Monitoring Reading Progress with Students who are Deaf / Hard of Hearing

Susan Rose, Patricia McAnally & Lauren Barkmeier
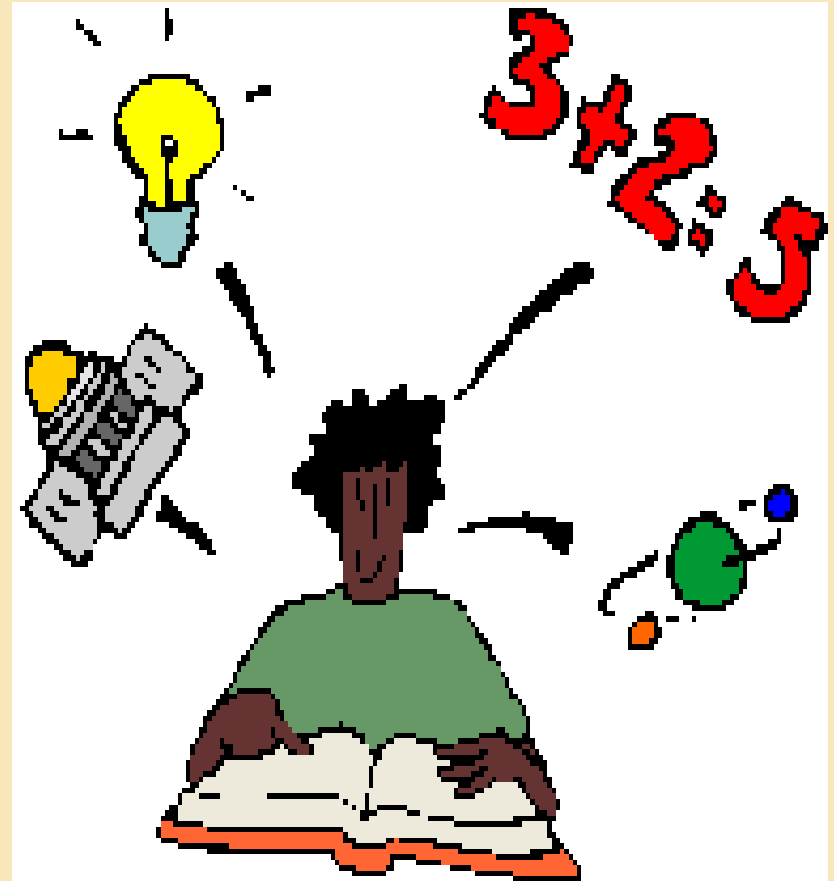
CE+HD
College of Education + Human Development

UNIVERSITY OF MINNESOTA
Driven to Discover℠

Progress Monitoring

- PROCESS for ongoing data collection of skills important to student success.

- PROCESS where teachers are able to alter instructional variables to meet individual student needs.

Progress Monitoring: How is it used?

Decision Making Purposes:

- Instruction- Is instruction effective?

- Parent Communication – Is my child progressing?

- Placement- Does this student 'look like' other students ?

- Accountability- What is special about a teacher of deaf and hard of hearing children?

