Response to Intervention
Progress Monitoring Resources for Grades K–12

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Number	00080
Request	A state department of education (SDE) served by the Southeast Comprehensive Center (SECC) has requested information on response to intervention (RtI) progress monitoring resources for reading, writing, and mathematics for grades K–12.
Summary	In response to this request, SECC staff queried a number of education research and dissemination organizations and assessment research experts to obtain information on RtI progress monitoring resources. They also conducted Web and hand searches to obtain information. Details are provided below including search results, references, and a resource list that may offer additional information.

Introduction

There has been increased attention on the use of progress monitoring tools due to federal legislation designed to improve students' academic performance. The No Child Left Behind Act of 2001 (NCLB) calls for school accountability, and the Individuals with Disabilities Education Act of 2004 (IDEA) provides schools with an option to use students' response to research-based instruction in making special education eligibility decisions. This legislation and related policies highlight the need for educators and administrators to implement the use of progress monitoring assessment tools to track students' academic and behavioral progress toward predetermined goals or objectives (McMaster & Espin, 2007). For example, in response to Reading First, an NCLB provision, Florida established the Progress Monitoring and Reporting Network (PMRN), a progress monitoring data delivery system (Roehrig, Duggar, Moats, Glover, & Mincey, 2008). Many local education agencies (LEAs) across the country are already implementing or in the process of establishing progress monitoring data systems and professional development for teachers.

Progress monitoring can be described as an evidence-based practice that is utilized to assess students' academic performance and evaluate the effectiveness of instruction/intervention (Fuchs & Fuchs, 2008). Progress monitoring is composed of administering brief assessments to measure student progress and takes place on a regular basis (weekly or monthly).

The purpose of progress monitoring is to determine whether or not students are responding successfully to instruction/intervention, which makes this practice an essential feature of response to intervention or RtI (Stecker, Fuchs, & Fuchs, 2008). The National Center on Response to Intervention (2008) identified various functions of progress monitoring within an RtI model. In Tier 1, progress monitoring serves as a screening mechanism to identify students

who may be at risk of academic/behavioral failure. At Tier 2 and beyond, the function of progress monitoring is to determine whether or not an intervention is successful in helping students learn at an appropriate rate.

Monitoring progress to evaluate response to instruction is a very important process that is critical to students' academic growth. Fuchs and Fuchs (2008) noted that students benefit greatly when progress is monitored correctly. For example, accelerated learning occurs, better instructional decisions are made, students' progress is documented for the purposes of accountability, efficient communication of student progress takes place, teachers hold higher expectations for student performance, and fewer referrals are made for special education testing.

The objective of this rapid response resource is to provide information about selected progress monitoring tools in reading, writing, and mathematics for grades K–12. This report is structured into five sections (1) Introduction, (2) Limitations of rapid response report, (3) Selection of progress monitoring resources, (4) Description and evaluation of selected resources, (5) References, and (6) Additional resources.

Limitations of Rapid Response Report

The goal of this report is to provide state departments of education (SDEs) and other stakeholders with research-based information regarding progress-monitoring measures that would enable decision makers to weigh options and make informed recommendations to LEAs. Decision makers should use caution when using this report because the selected tools featured do not include all progress monitoring tools in reading, written expression, and mathematics that are commercially available for grades PreK–12. The SECC focused on tools that have been judged to be adequate based on the work of other researchers, organizations, and assessment experts. Hence, the SECC did not judge the technical soundness (e.g. reliability, validity) of identified measures. Another important limitation is that very few progress monitoring tools for high school students were found.

Current research only supports the use of student progress monitoring in the elementary grades. This is not to say that progress monitoring cannot be done at the secondary level; however, research to support its use at the secondary level is not yet available (National Center on Student Progress Monitoring, e-mail communication, May 5, 2006).

Selection of Progress Monitoring Resources

This section clearly states the methods and procedures that the SECC used to find information on progress monitoring assessment tools that are included in this report as well as an analysis of why selected tools are included. In response to this request, the SECC's search included various Web sources for information on progress monitoring assessments for K–12 students. The SECC also searched the following Web sites, including comprehensive and content centers (e.g., Accountability and Assessment Comprehensive Center, Center on Instruction); federally-funded centers (e.g., National Center on Student Progress Monitoring and National Center on Response to Intervention housed at the American Institute for Research (AIR), Research Institute on Progress Monitoring); regional educational laboratories or RELs (e.g., Northwest REL); Institutions of Higher Learning (e.g., Florida Center for Reading Research); and commercial assessment vendors (e.g., DIBELS, AIMSweb, iSTEEP, School House Technologies, Jamestown Reading Navigator, Vantage Learning, and Intervention Central).

In addition, the SECC conducted hand searches of several hard copy articles, reference lists, and reports; contacted assessment research experts via e-mail; searched an electronic database (ERIC), SEDL's Information Resource Center, and universities conducting research on progress monitoring (e.g., University of Oregon, Vanderbilt University, University of Minnesota, Iowa State University). Also, the SECC used information from articles published in both peer reviewed and non-peer reviewed journals to prepare this response.

The SECC chose to include progress monitoring measures that were vetted, approved, and recommended by federally funded centers such as the National Center on Progress Monitoring. This ensures that measures that have

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been proven to be effective in assessing student performance are included in this report. Since the requester of this report expressed interest in low-cost instruments as well as tools that are not time consuming, the cost and administration time of assessment tools were factors in determining which tools to include. All progress-monitoring instruments that were found for middle and high school were included regardless of cost because of the paucity of progress monitoring tools at the secondary level. To make information about progress monitoring tools readily accessible to SDE staff, the SECC also chose to include progress monitoring Web sites of federally funded centers as well as commercial vendors.

Description and Evaluation of Selected Resources

This section contains a synopsis of the progress monitoring tools that were found to meet the SECC's selection process. Overall, the SECC found more progress monitoring measures in elementary reading than mathematics or written expression. Partly, because more research investigations have occurred in elementary reading, and there are agreed upon general outcome measures in foundational reading skills at the elementary grades. Also, there are a limited number of progress monitoring tools for secondary students (middle and high school) in reading, writing, and mathematics. The results for each content area are displayed in table format in the appendix of this response report. Information provided in the tables includes the name of the assessment tool or resource, skills tested and the testing format, length of administration, a brief description, age and/or grade-level groups, the source along with the URL when available, and cost.

For reading, 13 progress monitoring instruments in various skill areas were selected, with a limited number of assessments for secondary students (middle and high school). Additionally, the SECC included 13 written expression measures, with five measures addressing secondary students. All five progress-monitoring measures in mathematics that were included addressed secondary students, as well.

Progress Monitoring Tools in Reading

As part of NCLB, schools that receive Reading First grants are required to use approved reading programs and assessment plans, which make it imperative that teachers use progress monitoring data to inform literacy instruction (Roehrig, Duggar, Moats, Glover, & Mincey, 2008). "The purpose of progress monitoring in reading is to determine whether or not students are responding successfully to reading instruction and/or intervention" (Dimino & Santoro, 2008, p.1).

According to Reading Next (Biancorosa & Snow, 2006), formative and summative assessments along with professional development are the three critical elements needed to improve adolescent literacy. "No literacy program targeted at older readers is likely to cause significant improvements without these elements because of their importance to ensuring instructional effectiveness and measuring effects" (p. 5). Formative assessment takes place during the course of instruction to shape and refine ongoing teaching and learning" (Hermitage, 2008, p.4), while summative assessment takes place at the end of units of study.

Listed in Table 1, Appendix, Tables 1–3, RtI Progress Monitoring Tools and Resources, are brief summaries of individually or group-administered progress monitoring assessments in grades K–12 that measure general reading readiness and basic reading skills in phonemic awareness, decoding, comprehension (listening and word), vocabulary, word identification, structural analysis, phonics, graphophonemic knowledge, and fluency (oral reading, letter naming, letter sound, phoneme segmentation, and nonsense word).

The SECC also obtained information on the selection process for progress monitoring instruments from the Institute for the Development of Educational Achievement. In the institute's report, Analysis of Reading Assessment Instruments for K–3 (2002), the executive summary of the document provides
- A brief description of the process used to identify, select, and analyze K–3 reading assessment instruments; and
- A brief summary of the assessment committee's results and recommendations.

