes a PowerPoint presentation and a presenter's manual, which can be downloaded [here](#).

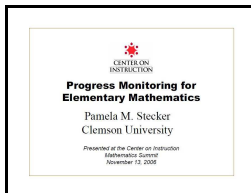## [Principles of Effective Assessment for Screening and Progress Monitoring](#)
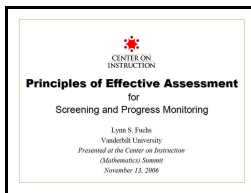
This PowerPoint presentation from the Center on Instruction's November 2006 Math Summit: Providing Evidence-based Practices and Implications of NCTM Focal Points reviews key principles for conducting screening and progress monitoring in mathematics with key examples of measures provided. It can be downloaded [here](#).

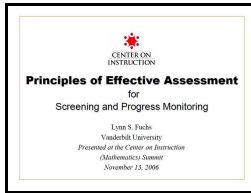## [Pre-Algebra and Algebra Instruction and Assessments](#)
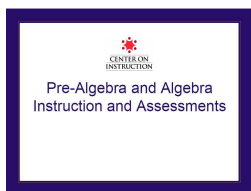
This PowerPoint presentation from the Center on Instruction's November 2006 Math Summit: Providing Evidence-based Practices and Implications of NCTM Focal Points describes assessments that can be used to determine students who are struggling with pre-algebra or algebra and monitor their progress towards acquiring knowledge in these areas. It can be downloaded [here](#).

[Progress Monitoring for Elementary Mathematics](#)

This PowerPoint presentation from the November 2006 Math Summit: Providing Evidence-Based Practices and Implications of NCTM Focal Points provides an overview of progress monitoring systems that can be used to track student growth in elementary mathematics. It can be downloaded [here](#).

[Principles of Effective Assessment for Screening and Progress Monitoring](#)

This PowerPoint presentation from the November 2006 Math Summit: Providing Evidence-Based Practices and Implications of NCTM Focal Points reviews key principles for conducting screening and progress monitoring in mathematics. It can be downloaded [here](#).

Webinar: [Data-based Instructional Decision-making for ELLs](#)
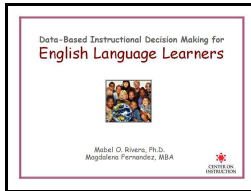
The Center on Instruction hosted a webinar in May 2009 to identify key information that should be considered when planning data-based and differentiated instruction for English Language Learners. Dr. Mabel Rivera presented updated information from the literature regarding the importance of language proficiency and formative evaluation tools during the instructional planning process. The archived WebEx file is available at [https://rmcres.webex.com/rmcres/lsr.php?AT=pb&SP=TC&rID=12145307&act=pb&rKey=7639B866FD3A2A26](#) and the PowerPoint presentation can be downloaded [here](#).

Other COI-reviewed resources available on the COI website that address the use of formative assessments and progress monitoring to inform instructional decisions or that provide data for decision-making include:

[Implementing Data-informed Decision-making in Schools – Teacher Access, Supports and Use](#)**.** This document from the USED Office of Planning, Evaluation and Policy Development presents an analysis of district and school use of data systems to improve instruction, which can be used to provide guidance for the implementation of data-informed decision-making. The document can be downloaded [here](#).

[Data-based Instructional Decision-making](#)**.** This PowerPoint presentation from the National Center for Student Progress Monitoring is intended for teachers who are currently implementing CBM (curriculum-based measurement) implementation. It includes interpreting CBM reading and math data, using the database to inform instructional decision-making, and selecting research-validated interventions. It can be downloaded [here](#).

[Using Student Achievement Data to Support Instructional Decision-making](#)**.** This practice guide from the Institute of Education Sciences (IES) is designed to help K-12 teachers and administrators use student achievement data to make instructional decisions to raise student achievement. It can be accessed [here](#).

[What is Scientifically Based Research on Progress Monitoring?](#) When teachers use systematic progress monitoring to track their students' progress in reading, mathematics, or spelling, they are better able to identify students in need of additional or different forms of instruction, they design stronger instructional programs, and their students achieve better. This document from the National Center for Student Progress Monitoring describes progress monitoring procedures for which experimental evidence demonstrates these effects and provides an overview of the research. It can be accessed [here](#).

[National Center on Student Progress Monitoring](#). To meet the challenges of implementing effective progress monitoring, the Office of Special Education Programs (OSEP) funded the National Center on Student Progress Monitoring, housed at the American Institutes for Research (AIR) and working in conjunction with researchers from Vanderbilt University. The Center provides technical assistance to states and districts and disseminates information about progress monitoring practices proven to work in different academic content areas in Grades K-5. To visit its website, click [here](#).

[RTI Progress Monitoring Tools Chart](#). This chart, developed by the National Center on Response to Intervention's Technical Review Committee, reflects the results of their first annual review of reading and math progress monitoring tools. It is intended to assist educators and families in selecting progress monitoring tools that best meet their individual needs. To access this chart, click [here](#).

[Progress Monitoring within a Multi-level Prevention System](#). This resource by Lynn Fuchs of Vanderbilt University for the RTI Action Network provides a quick overview of progress monitoring and describes how progress monitoring is used within a multi-level prevention system. To learn more, click [here](#).

[Choosing a Progress Monitoring Tool that Works for You](#)**.** This PowerPoint presentation from the National Center for Student Progress Monitoring 2006 Summer Institute introduces a process review method to help them

identify their needs and goals regarding student progress monitoring. It then explains how to use the information to assist in choosing a scientifically based progress monitoring tool that fits their specific needs. The presentation and a worksheet used in the session are available for download here.

Implementing Student Progress Monitoring on a Statewide Basis. This PowerPoint presentation from the National Center for Student Progress Monitoring 2006 Summer Institute provides an overview of a statewide (Pennsylvania) progress monitoring initiative. Included is a discussion of the approach and outcomes to progress monitoring which includes the selection of pilot districts, a training plan, a seven-step process, a statewide roll-out of the model, and student outcome data. The presentation as well as handouts is available for download here.

Supporting Teachers Who Are Implementing Student Progress Monitoring: A Guide for Administrators. The PowerPoint presentation from the National Center for Student Progress Monitoring 2006 Summer Institute discusses issues related to successfully implementing CBM at the school or district level, including administrative leadership and support for staff. It also describes how CBM can fit within a Response to Intervention model and how to support the implementation of CBM in classes that have students with disabilities and/or English Language Learners. The presentation and handouts are available here.

Systems for State Science Assessment. This document from the Committee on Test Design for K-12 Science Achievement of the National Academies is intended as a guide to help states make decisions about assessment as a tool for supporting student learning. It addresses the critical questions states must consider in the design of effective systems for measuring student attainment in science. It can be viewed free here; there is a fee to buy the report.

Please visit our website at http://centeroninstruction.org to find other relevant resources that can be downloaded FREE.

The Center on Instruction is one of five content centers that support the regional comprehensive centers in providing technical assistance to SEAs and districts/schools in need of improvement. The goal of COI is to supply much of the research-based information, products, guidance, analyses, and knowledge on instruction in reading, mathematics, science, special education, and English language learning that Regional Comprehensive Centers use when working with states.

Please send any suggestions or comments regarding our eNewsletter to COI-info@rmcres.com. We would love to hear from you! If you've received this newsletter in error, or if you wish to unsubscribe, please email us at COI-info@rmcres.com and write "unsubscribe" in the subject line.