Ways to Monitor Progress: CBA

- Informal- specific to time and content
  - Teacher observations
  - Running records
  - Cumulative folders
  - Teacher made tests
  - Other
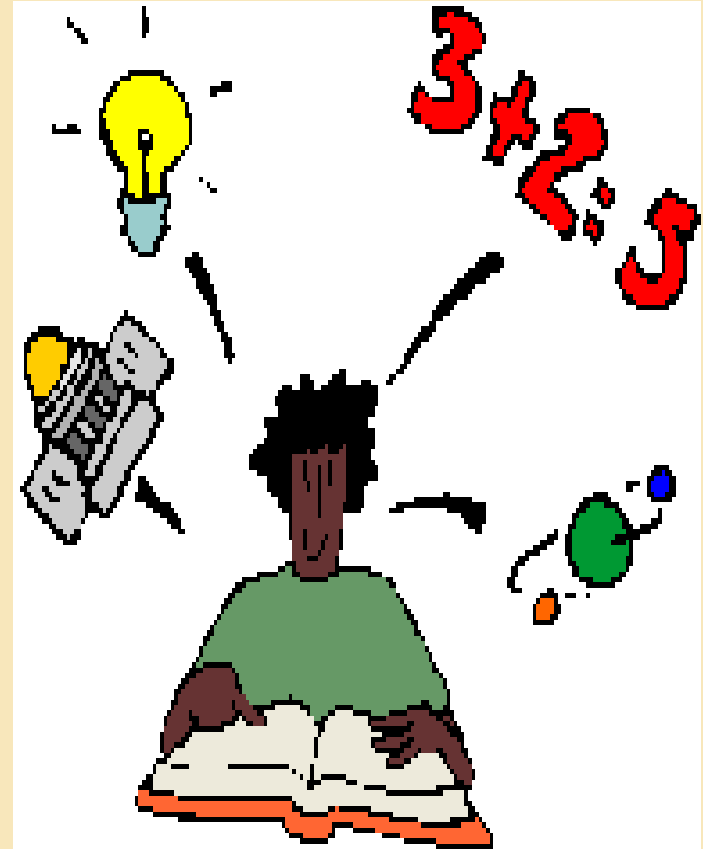
Reliable & Valid Data Required

- Set Goals
- Measure student growth
- Determine what works!
  - Instruction
  - Communication
  - Placement
  - Time on task

CBM: Defined

- A specific approach to measuring student learning

- Repeated measurements (weekly; monthly)

- Equivalent forms of the same task

- Across extended periods of time

- Using General Outcome Indicators (the rate of change demonstrated in the performance of a task of the same difficulty)

  » (Deno, 1992)

UNIVERSITY OF MINNESOTA
Driven to Discover

CBM: Characteristics

- Reliable and Valid

- Easy to Administer (usable)

- Time Efficient (frequently used)

- Effective (functional information)

- Can be used to communicate

  - Deno (1992) The nature and development of Curriculum-Based Measurement. *Preventing School Failure*, 36,2, 5-10

RIPM: Deaf/ HH Students

- N= 155 students
- 3rd through 12th grades
- Reading & Written Expression
- School for the Deaf/ Public School and Itinerant Programs
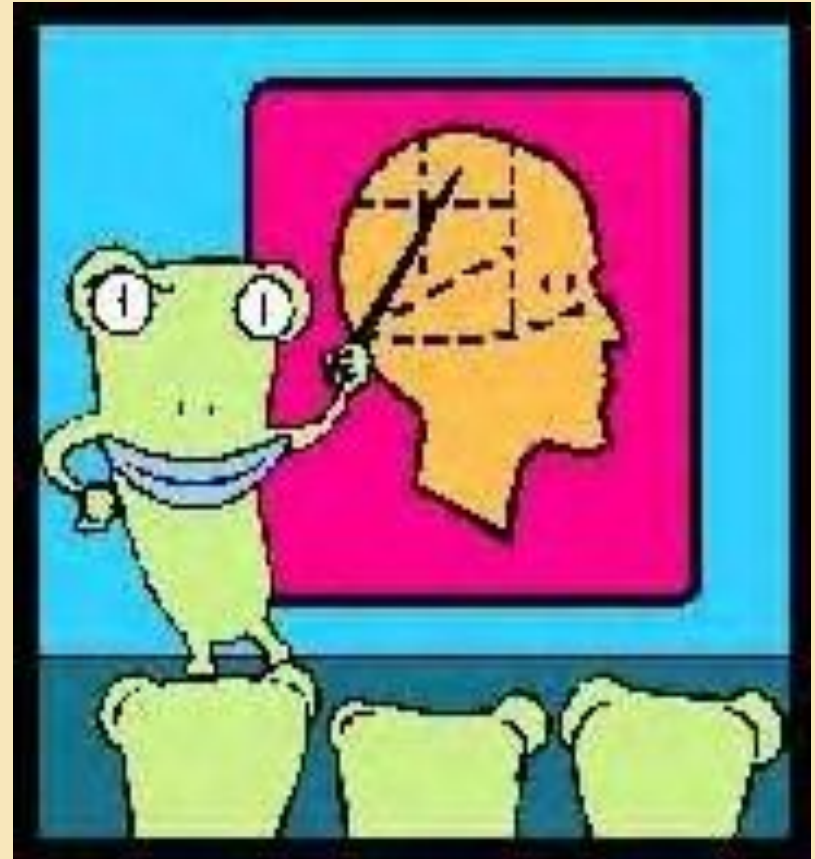
Monitoring Progress in READING

- MAZE Passages (Comprehension & Fluency)

- Oral Reading Fluency: Unreliable!!!!!