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The assessment committee identified the following 24 measures out of the 29 reviewed to have "sufficient evidence" for use as screening, diagnostic, progress monitoring, and/or outcome instruments to assess one or more essential reading components (e.g., phonemic awareness, phonics, fluency, vocabulary, and reading comprehension) at one or more grade levels K–3:

- Clinical Evaluation of Language Fundamentals—3rd Ed (CELF–3)
- Comprehensive Test of Phonological Processing (CTOPP)
- Curriculum-Based Measurement (CBM) Oral Reading Fluency
- Degrees of Reading Power (DRP)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)—5th Ed
- Early Reading Diagnostic Assessment (ERDA)
- Gray Oral Reading Test—IV (GORT—IV)
- Iowa Test of Basic Skills (ITBS)
- Letter Sound Fluency
- Lindamood Auditory Conceptualization Test, LAC Test
- Peabody Picture Vocabulary Test—(PPVT—3)
- Phonological Awareness Test
- Slosson Oral Reading Test—Revised (SORT—R)
- Stanford Achievement Test—9th Ed (SAT—9)
- Terra Nova—CAT (2nd Ed Terra Nova; 6th Ed CAT)
- Test of Language Development—Primary: 3 (TOLD—P: 3)
- Test of Phonological Awareness (TOPA)
- Test of Word Knowledge (TOWK)
- Test of Word Reading Efficiency (TOWRE)
- Texas Primary Reading Inventory (TPRI)
- Wechsler Individual Achievement Test—II (WIAT—II)
- Woodcock-Johnson III Test of Achievement
- Yopp-Singer Test of Phoneme Segmentation

According to the report, the following 5 measures were found not to have "sufficient evidence" for use as screening, diagnosis, progress monitoring, and/or outcome instruments

- Auditory Analysis Test
- An Observation Survey of Early Literacy Achievement
- Qualitative Reading Inventory (QRI)
- Roswell-Chall Auditory Blending
- Woodcock-Johnson III Tests of Cognitive Abilities

Progress Monitoring Tools in Written Expression

"Along with reading comprehension, writing skills is a predictor of academic success" (Graham & Perrin, 2007, p.3). In a literature review of written expression, McMaster and Espin (2007) stated that sound measures of written expression are needed to ensure that students are progressing towards writing standards. These researchers explained that CBM, a procedure in which multiple probes are administered repeatedly to provide student progress data over time, has proven to be very effective in improving student outcomes. The purpose of progress monitoring in writing is to assess students' progress towards meeting states' content standards. The SECC's search of progress monitoring tools yielded several CBMs, and listed in Table 2 Appendix, Tables 1–3, are Web resources containing progress monitoring assessments in written expression (e.g., writing fluency) for grades K–12.

Progress Monitoring Tools in Mathematics

There is a growing demand for mathematics progress monitoring tools because of increased emphasis on improving student outcomes. Unfortunately, limited or nonexistent research in several areas of mathematics progress monitoring tools, especially in high school is a problem (Foegen, Jiban, & Deno, 2007). Due to gaps in high school mathematics progress monitoring tools, Foegen and her colleagues began a 3-year project (Project AAIMS) to

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develop and validate tools for Pre-Algebra and Algebra 1 courses (Foegen, 2008). Moreover, a research analyst at the National Center on Response to Intervention at the AIR explained that

> there are not a lot of resources available for secondary progress monitoring in general, and even less in the area of math. . .Math Computation CBM has been used more frequently with grades 1–6. These are available from a number of companies including AIMSweb, Intervention Central, and Wireless generation. AIMsweb is the only company that has Math Computation CBM measures available for grades 7–8 and no companies market CBM specifically for grades 9–12. The problem is that there are no agreed upon general outcome measures for high school math and most progress monitoring measures for math are based on basic computation, which technically should be mastered by the 7–8 grade (e-mail communication, November 13, 2008).

Listed in Table 3, Appendix, Tables 1–3, are brief summaries of individually or group administered progress-monitoring measures in early numeracy (oral counting, number identification, quantity discrimination, and missing number), and basic skills (computation, problem solving, concepts, and application).

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Additional Resources

AIMSweb Progress Monitoring and RtI System
http://www.aimsweb.com/
AIMSweb® is a scientifically based, formative assessment system that informs the teaching and learning process by providing continuous student performance data and reporting improvement to parents, teachers, and administrators to enable evidence-based evaluation and data-driven instruction. It is a progress monitoring system based on direct, frequent and continuous student assessment. The results are reported via a Web-based data management and reporting system to determine RtI.

AIMSweb provides its users the assessment materials and ability to organize and report Curriculum-Based Measurement (CBM)—standardized measures of basic skills—including reading, early literacy, early numeracy, mathematics, spelling, and written expression. AIMSweb also has the capacity to organize and report early developmental skills and user-defined measures. AIMSweb reports CBM or DIBELS student progress in a 3-Tier Problem-Solving model, including RtI through Web-based data management and reporting applications to provide a proactive and preventive solution for universal screening and progress monitoring for general education, strategic assessment for remedial programs or at risk, and intensive progress monitoring, including individual education plan (IEP) goals for students with severe achievement problems.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS), University of Oregon
https://dibels.uoregon.edu/index.php
DIBELS is widely used for monitoring emerging literacy skills, including those that relate to phonemic/phonological awareness, Initial Sounds Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency. This site allows users to download materials and a training manual at no cost. (Note: Users must sign up for a free materials download account in order to access DIBELS resources.) There are measures for native Spanish-speaking students. The contact information for this resource is as follows the Center on Teaching and Learning, 5292 University of Oregon, Eugene, OR 97403-5292; Phone: 888-497-4290 or 541-346-3108; Fax: 541-346-4349; Office hours: M—F 8:00 a.m.–5:30 p.m. PST; E-mail: support@dibels.uoregon.edu

Edcheckup
http://www.edcheckup.com
This site offers an assessment system for screening student performance and measuring student progress toward goals in reading. Generic passages, which are independent from any particular basal reading series, also may be used to evaluate the effectiveness of reading instruction through the graphing of student reading data. Browsers must pay to view materials from this site.

Edformation
http://www.edformation.com/
Edformation/AIMSweb is a company that markets a full range of CBM services to schools. Schools subscribing to Edformation receive training in the administration of CBM, are supplied with all probes for student monitoring, can store their school CBM data in an online database, and can generate graphs of group and individual student performance. Edformation demonstrates the power of the Internet to make CBM much more feasible as a method of student assessment. This resource is available from Pearson Education Inc., 19500 Bulverde Road, San Antonio, TX 78259; Phone: 800-211-8378.

EdProgress
http://www.edprogress.com
EdProgress focuses on assessment, large-scale testing and accountability, and systemic reform. With research-proven training materials, measurement tools, reporting systems, and teacher training interventions, EdProgress helps teachers become more focused on teaching and learning for all students. Browsers must pay to view materials from this site.

Intervention Central, Curriculum-Based Measurement Warehouse
http://www.interventioncentral.org/htmdocs/interventions/cbmwarehouse.php
The Curriculum-Based Measurement Warehouse is a Web-based service of Intervention Central. Users can create their own CBM probes and evaluate students' progress, as well as create or download probes for reading fluency, math computation, letter Identification, number Identification, and word lists. (Note: Many of these probes are created dynamically, using Internet applications.)

Iowa State University, Algebra Assessment and Instruction—Meeting Standards (Project AAIMS)
http://www.ci.hs.iastate.edu/aaims/
Project AAIMS, is a federally funded project that was designed to achieve two objectives related to the teaching and learning of algebra for students with and without disabilities. It is housed in the Department of Curriculum & Instruction in the College of Human Sciences at Iowa State University. First, the researchers examined algebra curriculum, instruction, and assessment for students with and without disabilities and determined the extent to which they were aligned. Second, they developed algebra assessment tools that can be used for monitoring the progress of students with and without disabilities as they learn algebra. Third, they investigated the measures' reliability, validity, and sensitivity to growth. The Web site has information about the activities, research, and products associated with Project AAIMS.

National Center for Family Literacy (NCFL)
http://www.famlit.org/site/c.gtJWJdMQIsE/b.1204561/k.BD7C/Home.htm
Family literacy helps parents and children form a learning partnership that ends the cycle of poverty and low literacy. The NCFL works to find solutions to the literacy crisis that build on the family to create a new cycle of ongoing learning and mutual support.

National Center on Response to Intervention (NCRTI)
http://www.rti4success.org
The NCRTI has many RtI resources posted on its Web site. These progress-monitoring resources are free downloads from their site:

> *Progress Monitoring*
> http://www.rti4success.org/images/stories/RTIManual/
> rtimanualsection2progressmonitorin.pdf
> *Progress Monitoring* is an article written by the National Research Center on Learning
> Disabilities (NRCLD). It provides an overview of progress monitoring within an RtI
> model and discusses challenging structures, roles and responsibilities, methods
> and procedures, an essential task list for progress monitoring, standards for judging
> quality progress monitoring, and internal resources needed to implement progress
> monitoring. Activities, tools, and examples are included.

> *Dialogue Guide: Classroom Assessment and Dialogue Guide: Facilitator Handbook*
> http://www.rti4success.org/index.php?option=com_content&task=blogcategory&id=
> 4&Itemid=54&limit=10&limitstart=10
> This 2007 brief and tool were developed to guide stakeholders through dialogue on classroom
> assessment. The guide includes a brief developed by the IRIS Center to provide an overview of summative
> and formative assessments and their uses. Also included are six sets of questions for different stakeholders,
> developed by the IDEA partnership, which ask stakeholders to consider examples of assessments and
> challenges to progress monitoring. The resources can be used in conjunction with the Dialogue Guide
> Facilitator's Handbook and the online module developed by the IRIS Center at Vanderbilt University.

National Center on Student Progress Monitoring
http://www.studentprogress.org/
The National Center on Student Progress Monitoring (NCSPM) is dedicated to the implementation of scientifically based student progress monitoring for grades K–5. The center works to provide technical assistance to states and districts and disseminate information about student progress monitoring practices proven to work in different academic content areas. The NCSPM is a technical assistance and dissemination center funded by the U.S. Department of Education, Office of Special Education Programs. The technical review committee regularly reviews tools and has created a chart of scientifically based tools to measure students' progress. These progress-monitoring resources are listed on its site:

> *What is Scientifically-Based Progress Monitoring*
> http://www.studentprogress.org/library/articles.asp#whatisresearch
> This brief describes how progress monitoring procedures can help teachers track their
> students' progress in reading, mathematics, or spelling, in order to better identify
> students in need of additional or different forms of instruction. The document provides
> an overview of the research and shows experimental evidential support for higher
> student achievement resulting from progress monitoring. It was presented by Doug
> Fuchs and Lynn Fuchs and released by the NCSPM.

> *Choosing a Progress Monitoring Tool that Works for You*
> http://www.rti4success.org/images/stories/pdfs/choosingatoolppt_2007.pdf
> http://www.rti4success.org/images/stories/pdfs/choosingapmtool_activity.pdf
> This 2007 presentation describes a method to help identify needs and goals regarding
> student progress monitoring. Participants were shown how to use information from
> the NCSPM review of tools to choose a scientifically based progress-monitoring tool.
> It was presented by Silvia Wen-Yu Lee and Sarah Short of the NCSPM at the Summer
> Institute on Progress Monitoring.

Integrating Student Progress Monitoring into Your Classroom: The Teacher's Perspective
http://www.rti4success.org/images/stories/pdfs/practitionerbrief3final.pdf
This brief offers suggestions for teachers on how to use student progress monitoring in an integrated way in the classroom so that monitoring does not seem like a series of isolated assessments unconnected to other parts of the learning experience. It was presented by Kathleen McLane and released by the NCSPM.

Supporting Teachers who are Implementing Student Progress Monitoring: A Guide for Administrators
http://www.studentprogress.org/summer_institute/inst2006.
asp#SupportingTeacherswhoareImplementingStudentProgressMonitoringAGuideforAdministrators
This 2006 presentation discusses issues related to successfully implementing CBM at the school or district level. It also addresses how to support the implementation of CBM in classes that have students with disabilities and/or English Language Learners (ELLs). It was presented by Erica Lembke and Laura Saenz and released by the NCSPM.

Monitoring Student Progress: Administrative Issues
http://www.studentprogress.org/summer_institute/inst2005.asp#AdministrativeIssues
This 2005 presentation discusses issues related to successfully implementing CBM at the school or district level. It also explains how CBM can be used in RtI and early intervention models. It could be useful for administrators wanting to provide leadership and support for staff in the area of progressing monitoring. It was presented by Doug Marston and John Hintze and released by the NCSPM.

Getting Started: How Do I Implement Progress Monitoring in My School?
http://www.rti4success.org/images/stories/pdfs/howdoiimplementpminmyschool.pdf
This brief explains factors that a teacher must consider before implementing student progress monitoring in his school. It was written by Kathleen McLane and released by the NCSPM.

Implementing Student Progress Monitoring on a Statewide Basis
http://www.studentprogress.org/summer_institute/inst2006.asp#ImplementingStudentProgressMonitoringonaStatewideBasis
This 2006 presentation provides an overview of Pennsylvania's statewide progress monitoring initiative. Included is a discussion of the Commonwealth's 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. It was presented by Joy Eichelberger, Regina Paulbinsky, and Dan Thompson at the Summer Institute of the NCSPM.

Curriculum-Based Measurement for Secondary School Level
http://www.progressmonitoring.org/RIPMProducts2.html#cbm_secondary
This brief, written by the Research Institute on Progress Monitoring (RIPM), provides a reference list of articles and book chapters on the development of progress monitoring procedures for secondary-school students in reading, content-area learning, and writing. It also includes a brief section on which student progress monitoring practices have been proven to work at the secondary level.

Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Reading

http://www.studentprogress.org/summer_institute/default.asp#reading
This 2007 presentation presents information regarding the benefits and purpose of CBM. It explains how to measure student progress and how to use student progress monitoring data in reading. It was presented by Chris Lemons, Laura Sáenz, and Pamela Stecker and released by the NCSPM.

Introduction to Using Curriculum-Based Measurement for Progress Monitoring in Math

http://www.studentprogress.org/summer_institute/default.asp#mathematics
This 2007 presentation covers implementation of CBM in mathematics for individuals and groups of students. It explains how to measure student progress and how to use student progress monitoring data in mathematics. It was presented by Pam Fernstrom and Sarah Powell and released by the NCSPM.

Using Curriculum-Based Measurement to Determine Response to Intervention (RtI)
http://www.studentprogress.org/summer_institute/default.asp#RTI
This 2007 presentation provides an overview of RtI. It explains how to use CBM in reading and mathematics for identifying students in need of Tier 2 intervention, determining whether response to Tier 2 intervention is inadequate and therefore special education may be appropriate, applying CBM decision making in Tier 2 special education to formulate effective individual intervention plans, and determining whether Tier 3 special education response is sufficient to consider exiting special education. It was presented by Doug Fuchs, Lynn Fuchs, John Hintze, and Erica Lembke and released by the NCSPM.

Applying Progress Monitoring to RtI Prevention and Identification
http://www.rti4success.org/images/stories/pdfs/applyingpmrtipreventionidentification.pdf
This 2005 presentation explains the role of progress monitoring in an RtI framework for learning disability identification. The presentation also describes the methods and results of 2 yearlong studies at first grade, one in reading and the other in mathematics, as well as effects on learning disability prevalence and severity. It was presented by Dr. Doug Fuchs and Dr. Lynn Fuchs and released by the NCSPM.

National Institute on Literacy (NIFL)
http://www.nifl.gov/
Along with the U.S. Departments of Education, Labor, and Health and Human Services, the NIFL Web site serves as a national resource on current, comprehensive literacy research, practice, and policy. Authorized under NCLB, NIFL is responsible for supporting and disseminating scientifically based reading research (SBRR).

National Research Center on Learning Disabilities (NRCLD): Parent Page—What is Progress Monitoring?
http://www.rti4success.org/images/stories/ProgressMonitoring/what_is_progress_monitoring2007.pdf
This 2007 brief provides an overview of progress monitoring and CBM. It was created by the NRCLD and may be of use for families who are looking for information regarding progress monitoring.

Read Naturally
http://www.readnaturally.com
Read Naturally combines three research-proven strategies to develop the reading fluency of students served in special education, such as English language learners (ELLs), in Title I, and in general education. Browsers must order and pay for materials from this site.

Renaissance Learning, STAR Early Literacy, Math, and Reading Series
http://www.renlearn.com/products.aspx
Renaissance Learning Inc. has developed the STAR series of Early Literacy, Mathematics, and Reading measures in PK–3. These progress-monitoring assessments have been found by the NCSPM to be sensitive measures of student progress, to provide adequate yearly progress (AYP) benchmarks, and to improve learning and teacher planning. For more information, call 800-338-4204.

System to Enhance Educational Performance (iSTEEP) Progress Monitoring and Data Management
http://www.isteep.com/datatools.html
iSTEEP has a comprehensive range of benchmark assessments, progress monitoring assessments, as well as a powerful Web-based system for interpreting data and making decisions. Benchmark and progress monitoring assessments are available in many academic areas for grades K–12. All assessments are research based. Reading assessments include reading fluency, phonemic awareness and early literacy, and reading comprehension. Both computer assessments as well as paper and pencil assessments are available. Mathematics assessments include mathematics computation, mathematics concepts and application, and mathematics focal points.

Vanderbilt University, IRIS
http://iris.peabody.vanderbilt.edu/rti02_assessment/chalcycle.htm
This Web site houses multiple online modules on RtI, including two on classroom assessment: (1) An Introduction to Monitoring Academic Achievement in the Classroom; and (2) Evaluating Reading Progress. There are five modules on RtI (1) An Overview; (2) Assessment; (3) Reading Instruction; (4) Putting It All Together; and (5) Considerations for School Leaders. These resources may be of use for teachers and administrators seeking a comprehensive illustration of how to successfully implement RtI. The modules were developed by the IRIS Center for Training Enhancements.

Vantage Learning
http://www.vantagelearning.com/
Vantage Learning has developed the Student Progress Monitoring System (SPMS), described as a powerful suite of reading, mathematics, science, social studies, and writing formative assessment tools for teachers, students, and administrators. The SPMS is designed to measure student progress in core academic skills and allow for prescriptive RtI and individualized learning strategies to help students meet proficiency levels and academic standards. It is available in paper/pencil-based testing, online testing, or both. For more information, please contact professional services at pstraining@vantage.com or call 267-756-1115.