- Silent Reading Fluency (TOSCRF; SRFT)
  - see Technical Report

MAZE Passages

Kicking Stones

Have you ever had nothing to do? Sometimes when I (**say/ have/ run**) nothing to do, I take a (**walk/ road/ home**). That's when I kick stones. If I (**have/ can't/went**) find any cans to kick, I (**little/under/just**) kick stones.

www.EdCheckup.com

Year 2:CBM Tools

- Elementary
  - Form A & B (BASS) MAZE Passages
  - Form C1, C2 C3 (Reading Milestones) MAZE Passages*
  - Form D (Ed Checkup) MAZE Passages Level 1
- Middle School
- High School
  - Common Passages (3 minute) 4th level
  - Form E (Ed Checkup) Maze Passages 4th level

Year 2: What We Learned

- Teachers are Terrific!
- Significant Correlations
    - \# Within Reading Passages Forms A & B,
    - \# Within Reading Passages Forms D & E

    - \# Teacher's ratings and MAZE Scores
    - \# NWEA:MAP Fall scores and Fall Maze Scores
    - \# NWEA:MAP Spring scores and Spring MAZE Scores

Year 2: What We Learned

	» TR	NWEA	
• Elem.	.92	.85	.93 (A)
• Middle	.82	.85	.81 (E)
• Second	.83	.68	.72 (E)

Years 3 & 4

- Technical Characteristics
- Sensitivity to growth
- Teacher Use
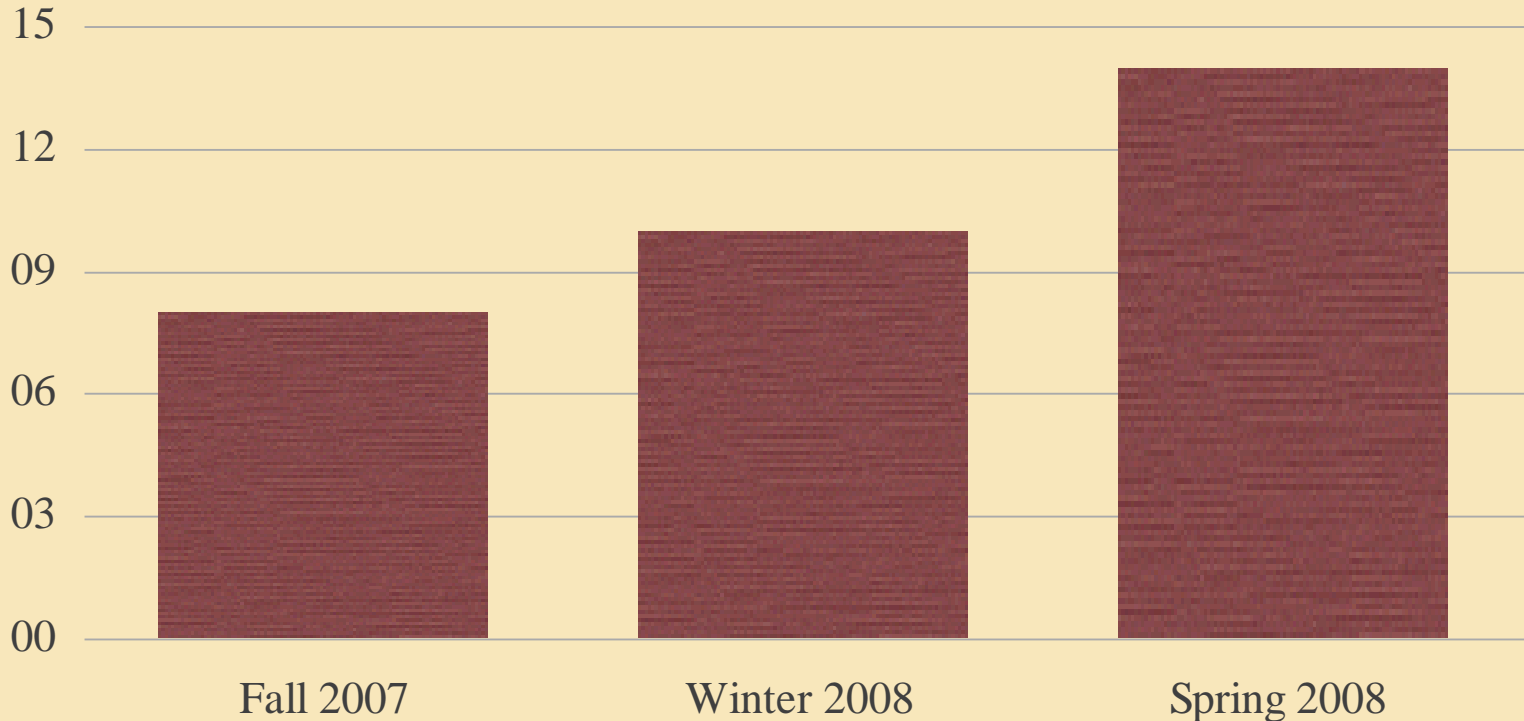
- Grade Level
  – Out of Grade Level