Verizon Foundation Thinkfinity
http://www.thinkfinity.org/
This free, comprehensive Web site is maintained by the Verizon Foundation in partnership with ARTSEDGE, EconEdLink, EDSITEment, Readwritethink, Illuminations, Literacy Network, Science Netlinks, Smithsonian's History Explorer, and Xpeditions.

Verizon Life Span Literacy Matrix: Relevant Outcomes, Measures and Research-based Practices and Strategies
http://literacynetwork.verizon.org/fileadmin/download/13741_verizon_matrix.pdf
This tool outlines literacy outcomes, appropriate instruments for measuring outcomes, and effective research-based practices that enable programs and individuals to increase literacy development across the life span.

The Journal of Special Education, Research Institute on Progress Monitoring (RIPM) at the University of Minnesota, and Iowa State University
Foegen, A., Jiban, C., & Deno, S. (2007). Progress Monitoring Measures in Mathematics: A Review of Literature. *The Journal of Special Education, 41*(2), 121–139.
This article provides an extensive review of existing empirical literature (32 reports) to examine the full array of CBMs in mathematics for students in PreK–12 grade. The review addressed technical adequacy of the mathematics CBM measures as well as teachers' use of the measures to improve student achievement.

The Journal of Special Education and Research Institute on Progress Monitoring (RIPM), University of Minnesota
McMaster, K., & Espin, (2007). Technical Features of Curriculum-Based Measurement in Writing: A Literature Review. *The Journal of Special Education, 41*(2), 64–84.
This article provides an extensive review of empirical research (28 technical reports and published articles) that has been done to identify technically sound approaches to assessing written expression within a CBM framework at the elementary and secondary school settings.

Appendix—Tables 1–3
RtI Progress Monitoring Tools and Resources

Table 1. Response to Intervention (RtI) Progress Monitoring Tools for Reading (Tier 2/3)							
Tool or Resource	Skill Area Tested (e.g., mechanics or grammar)	Testing Format (e.g., individual, small group, whole group)	Testing Time frame (e.g., 1 min., 45 min., 2 days, etc.)	Description (short summary)	Age or Grade Level (e.g., ages 6–8 or grades K–3)	Source (e.g., company name, contact information, Web site)	Price (e.g., per student, teacher, school)
AIMSweb - Early Literacy	Letter Naming Fluency Letter Sound Fluency Phoneme Segmentation Fluency Nonsense Word Fluency	Individual	1 minute	AIMSweb systems provide assessment tools (CBM) and data organization and management software to frequently monitor progress of all students in grade K and above in the basic skills areas. Internet access is required for full use of product services. Thirty-three forms are available for each of the four measures of TEL. Testers will require 1.5–2 hours of training. Paraprofessionals can administer the test. AIMSweb software systems also support data management, charting, and reporting for DIBELS™ assessment measures. Alternate forms available in Spanish for benchmarking. Field tested training manuals are available and should provide all implementation information. AIMSweb Training sessions are available. Ongoing technical support is provided.	AIMSweb Early Literacy can be used for benchmarking grades K–1 and progress monitoring any age.	Harcourt 19500 Bulverde Road San Antonio, TX 78259 www.aimsweb.com Susan Middleton Phone: 800-787-8707	$2.00–$4.00 per student annually
Vital Indicators of Progress (VIP)	Initial Sound Fluency Letter Naming Fluency Nonsense Word Fluency Phoneme Segmentation	Individual A list of VIP approved accommo-dations is available in the approved accommo-dations	1 minute to administer and 1 minute to score	Vital Indicators of Progress is a series of easy and extremely dependable oral assessments that provide immediate feedback on the reading progress of each student, classroom, and school. Results for the VIP benchmarks identify if a student is a struggling, an emerging, or an on-track reader. Teachers administer progress-monitoring measures to students who are identified as struggling or emerging either biweekly or monthly. The VIP measure Initial	Grades K–3	Voyager Expanded Learning. L.P. 1800 Valley View Lane, Suite 400 Dallas, TX 75234 Phone: 888-399-1995 www.voyagerlearning.com	Call Voyager for purchase info

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	Fluency	document.		Sound Fluency (ISF) is a measure of phonological awareness that assesses a child's ability to recognize and produce the initial sound in an orally presented word. The VIP measure Letter Naming Fluency (LNF) is a test that provides a measure of risk. The VIP measure Nonsense Word Fluency (NWF) is a test of the alphabetic principle including letter-sound correspondence and of the ability to blend letters into words. The VIP measure Phoneme Segmentation Fluency (PSF) is a test of phonological awareness. The PSF measure assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF task is administered by the examiner orally presenting words of three to four phonemes. ISF has two benchmark forms and nine progress monitoring forms for kindergarten. Testers will require less than 1 hour of training. Paraprofessionals can administer the test. The Teachers Resource Kit includes items provided to administer measures. Training materials include tutorials. Ongoing technical support is provided.			
STAR Early Literacy (SEL)	General Readiness Skills in seven domains: Graphopho-nemic Knowledge	Individual or group	10 minutes	The product includes SEL software, software/technical manual, installation guide, testing instructions, and remote installation and setup. STAR Early Literacy is a computer-adaptive assessment, and the difficulty of items is adjusted automatically to reflect the skill level of a student,	Grades K–3	Renaissance Learning, Inc. PO Box 8036 Wisconsin Rapids, WI 54495-8036 www.renlearn.com Phone: 800-338-4204	Cost per student for year 1: $7.89 per student based on 200 (including

Tool or Resource	Skill Area Tested (e.g., mechanics or grammar)	Testing Format (e.g., individual, small group, whole group)	Testing Time frame (e.g., 1 min., 45 min., 2 days, etc.)	Description (short summary)	Age or Grade Level (e.g., ages 6–8 or grades K–3)	Source (e.g., company name, contact information, Web site)	Price (e.g., per student, teacher, school)
	Phonemic Awareness Phonics Comprehension Structural Analysis Vocabulary			including students with special needs. SEL may be used with students with special or remedial needs beyond the third grade if the student's skill level is consistent with the domains featured on the assessment. The keyboard and the mouse are the default input devices. SEL does not require students be computer literate or be able to operate the mouse. STAR Early Literacy is a computer-adaptive assessment of early literacy skills. Computer access is required, with headphones (preferred) or speakers for sound. Testers will require less than 1 hour of training. Paraprofessionals can administer the test. Field tested training manuals are available and should provide all implementation information. Ongoing technical support is available from the Renaissance Learning technical support staff.			a $0.39 per student fee) Cost for subse-quent years: $0.39 per student per year ($100 minimum) Other options available
Test of Word Reading Efficiency (TOWRE) (1) and (2)	(1) Sight Word Reading Efficiency (2) Phonemic Decoding Efficiency Measures: word identification and speed Comprehension	Individual	5 minutes to administer and 5 minutes to score	The product includes an examiner's manual, 25 copies each of form A and B, and words cards for these forms. Additional forms and words cards can be purchased. TOWRE is a measure of an individual's ability to pronounce printed words accurately and fluently. The test measures the ability to sound out words quickly and accurately and the ability to recognize familiar words as whole units or sight words for individual students in grade 1 and above. The test was normed using a nationally representative sample of 1,507 students, and included students with disabilities. Cultural and linguistic bias in SWE subtest was avoided.	Grades 1 and above	Pro-Ed 8700 Shoal Creek Boulevard Austin, TX 78757 Phone: 800-897-3202 Fax: 800-397-7633 http://www.proedinc.com	$2.46 per student if only 1 kit purchased or $123.00 for the complete kit Subse-quent years : $1.00 per student

Table 1. Response to Intervention (RtI) Progress Monitoring Tools for Reading (Tier 2/3)

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Tool or Resource	**Skill Area Tested** (e.g., mechanics or grammar)	**Testing Format** (e.g., individual, small group, whole group)	**Testing Time frame** (e.g., 1 min., 45 min., 2 days, etc.)	**Description** (short summary)	**Age or Grade Level** (e.g., ages 6–8 or grades K–3)	**Source** (e.g., company name, contact information, Web site)	**Price** (e.g., per student, teacher, school)
				All examiners must be able to formulate the necessary responses and pass the practice items. Testers will require less than 1 hour of training. Paraprofessionals can administer the test. Field tested training manuals are available and should provide all needed implementation information. Ongoing technical support is available at Pro-Ed.			$25.00 for test forms
Texas Primary Reading Inventory (TPRI) TPRI Progress Monitoring for Beginning Readers (PMBR)	*Kindergarten:* Graphopho-nemic (GP) Knowledge Phonemic Awareness Book and Print Awareness Listening Comprehension *1ˢᵗ –3ʳᵈ Grade:* GP Knowledge Phonemic Awareness Word Reading Listening Comprehension Reading Accuracy Reading Fluency Reading Comprehension	Individual	3 to 5 minutes Can be admini-stered nine times a year	The TPRI is an assessment tool that provides a comprehensive picture of a student's reading/language arts development. It covers all five of the domains of reading required to qualify for the Reading First Program (under NCLB). As an added advantage, the TPRI is the only assessment available with an instructional solutions guide in the form of the Intervention Activities Guide (included in each kit). The TPRI™ Progress Monitoring for Beginning Readers (PMBR) is designed to help teachers measure first, second, and third grade students' progress in reading fluency. Fluent reading entails consolidation of the alphabetic principle and extraction of meaning at the level of words and sentences. TPRI training is available. Available in Spanish.	Grades K–3	Phone: McGraw-Hill-SRA customer service 888-772-4543 Fax: 972-228-1928 Mail: McGraw-Hill Customer Service Attn: Order Processing - TPRI 220 E. Danieldale Road, Desoto, TX 75115 http://www.tpri.org	$91.96 per kit Discount price is available
Read Naturally	Oral Reading Fluency	Individual	1 minute	The Read Naturally program provides multiple tools, such as graphs, timers, quizzes, and	Grades K and above	Read Naturally 750 S. Plaza Drive	Three types of