Years 3 & 4: Results

Reliability

- – Alternate form - correlations .90 for elementary/middle grades
  .78 for high school students

- – Test-retest - correlations .96 for elementary/middle grades

- – .85 for high school students

- Validity

  - – Correlations with the NWEA: MAP RIT reading scores;

    .80 -.90 for elementary,

    .74 - .92 for middle,

    .78 - .85 for high school.

  - – Correlations with teacher ratings LESS THAN .70

- Sensitivity

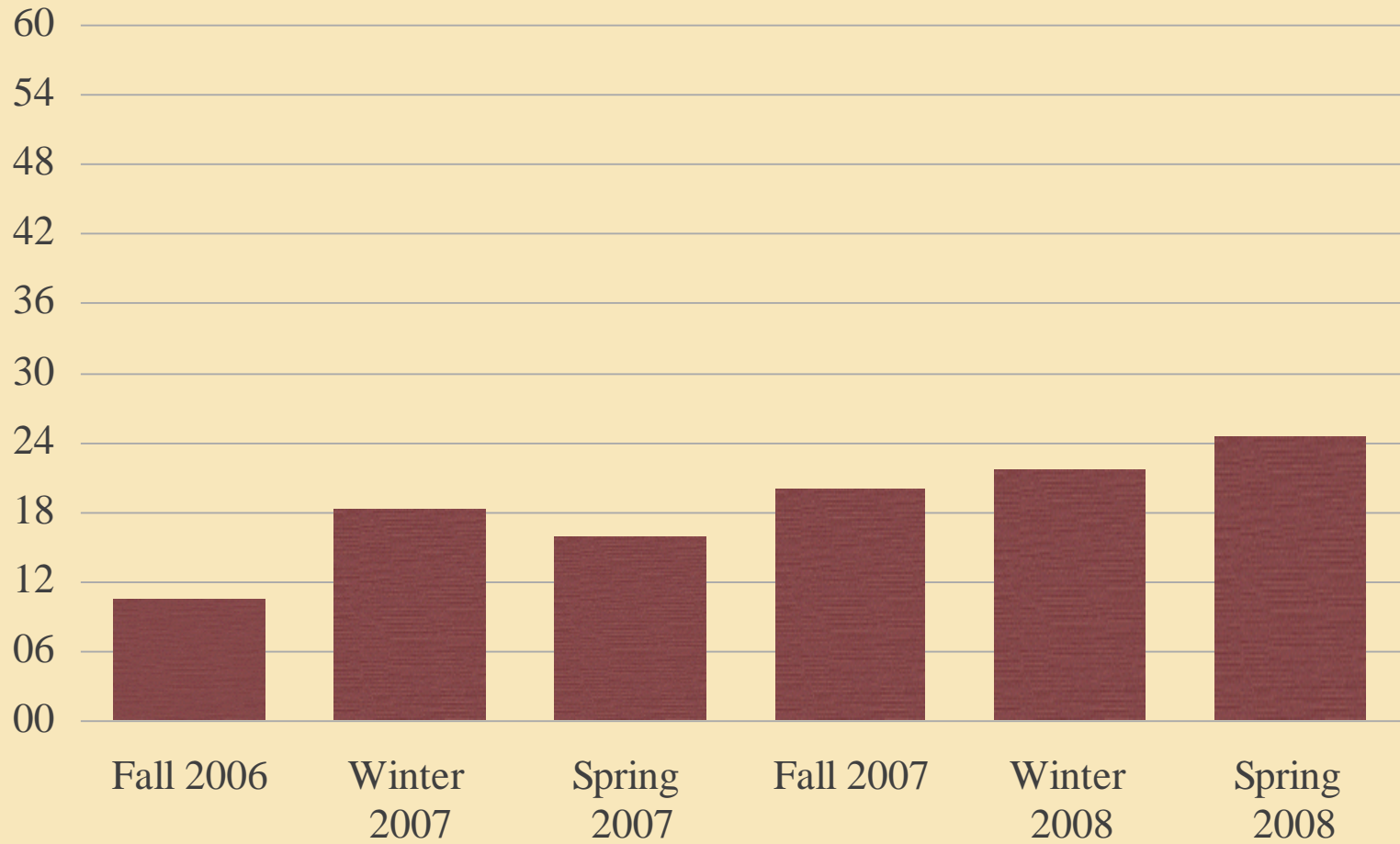 - – Significant slopes of .50 for elementary, .93 for middle, and .90 for high school grades

Growth across Grade Levels
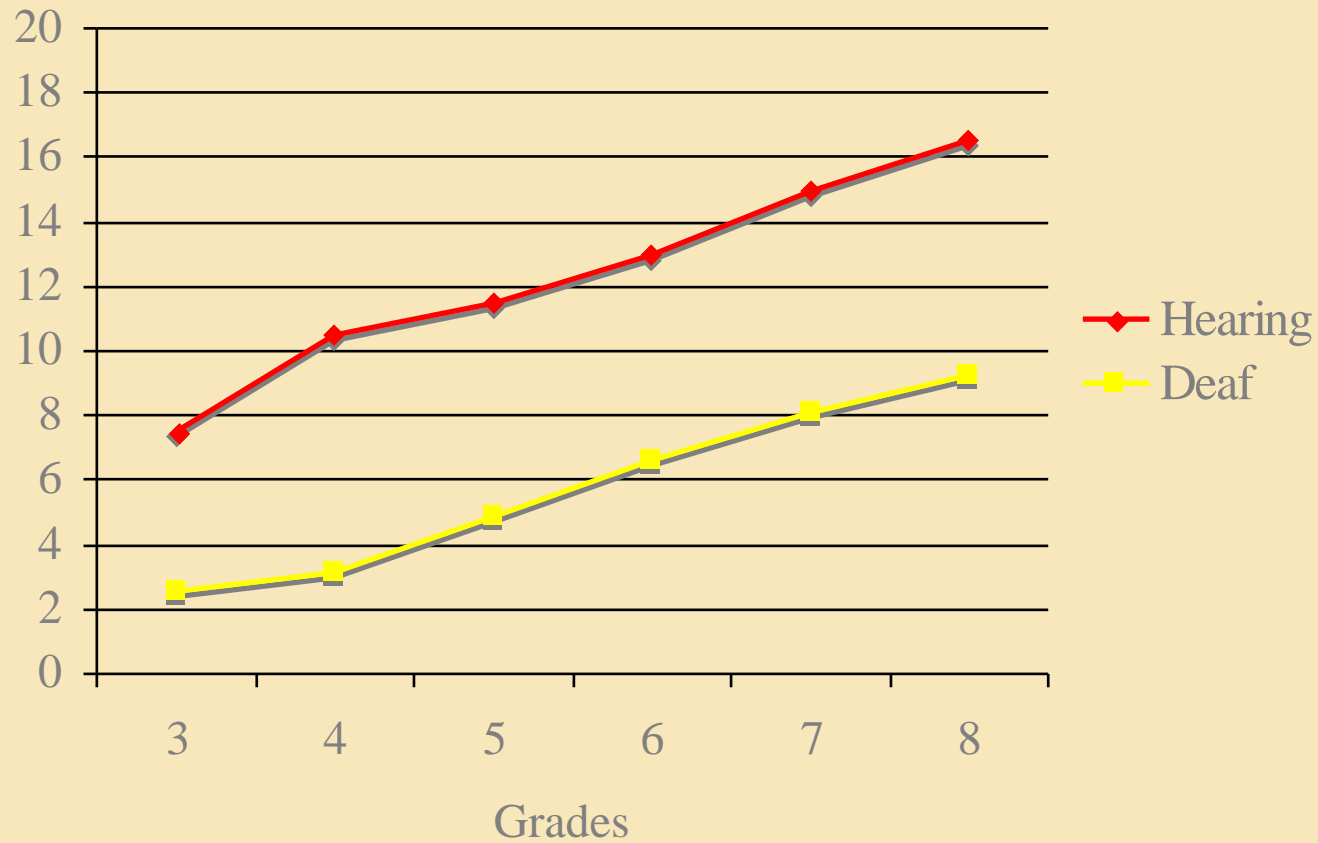
Maze Comparisons