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Tool or Resource	**Skill Area Tested** (e.g., mechanics or grammar)	**Testing Format** (e.g., individual, small group, whole group)	**Testing Time frame** (e.g., 1 min., 45 min., 2 days, etc.)	**Description** (short summary)	**Age or Grade Level** (e.g., ages 6–8 or grades K–3)	**Source** (e.g., company name, contact information, Web site)	**Price** (e.g., per student, teacher, school)
				crossword puzzles, which enable students and teachers to monitor reading progress. This approach involves students in charting their own learning process, while helping teachers determine appropriate reading levels and goals. The products use progress monitoring techniques: Reading Fluency Benchmark Assessment (RFBA) Reading Fluency Proficiency Monitoring (RFPM) Quick Phonics Screener. Software training and support is provided.		#100 Saint Paul, MN 55120 651-452-4085 800-788-4085 651-452-9204 http://www.readnaturally.com/approach/default.htm	software licenses: single teacher, stand-alone school, or network school license; prices vary
AIMSweb System - Reading CBM	Oral Reading Fluency	Individual	1 minute standardized measure of oral reading of graded passages	The system provides assessment tools (CBM) and data organization and management software to frequently monitor progress of all students in grade K and above in the basic skills areas. Internet access is required for full use of product services. Thirty-three alternate forms are available for each grade K through 8. Testers will require 1.5–2 hours of training. Paraprofessionals can administer the test. Software systems also support data management, charting, and reporting for DIBELS™ assessment measures. Alternate forms available in Spanish for benchmarking. Field tested training manuals are available and should provide all implementation information. AIMSweb training sessions are available. Ongoing technical support is provided.	Grades K and above	Harcourt 19500 Bulverde Road San Antonio, TX 78259 www.aimsweb.com Susan Middleton Phone: 800-787-8707	AIMSweb assessment materials are included with system software subscription; $2.00–$4.00 per student annually

Tool or Resource	Skill Area Tested (e.g., mechanics or grammar)	Testing Format (e.g., individual, small group, whole group)	Testing Time frame (e.g., 1 min., 45 min., 2 days, etc.)	Description (short summary)	Age or Grade Level (e.g., ages 6–8 or grades K–3)	Source (e.g., company name, contact information, Web site)	Price (e.g., per student, teacher, school)
iSTEEP RtI Systems	Oral Reading Fluency	Individual	1 minute per form	Progress monitoring of oral reading fluency (ORF) is designated as a formative evaluation tool for students receiving Tier 2 or Tier 3 intervention. It is complemented by progress monitoring at Tier 1 with universal screening three times per year. The data system provides a color-coded list of students being progress monitored which allows for a review of student rate of progress, student progress relative to an aimline, intervention fidelity, and other important variables. Students listed in red may require professional review. Internet access is required for full use of product services. Fifty alternate forms are available. Assessors require 1 hour of training. Paraprofessionals can administer the assessment. There are three primary training options on-site training, web seminars, Web-based e-learning. Ongoing technical support is available from professionals with RtI expertise though e-mail and phone.	Grades 1–5	iSTEEP, LLC 2627 S. Bayshore Drive, Suite 1105 Miami, FL 33133 www.isteep.com www.isteeplearning.com	$1.50 per student for storing, managing, and organizing data in the system Progress monitoring forms are sold by grade level in packets of 100 pages (50 scoring forms and 50 student forms) for an initial cost of $0.04 per form.

Table 1. Response to Intervention (RtI) Progress Monitoring Tools for Reading (Tier 2/3)

Table 1. Response to Intervention (RtI) Progress Monitoring Tools for Reading (Tier 2/3)

Tool or Resource	Skill Area Tested (e.g., mechanics or grammar)	Testing Format (e.g., individual, small group, whole group)	Testing Time frame (e.g., 1 min., 45 min., 2 days, etc.)	Description (short summary)	Age or Grade Level (e.g., ages 6–8 or grades K–3)	Source (e.g., company name, contact information, Web site)	Price (e.g., per student, teacher, school)
Test of Silent Word Reading Fluency (TOSWRF)	Reading Fluency Word Comprehension	Individual or group Note: The test should NOT be administered to students with known eye-hand coordination problems.	10 minutes per protocol and 5 minutes to score	The product includes an examiner's manual, 50 copies each of Student Record Form A and B. TOSWRF is designed to measure the ability to recognize printed words accurately and efficiently. It measures students' current reading skill levels by identifying the number of printed words that a student can recognize within 3 minutes from rows of words, ordered by reading difficulty. It primarily measures word identification and speed (i.e., reading fluency) but measures word comprehension as well. The test was normed using a nationally representative sample of 3,592 that includes students with disabilities. Cultural and linguistic bias is limited by use of words from the core reading vocabularies. Studies of the performance of various ethnic and exceptionality are included in the examiner's manual. Each examiner/scorer should have his own examiner's manual. Testers will require less than 1 hour of training. Paraprofessionals can administer the test. Field tested training manuals are available and should provide all needed implementation information. Ongoing technical support is available at Pro-Ed.	Elementary middle, and high school	Pro-Ed 8700 Shoal Creek Boulevard Austin, TX 78757 http://www.proedinc.com Phone: 800-897-3202 Fax: 800-397-7633	$1.15 per 100 students for year 1; $115.00 for the complete kit Subsequent years, $0.65 per 100 students Additional student record forms can be purchased.
Monitoring Basic Skills Progress (2) MBSP	Reading comprehension: Maze	Individual or group	2.5 minutes	MBSP Basic Reading is a computer-administered progress monitoring tools for individual students, based on CBM. The assessment task is a maze in which the seventh words of passages are deleted and replaced with three possible words, only one of which restores meaning. Students take weekly CBM tests on the computer. Scoring, generating individual reports with graphs,	Grades 1–7	Vanderbilt University Peabody #228 110 Magnolia Circle, Suite MRL418 Nashville, TN 37203-5721 Phone: 615-343-4782	The CBM Measures are free, except for copying costs, postage, and handling.

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Tool or Resource	**Skill Area Tested** (e.g., mechanics or grammar)	**Testing Format** (e.g., individual, small group, whole group)	**Testing Time frame** (e.g., 1 min., 45 min., 2 days, etc.)	**Description** (short summary)	**Age or Grade Level** (e.g., ages 6–8 or grades K–3)	**Source** (e.g., company name, contact information, Web site)	**Price** (e.g., per student, teacher, school)
				data analysis, and instruction recommendations for teachers are automatically done by the computer. The test was normed using a nationally representative sample of 12,000 students, of which 5% had a learning disability. The tool provides information on student performance in English. Access to computer is required. Available only for Apple Macintosh computers. Thirty alternate forms per grade level are available for grade 1 through 7. Testers will require 1–4 hours of training. Paraprofessionals can administer the test. Field tested training manuals are available and should provide all needed implementation information.		Contact: Flora Murray (flora.murray@vanderbilt.edu) to order this tool and for answers to any questions.	
AIMSweb - Maze CBM	Reading comprehension: Maze	Individual or group	3 minute standardized measure requiring silent reading of graded passages and selecting one of three words that preserve	The systems provide assessment tools (CBM) and data organization and management software to frequently monitor progress of all students in grade K and above in the basic skills areas. Internet access is required for full use of product services. Testers will require 1.5– 2 hours of training. Paraprofessionals can administer the test. Software systems also support data management, charting, and reporting for DIBELS™ assessment measures. Thirty-three alternate forms are available for each grade 1–8.	AIMSweb Maze-CBM can be used for benchmarking grades 1–8 and progress monitoring.	Harcourt 19500 Bulverde Road San Antonio, TX 78259 www.aimsweb.com Susan Middleton Phone: 800-787-8707	AIMSweb Maze-CBM can also be purchased separately from the software systems via download-able CBM Measure Sets:

Tool or Resource	Skill Area Tested (e.g., mechanics or grammar)	Testing Format (e.g., individual, small group, whole group)	Testing Time frame (e.g., 1 min., 45 min., 2 days, etc.)	Description (short summary)	Age or Grade Level (e.g., ages 6–8 or grades K–3)	Source (e.g., company name, contact information, Web site)	Price (e.g., per student, teacher, school)
							Table 1. Response to Intervention (RtI) Progress Monitoring Tools for Reading (Tier 2/3)
			meaning for deleted words.	Alternate forms available in Spanish for benchmarking. Field tested training manuals are available and should provide all implementation info. AIMSweb Training sessions are available. Ongoing technical support is provided.			AIMSweb CBM measure sets $39.00–$299.00
iSTEEP RtI Systems	Basic reading comprehension: Maze	Individual or group	3 minutes	To conduct reading comprehension progress monitoring, the maze student form is used by students completing the sentence maze progress monitoring assessment. The probe is appropriately leveled for the student's grade and assesses basic reading comprehension. One grade appropriate scoring form is needed for each student assessed. Each student form consists of 2 pages. Each package has 10 copies each of 5 equivalent forms, total 100 pages. The data system provides a color-coded list of students being progress monitored which allows for a review of student rate of progress, student progress relative to an aimline, intervention fidelity and other important variables. Students listed in red may require professional review. Internet access is required for full use of product services. Assessors require 1 hour of training. Paraprofessionals can administer the assessment. Fifty alternate forms are available. There are three primary training options on-site training, web seminars, Web-based e-learning.	Grades 1–12 Elementary, middle, and high school	iSTEEP, LLC 2627 S. Bayshore Dr. Suite 1105 Miami, FL 33133 www.isteep.com www.isteeplearning. com	$1.50 per student for storing, managing and organizing data in the Web-based software system Maze Progress monitoring forms are sold by grade level in packets of 100 pages (50 scoring forms and 50 student forms) for $20.00 Computer-based

Tool or Resource	Skill Area Tested (e.g., mechanics or grammar)	Testing Format (e.g., individual, small group, whole group)	Testing Time frame (e.g., 1 min., 45 min., 2 days, etc.)	Description (short summary)	Age or Grade Level (e.g., ages 6–8 or grades K–3)	Source (e.g., company name, contact information, Web site)	Price (e.g., per student, teacher, school)
				Ongoing technical support is available from professionals with RtI expertise though e-mail and phone.			sentence maze reading compre-hension is available $3. 50 per student.
Edcheckup - Maze	Basic reading skills: Maze reading comprehension, oral reading fluency	Individual or group	3 minutes of admini-stration time and 1–10 minutes of scoring time	The measure includes oral reading and maze passages, "isolated word" list and letter sound probes. The approach used is General Outcome Measurement based on the principles and procedure developed, initially, as Curriculum-based Measurement through the Institute for Research on Learning Disabilities at the University of Minnesota (1977–1983). A substantial number of students whose first language is Hispanic or Hmong are included in the sample. Internet access is required for full use of product services. The reading probe materials are in PDF format and can be downloaded and printed. Student data may be entered online and is saved in a central database. Reports on student and class performance can be generated, viewed, and printed from the Internet. Testers will require 1–4 hours of training. Paraprofessionals can administer the test. Accommodations: The developer plans to have additional materials specific to students who are hearing impaired and are currently using the Edcheckup Maze materials. Twenty-three alternate forms are available.	Grades K–5 and above	Children's Educational Services, Inc. and WebEdCo Susan Gray Phone: 952-229-1440 http://www.edcheck up.com	Cost per student per year: $ 3.00 for year 1 and subse-quent years Minimum of $100 per user/ teacher is required. Storage and reporting option: the probes are free, but the $3.00 per student charge is for the data entry, tracking,

Table 1. Response to Intervention (RtI) Progress Monitoring Tools for Reading (Tier 2/3)							
Tool or Resource	**Skill Area Tested** (e.g., mechanics or grammar)	**Testing Format** (e.g., individual, small group, whole group)	**Testing Time frame** (e.g., 1 min., 45 min., 2 days, etc.)	**Description** (short summary)	**Age or Grade Level** (e.g., ages 6–8 or grades K–3)	**Source** (e.g., company name, contact information, Web site)	**Price** (e.g., per student, teacher, school)
				Field tested training manuals are available and should provide all implementation information. Ongoing technical support is available through e-mails and phone consultation.			and report genera-tion features of the site
Yearly ProgressPro	Reading comprehension-Maze	Individual	2.5 minutes	Yearly ProgressPro™ is a computer-administered progress monitoring tool based on CBM. It is an online subscription product. The test was normed using a nationally representative sample of 12,000 students that includes 5% of students with disabilities, primarily with learning disability. Twenty-three alternate forms available at grade 1 and 33 forms at each of the other grade levels (i.e., grade 2–8). Onsite Training: $2,200 per day (two half-day sessions repeated; 20 participants per session). Web-based Training: $795 per 2.5 hour session (10 participant maximum) Ongoing help desk support via e-mail (YPP@ctb.com) or a toll-free phone number (800-282-4705) is available.	Grades 1–8	CTB/McGraw-Hill 20 Ryan Ranch Rd. Monterey, CA 93940 Yearly ProgressPro™ Web site Phone: 800-538-9547	Annual fee per student license fee of $9.25, includes software for data collection, scoring, and data analysis Discount pricing for buying both reading and math One-time techno-logy fee of $1,700 for new orders fewer than 350 students.

Table 1. Response to Intervention (RtI) Progress Monitoring Tools for Reading (Tier 2/3)							
Tool or Resource	**Skill Area Tested** (e.g., mechanics or grammar)	**Testing Format** (e.g., individual, small group, whole group)	**Testing Time frame** (e.g., 1 min., 45 min., 2 days, etc.)	**Description** (short summary)	**Age or Grade Level** (e.g., ages 6–8 or grades K–3)	**Source** (e.g., company name, contact information, Web site)	**Price** (e.g., per student, teacher, school)
Edcheckup	Basic reading skills Oral reading Maze (silent) reading	Individual or group		Edcheckup™ offers a progress monitoring system that evaluates student performance and measures student progress towards goals in reading, writing, and mathematics. These generic assessments, which are independent from any particular curriculum, may also be used to evaluate the effectiveness of instruction through the graphing of student data. Edcheckup materials and procedures can be used to screen large groups of students to identify those students who are at risk of academic failure that require supplementary instruction. The Edcheckup progress monitoring procedures are ideally suited for use in evaluating RtI. All of the CBM materials are available on the Web site. Users can download them from the site and print them on a local printer.	Grades 1–8	Edcheckup 7701 York Avenue South, Ste. 250 Edina, MN 55435 Phone: 952-229-1441 http://www.edcheck up.com/Default.aspx	Costs less than $3.00 a student May be purchased indivi-dually or in multiple licenses. Each license (or "set") allows access to materials, entering data, and genera-ting reports for up to 35 students. Three purchase options: teacher, school, or district; each one allowing for total admini-strative control

Tool or Resource	Skill Area Tested (e.g., mechanics or grammar)	Testing Format (e.g., individual, small group, whole group)	Testing Time frame (e.g., 1 min., 45 min., 2 days, etc.)	Description (short summary)	Age or Grade Level (e.g., ages 6–8 or grades K–3)	Source (e.g., company name, contact information, Web site)	Price (e.g., per student, teacher, school)
Accelerated Reader (AR)	Basic reading skills	Individual or group	Untimed, but varies by individual	The package includes Accelerated Reader software, software/technical manual, installation guide, testing instructions, and access to over 100,000 quiz titles. AR is a flexible system, and may be used with any core or supplemental reading curriculum. AR is intended to promote individualized reading practice and progress monitoring. Computer access is required. Testers will require less than 1 hour of training. Paraprofessionals can administer the test. The standard version of AR has been used successfully with students with learning disabilities, hearing impairments, and vision impairments. Field tested training manuals are available and should provide all implementation information. Ongoing technical support is available from the Renaissance Learning technical support staff.	Grades K–12	Renaissance Learning, Inc. PO Box 8036 Wisconsin Rapids, WI 54495-8036 Phone: 800-338-4204 www.renlearn.com	$10 per student based on 250 students (including $4.00 per student fee) Cost for subsequent years: $4.00 per student per year Other pricing models available
PA Series (1)	Basic reading skills: reading comprehension, vocabulary	Group	One class period, 40–50 minutes to administer the test Scoring is automated and takes between 0–1 minute	There are three forms per level, per grade in the reading product. Testers will require less than 1 hour of training. Paraprofessionals can administer the test. A self-paced online training course, train-the-trainer PowerPoint, and online training center (sandbox) are made available to customers. Accommodations: Paper option is available for students with disabilities at an additional cost. Student and classroom level reports are available immediately. Building, district, and state level reports are batch processed in evenings.	Grades 3–8	Pearson Educational Measurement 2510 N. Dodge St. Iowa City, IA 52245 Phone: 888-597-1103 http://www.paseries.com	Cost per student for year 1: $8.04 for one product; reduced pricing for multiple products (assuming 5,000 students) Optional costs

Table 1. Response to Intervention (RtI) Progress Monitoring Tools for Reading (Tier 2/3)

Tool or Resource	Skill Area Tested (e.g., mechanics or grammar)	Testing Format (e.g., individual, small group, whole group)	Testing Time frame (e.g., 1 min., 45 min., 2 days, etc.)	Description (short summary)	Age or Grade Level (e.g., ages 6–8 or grades K–3)	Source (e.g., company name, contact information, Web site)	Price (e.g., per student, teacher, school)
				Field tested training manuals are available and should provide all needed implementation information. Training manuals/materials are included in the cost of tools. Ongoing free technical support is available at 888-597-1103 and PASeries@pearson. com			include reading paper forms (requires scanner) for $1.60 Cost for subse-quent years: $7.74 for one product

Table 1. Response to Intervention (RtI) Progress Monitoring Tools for Reading (Tier 2/3)

Note: The contents of this table were obtained from the National Center on Progress Monitoring Web site at http://www.studentprogress.org/chart/chart.asp

Tool or Resource	Skill Area Tested (e.g., mechanics or grammar)	Testing Format (e.g., individual, small group, whole group)	Testing Time frame (e.g., 1 min., 45 min., 2 days, etc.)	Description (short summary)	Age or Grade Level (e.g., ages 6–8 or grades K–3)	Source (e.g., company name, contact information, Web site)	Price (e.g., per student, teacher, school)
CBM in Written Expression	Writing Fluency	Administered to an entire class at one time. After administration, the teacher scores individual Written Expression CBM samples.	3 minutes for mid-elementary students; 5 minutes for late-elementary students; 7 minutes for middle and high school students	Written Expression CBM consists of presenting students with a story starter and then allowing students to write for a set amount of time. Students write sentences and paragraphs using teacher-provided CBM probes/prompts. The duration for student writing should be extended as students get older. The probes should contain simple sentence structure, tap age-appropriate background knowledge, and represent the experiences of a wide range of age-appropriate students. After administration, the teacher scores each probe and graphs the score on a student graph. Scoring by words written or total words spelled correctly provides basic information about student writing fluency, but it is recommended that teachers use CWS on CBM graphs for students in grades 1–4 and CIWS for students in grades 5–12.	Grades 1 (as soon as students can write sentences) through 12	*Using CBM for Progress Monitoring in Written Expression and Spelling* by Lyn S. Fuchs and Douglas Fuchs; NCSPM; www.studentprogress.org	Free–teacher made
CBM Writing Measures	Writing Fluency	Individual or group	5–7 minutes	The teacher chooses a writing prompt. Students have 30 seconds to think about what they will write and 5–7 minutes to respond to the prompt. Teachers read the entire sample before beginning to score. Passages are scored for correct and incorrect word sequences using the definition and rules provided in the article. Teachers graph baseline data, set a long-range goal, and utilize data in making instructional decisions.	Secondary	*Curriculum-Based Measurement (CBM): Reading and Writing Measures in Secondary Education*; Research Institute on Progress Monitoring; 612-626-7220 http://progressmonitoring.org/RIPMProducts2.html#cbm_secondary	CBM Writing Measures
National Center on Student Progress Monitoring	Written Expression			The National Center on Student Progress Monitoring (NCSPM) has downloadable articles, PowerPoint presentations, FAQs, and additional resources about student progress monitoring, CBM, applying decision making to individualized	Elementary	http://www.studentprogress.org/weblibrary.asp#expression	Free info for download

Table 2. Response to Intervention (RtI) Progress Monitoring Tools for Writing

Tool or Resource	Skill Area Tested (e.g., mechanics or grammar)	Testing Format (e.g., individual, small group, whole group)	Testing Time frame (e.g., 1 min., 45 min., 2 days, etc.)	Description (short summary)	Age or Grade Level (e.g., ages 6–8 or grades K–3)	Source (e.g., company name, contact information, Web site)	Price (e.g., per student, teacher, school)
				education plans and other research-based topics. All publications are designed to inform and assist audiences in implementing student progress monitoring at the classroom, building, local or state level.			
National Center on Student Progress Monitoring	Written Expression			Presentation: Using Curriculum-Based Measurement for Progress Monitoring in Written Expression

File Name: Written Expression Manual and PowerPoint Progress Monitoring-Writing-6.ppt

Presented by Todd Busch and Tracey Hall, July 10–11, 2007

In this session, practitioners and administrators learned the skills they need to implement CBM in written expression and spelling for elementary schoolers. Participants learned how to administer and score written expression and spelling CBM at different grade levels for both individuals and groups of students. Use of the CBM data to graph and monitor individual and group progress was covered as well as the application of decision rules for instructional intervention for students who do not meet goals for progress. | Elementary | http://www.studentprogress.org/weblibrary.asp#expression | Free download |
| National Center on Student Progress Monitoring | Written Expression | | | Center Trainers: A team of experienced trainers enhances the NCSPM's work. These trainers are experienced in, and well known for, demonstrating how progress monitoring can be implemented and sustained. Dr. Pam Fernstrom is a professor of special education at the University of North Alabama. She has over 25 years of experience in accommodating student diversity in the general education classroom and student progress monitoring. | Elementary Middle | http://www.studentprogress.org/regional.asp | Free download |

Table 2. Response to Intervention (RtI) Progress Monitoring Tools for Writing

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Tool or Resource	**Skill Area Tested** (e.g., mechanics or grammar)	**Testing Format** (e.g., individual, small group, whole group)	**Testing Time frame** (e.g., 1 min., 45 min., 2 days, etc.)	**Description** (short summary)	**Age or Grade Level** (e.g., ages 6–8 or grades K–3)	**Source** (e.g., company name, contact information, Web site)	**Price** (e.g., per student, teacher, school)
Curriculum-Based Measurement: Directions for Administering and Scoring CBM Probes in Writing	Written Expression			Excerpt from: *Curriculum-Based Measurement: A Manual for Teachers* Jim Wright, School Psychologist Syracuse City Schools, 1992 CBM Writing probes are simple to administer but offer a variety of scoring options. As with mathematics and spelling, writing probes may be given individually or to a group of students.	Elementary	http://www.jimwrightonline.com/pdfdocs/cbmresources/cbmdirections/cbmwrit.pdf	Free PDF download
Technical Features of New and Existing CBM Writing Measures Within and Across Grades	Written Expression			Technical report by Kristen L. McMaster and Heather Campbell RIPM Year 2: 2004–2005 Date of Study: November 2004–May 2005 Abstract: The purpose of this study was to examine technical features of new and existing curriculum-based measures of written expression (CBM-W) in terms of writing task, duration, and scoring procedures. Twenty-five 3rd-, 43 5th-, and 55 7th- graders completed passage copying tasks in 1.5 minutes and picture, narrative, and expository writing prompts in 3 to 7 minutes. Samples were scored quantitatively. Measures that yielded sufficient alternate-form reliability were examined to determine which had sufficient criterion validity, and those with sufficient criterion validity were examined to determine which measures detected growth from fall to spring. Different types of measures yielded varying levels of technical adequacy at each grade, with longer durations and more complex scoring procedures generally having stronger technical adequacy for older students. Narrative writing appeared most promising in terms of its technical adequacy across grades. Implications for future research and practice are discussed.	Elementary Middle	http://www.progressmonitoring.net/RIPMProducts2.html#scoring	Free download

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Tool or Resource	**Skill Area Tested** (e.g., mechanics or grammar)	**Testing Format** (e.g., individual, small group, whole group)	**Testing Time frame** (e.g., 1 min., 45 min., 2 days, etc.)	**Description** (short summary)	**Age or Grade Level** (e.g., ages 6–8 or grades K–3)	**Source** (e.g., company name, contact information, Web site)	**Price** (e.g., per student, teacher, school)

Technical Features of Beginning Writing Measures
 	
Kristen L. McMaster, Xiaoqing Du, and Anna-Lind Petursdottir
 	
April 2008
 	
RIPM Year 3: 2005–2006
 	
Dates of Study: February–October 2006
	Written Expression			Ideas that Work
				The College of Education and Human Development
				
				Paper: Technical Features of Beginning Writing Measures
				
				The purpose of the two studies reported in this paper was to examine technical features of CBM-W indices for 1st-graders. Specifically, the authors (a) examined a subset of measures that appeared promising based on the work of researchers who have begun to develop beginning writing measures (e.g., Lembke et al., 2003), (b) developed new measures in collaboration with early elementary teachers, and (c) extended existing measures that have shown promise for upper-elementary students (e.g., McMaster & Campbell, 2007) downward to early elementary students. Research questions are listed below:
				
				Study 1
				  1. Which measures (in terms of writing task, time, and scoring procedure) have sufficient alternate-form reliability?
				  2. Which measures (in terms of writing task, time, and scoring procedure) have sufficient test-retest reliability?
				  3. Which measures (in terms of writing task, time, and scoring procedure) have sufficient criterion validity for assessing student writing performance?
				  4. Which measures show growth over time?
				