Legend:
- 10th D/HH
- 10th D/HH (no dis.)
- 10th Hearing (at-risk)
- 10th Hearing (general)

Categories: Fall 2007, Winter 2008, Spring 2008
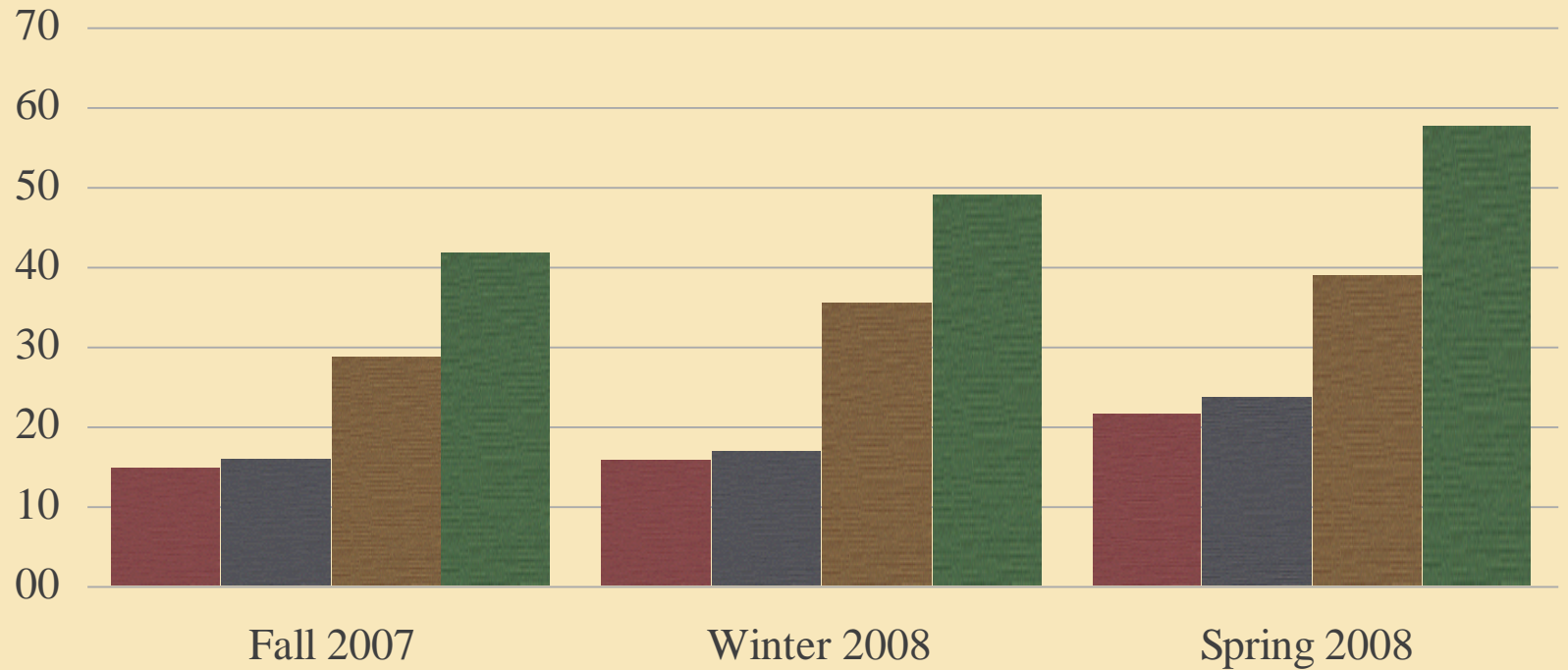
Conclusions