				Study 2
				  1. Which measures (in terms of writing task, time, and scoring procedure) have sufficient alternate-form reliability?
					Elementary	http://www.progressmonitoring.net/RIPMProducts2.html	Free download

Tool or Resource	Skill Area Tested (e.g., mechanics or grammar)	Testing Format (e.g., individual, small group, whole group)	Testing Time frame (e.g., 1 min., 45 min., 2 days, etc.)	Description (short summary)	Age or Grade Level (e.g., ages 6–8 or grades K–3)	Source (e.g., company name, contact information, Web site)	Price (e.g., per student, teacher, school)
				2. Which measures (in terms of writing task, time, and scoring procedure) have sufficient criterion validity for assessing student writing performance? 3. Which measures show growth over time?			
Derry Township School District Using Progress Monitoring in a Response to Intervention Model	Reading Writing Mathematics			This presentation describes how a Hershey, Pennsylvania, school implemented Progress Monitoring in an RtI model. Issues Addressed: What is progress monitoring, and why is it a key component in intervention practices? How does it fit with an RtI model? How does progress monitoring result in better outcomes for students? How can progress monitoring be successfully implemented in a school district?	Elementary	http://www.k8accessc enter.org/documents/ ProgressMonitoring-Access.ppt	Free download
The Relationship Between Curriculum-Based Measures in Written Expression and Quality and Completeness of Expository Writing for Middle School Students	Written Expression			Authors: Christine A. Espin, University of Minnesota; Susan De La Paz, Vanderbilt University; Barbara J. Scierka, University of Minnesota; Lisa Roelofs, Rochester School District Journal Article: This article addresses a study that extended the work on curriculum-based measurement to examine the criterion-related validity of CBMs in written expression for middle school students, the differences in validity coefficients for various lengths of text, and the sensitivity of CBMs to change in student performance. Curriculum-based measures were the number of correct word sequences (CWS) and correct minus incorrect word sequences (CIWS) written in expository essays. Criterion	Middle	The Journal of Special Education Vol. 38/No. 4/2005 pp. 208–217	Refer to journal for cost info for article

Table 2. Response to Intervention (RtI) Progress Monitoring Tools for Writing

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Tool or Resource	**Skill Area Tested** (e.g., mechanics or grammar)	**Testing Format** (e.g., individual, small group, whole group)	**Testing Time frame** (e.g., 1 min., 45 min., 2 days, etc.)	**Description** (short summary)	**Age or Grade Level** (e.g., ages 6–8 or grades K–3)	**Source** (e.g., company name, contact information, Web site)	**Price** (e.g., per student, teacher, school)
				measures were the number of functional elements in and quality ratings of student essays. Results revealed a strong relationship between curriculum-based and criterion measures.			
Edcheckup	Reading Writing Mathematics	Individual or group		Edcheckup™ offers a progress monitoring system for students in grades K–8 that evaluates student performance and measures student progress toward goals in reading, writing, and mathematics. These generic assessments, which are independent from any particular curriculum, may also be used to evaluate the effectiveness of instruction through the graphing of student data.	Grades K–8	http://www.edchecku p.com/Default.aspx Edcheckup 7701 York Ave. S, Suite 250 Edina, MN 55435 www.info@edcheck up.com Phone: 952-229-1441	May be purchased indivi-dually or in multiple licenses. Each license (or set) allows access to materials, entering data, and report gen. for up to 35 students. Account can be registered as one of three options: teacher, school, or district, each one allows for total admini-strative control

Tool or Resource	Skill Area Tested (e.g., mechanics or grammar)	Testing Format (e.g., individual, small group, whole group)	Testing Time frame (e.g., 1 min., 45 min., 2 days, etc.)	Description (short summary)	Age or Grade Level (e.g., ages 6–8 or grades K–3)	Source (e.g., company name, contact information, Web site)	Price (e.g., per student, teacher, school)
							Each set allows user to assess up to 35 students. Cost per set: 1–10, $100; 11–20, $95; 21–100, $90; 101–200, $85; 201+, $80
Curriculum-Based Measurement Warehouse: A World of CBM Resources	Reading Writing Mathematics	Individual or group		CBM Warehouse is a featured online resource in the February 2006 edition of *The Progress Monitor* from the National Center on Student Progress Monitoring.	Grades K–8	www.interventioncentral.org http://www.interventioncentral.org/htmdocs/interventions/cbmwarehouse.php	Free info for download

Table 2. Response to Intervention (RtI) Progress Monitoring Tools for Writing

Tool or Resource	Skill Area Tested (e.g., mechanics or grammar)	Testing Format (e.g., individual, small group, whole group)	Testing Time frame (e.g., 1 min., 45 min., 2 days, etc.)	Description (short summary)	Age or Grade Level (e.g., ages 6–8 or grades K–3)	Source (e.g., company name, contact information, Web site)	Price (e.g., per student, teacher, school)
				Table 3. Response to Intervention (RtI) Progress Monitoring Tools for Mathematics			
Accelerated Math	Math	Test can be administered to individuals or groups. Scoring is automated and does not require additional time.	Test times are set by the test administrator but must be at least 10 minutes	Accelerated Math is intended to individualize math practice and provide progress-monitoring data for teachers to tailor instruction. Accelerated Math generates individualized practice and exercise assignments, scores student work, provides immediate feedback, and records student-progress. Additionally, Accelerated Math provides diagnostic information and identifies which mathematics objectives students have mastered and which objectives are giving them difficulty.	Grades 1–12	Renaissance Learning Inc. PO Box 8036 Wisconsin Rapids, WI 54495-8036 800-338-4204 www.renlearn.com	One-time school fee is $2,799; $16.91 per student based on 250 students
AIMSweb	Early numeracy and math including oral counting, identifying numbers, quantity discrimination, and missing number	Individually or group administered	It takes 1 minute to administer each test, and each measure can be given up to two times per week.	Systems provide assessment tools (CBM) and data organization and management software to frequently monitor progress of all students in grade K and above in the basic skills areas.	Grades K–8	Harcourt 19500 Bulverde Road San Antonio, TX 78259 Susan Middleton 800-787-8707 www.aimsweb.com	$2.00 to $4.00 per student and Measure Sets $39.00 to $299.00
iSTEEP Monitoring Basic Skills Progress (MBSP)	Mathematics including concepts, application, and computation	Students take weekly CBM tests on the computer.	Administration of the test takes 1–10 minutes depending on grade level.	MBSP mathematics is computer-administered progress monitoring tools based on CBM that can be used for group or individual students in grade 1 and above. Students take weekly CBM tests on the computer. The primary score, which is graphed over time, is the total score on the test, which represents the student's overall level of competence in the curriculum at the relevant grade. Secondary scores report mastery status for the individual skills embedded in each test.	Grades 1–6	Pro-Ed 8700 Shoal Creek Boulevard Austin, TX 78757 800-897-3202 www.proedinc.com	Cost of site license for one school: $129 for a complete kit

Table 3. Response to Intervention (RtI) Progress Monitoring Tools for Mathematics							
Tool or Resource	**Skill Area Tested** (e.g., mechanics or grammar)	**Testing Format** (e.g., individual, small group, whole group)	**Testing Time frame** (e.g., 1 min., 45 min., 2 days, etc.)	**Description** (short summary)	**Age or Grade Level** (e.g., ages 6–8 or grades K–3)	**Source** (e.g., company name, contact information, Web site)	**Price** (e.g., per student, teacher, school)
STAR Math	General mathematics achievement	Administered on the computer to individuals or groups of students	Admini-stration takes about 12 minutes	STAR Math is a computer-adaptive assessment of general mathematics achievement that can be administered to individuals or groups of students in grades 1–12 in approximately 12 minutes. Grade K is administered to individual students. The tool provides information on student performance in math. Mathematics computation, application, and concepts can be assessed. The difficulty of items is adjusted automatically to reflect the skill level of all students, including students with special needs.	Grades K–12	Renaissance Learning, Inc. PO Box 8036 Wisconsin Rapids, Wisconsin 54495-8036 800-338-4204 www.renlearn.com	Cost per student for year 1: $7.89 per student based on 200 students Subse-quent years: $0.39 per student per year
Yearly ProgressPro	Mathematics	Administered weekly on the computer to individuals or group	Admini-stration takes 15 minutes	Yearly ProgressPro is a research-based assessment, instructional, and intervention tool that gives teachers and administrators specific frequent feedback on student progress, provides instant, automatic, on-the-spot intervention, and ensures instruction is aligned to national and state standards.	Grades 1–8	CTB/McGraw-Hill 20 Ryan Ranch Rd. Monterey, CA 93940 800-538-9547 www.ctb.com/mktg/ypp/ypp_index.jsp	Online subscrip-tion with annual per student license fee of $9.25 One-time techno-logy fee of $1,700 for new orders with fewer than 350 students

Note: The contents of this table were obtained from the National Center on Progress Monitoring Web site at http://www.studentprogress.org/chart/chart.asp