- Preliminary data

- CBM MAZE indicators appear to be reliable and valid.

- CBM MAZE appear to capture significant growth over time.

- Need to replicate studies with broader population of students.

- Need to determine if the MAZE is sensitive enough to inform teachers of student progress.

CBM: Using Assessment Results to Inform Instruction

CE+HD
College of Education + Human Development

UNIVERSITY OF MINNESOTA
Driven to Discover℠

Instructional Strategies

- Every strategy is not equally effective with every student.

- Teachers need an extensive repertoire of strategies that can be applied to meet different needs.

Prereading

- Prequestioning, predicting, and direction setting

- Providing technical (text-specific) vocabulary

- Developing metacognitive awareness of task demands and strategies necessary for effective learning

During Reading

Students are required toiInteract with text and construct meaning as they read.

Students apply metacognitive skills

(awareness of and control over their comprehension).

Postreading

- Postreading activities provide opportunities for students to:

  - Synthesize and organize information

  - Evaluate the author's perspective

  - Respond to the text

Other Considerations

- Does the student receive direct reading instruction daily?

- How much time does the student receive reading instruction on a daily basis?

- How much time does the student practice reading daily?

- Is an explicit instructional model used to teach the student how to use reading strategies independently?

Plan of Action

- The teacher:
  - identified and listed the reading difficulties of the student.

  - prioritized the reading difficulties.

  - selected one or two reading difficulties to target for intervention.

- The teacher identified instructional strategies that:

  – addressed each of the targeted reading difficulties

  – likely be successful with the student.

Follow-Up

- During my next visit or via email:

  - We discussed the instructional changes the teacher made.
  - The teacher identified what was successful and why.
  - She/He identified what wasn't successful and why.

– We discussed adjustments that should be made.

– When we received additional assessment data, we factored these into our discussion of instruction.

- A good example of one of the values of progress monitoring…

Results: Coaching Teachers

	Elem		MS		HS	
	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008
Progress	56%	66%	72%	33%	58%	23%
No progress	39%	33%	21%	63%	27%	64%
One data point	5%	0%	7%	3%	15%	1%

Monitoring Student Progress?

- Elementary Level
  - » Progress – 8
  - » No progress – 4
- Middle School
  - » Progress – 10
  - » No progress - 19
- High School
  - » Progress – 13
  - » No progress - 36

Factors limiting progress

- New textbooks

  - Time on task

- Larger classes

- More diverse reading needs within classes

Factors

- Time on task
  - Previously, the students had one period of English language instruction and writing and one period of reading instruction.
  - This year English, writing, and reading were included in one period.

Factors

- Issues with the new textbooks
  - Training was short and occurred the previous spring.
  - The new books did not come until October and teachers didn't have time to study the books and feel confident teaching with them.
  - The new books were extremely challenging—too difficult for many of the students.

RIPM: Deaf/ HH Students Grades 3-12th

Tools	Indicators	Reliability/ Validity	Sensitivity to Growth	Intervention/ Coaching
Oral Reading	Word Correct/1 min	NO	XXXXX	XXXXXX
Maze Passages	C-I / 1 min C-I/ 3 min	YES	Elementary Secondary	With support
Grade Level	Screening	YES	NO	XXXXXX
Reading Level	Progress Monitoring	YES	YES	XXXXXX

More Information

- www.progressmonitoring.net
- www.studentprogress.org
- www.PREPIT.org