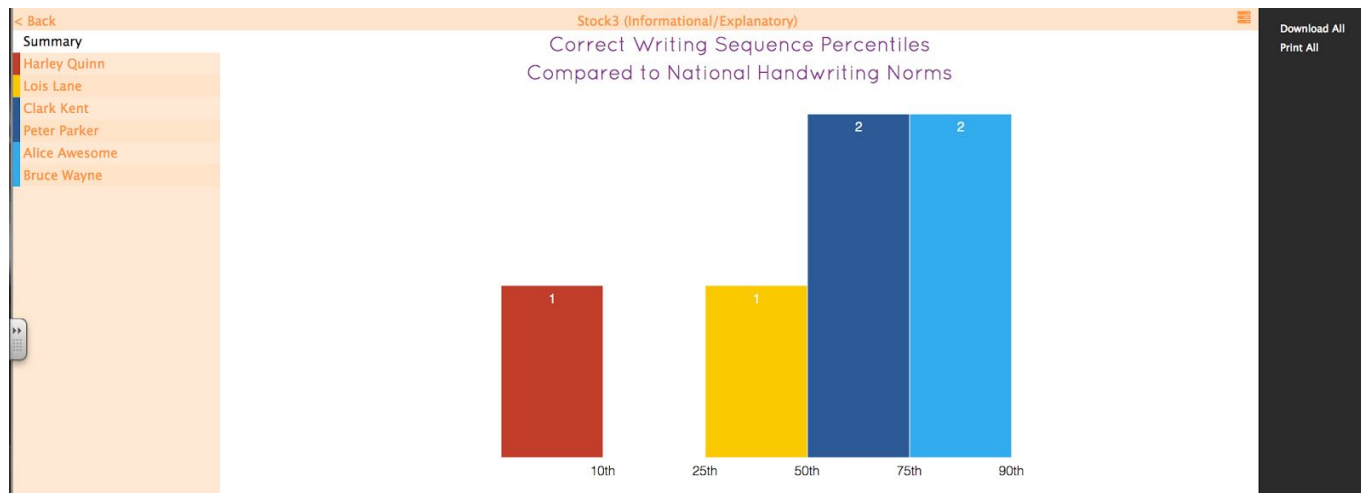# *Getting Started with Progress Monitoring*

How to Use Progress Monitoring Writing Data, Video 3 of 3

Here are the steps teachers can take after students complete three progress monitoring sessions, ensuring growth in student writing. First of all, focus on your students scoring in the lower 25th percentile and consider interventions: word prediction keyboard, bullet or map key ideas when prewriting, etc. Higher achieving students might target improving vocabulary. Less motivated students might make it a game challenge to increase correct writing sequences or put a creative spin on a topic that doesn't interest them.

The Educator Dashboard gives teachers all the writing data in one spot at educatordashboard.com where you can access data summaries in colorful displays for a quick glance at student performance.
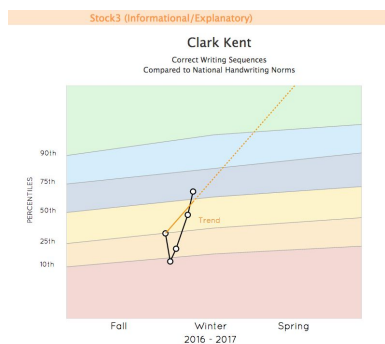
Results can be downloaded or printed as a pdf to share with RTI teams. The data can be shared with students and parents and used for conferences and goal setting. The data gives clear information of writing fluency and possible needs of interventions throughout the year.

Progress monitoring is a cycle for students to improve writing performance: students complete at least three writing sessions, teacher completes a data walk to review the scores, a plan of action for instruction (strategies, interventions, technology needs) is put in place, teacher and student conference for goal setting. Repeat. These actions from progress monitoring help all students to succeed and grow as writers.

Teacher Data Walk Record

Teacher: **Teacher Jane** Lower 25th%ile   **HR:** **Jane 1, 3, 5-7**   Date: **1/3/16**

Student Name	Trend Line Ascending Descending Flat	Data point observations: Total # of words Correct Spelling # of Correct Writing Sequences (WS)	Instructional Needs/ Goal Setting Ex: grammar, sentence fluency	Interventions/ Tech Tool Ex: CO:Writer Universal	Student Conference Needed? Y/N Notes
Hour:					
Hour:					

Protocol for viewing "short write" Student Data

1. Go to educatordashboard.com

2. Log in with your account/password.

3. Click on "Monitor".

4. Click on "Reports".

5. Click on your name/class hour.

6. View pictorial display of whole class data based on national norms for writing. Norms are provided for three times throughout the year: fall, winter, spring. For further information on CBM, see:
   https://my.vanderbilt.edu/specialeducationinduction/files/2013/07/IA.Writing-CBM.pdf

7. Click on individual student name to view specific data.

8. Click on any of the student's data points; view the trend line. Notice you can see the date of the short write, the specific prompt given (in orange), how the student completed the prompt, total number of words written, number of letters written, number of correctly spelled words, and number of correct word sequences (indicated by a ^).

9. Provide student feedback based on short write data. Set goals based on student needs.

10. Monitor data regularly and provide input to parents/students.

Teacher Data Walk

Teacher: Class Hr: School: IT, PT, SFT   Coach: Date:

Now you are in <u>educatordashboard.com</u> and looking at your class reports. From the graphics displayed, it is easy to see the lower 25th percentile of the class and click on each student's name to view their data. These are the students we need to be most concerned with and will be discussing today. Use this sheet for any notes.

1. In the pictorial display of your class, what does the class summary tell you?

2. For each student who falls in the lower quartile, look at their data points. Observe the trend line for each student; is it ascending, descending, or relatively flat? (Use the form on the reverse side to record information.)

3. Click on the highest data point for each student. Look at the prompt (in orange) and the student response to the prompt. You can observe the total number of words written, total letters, correctly spelled words as well as correct writing sequences indicated by a ^.

4. Record any observations you can make about the student's writing. Compare 3 samples of writing. What area of need do you see?

5. From evaluating each student's data, what <u>*instructional areas*</u> need to be targeted to give the trend lines a boost? What kind of goals need to be set? You can set a unique goal for each student within the dashboard.

6. From evaluating each student's data, what <u>*interventions/accommodations*</u> need to be put into place? How will this information be conveyed to the student? To the parent? You may enter an intervention into the system to show on the student's graph when introduced.

7. From looking at each student's data and knowing your student, what is your perception of <u>*motivation/effort*</u> during the writing prompts? You may conclude that a student conference is needed.

8. Set a date for the next data walk. Ex: Let's meet after 4 short writes.

Data Walk Record

Teacher: HR: Date:

Student Name	Trend Line Ascending Descending Flat	Data point observations: Total # of words Correct Spelling # of Correct Writing Sequences (CWS)	Instructional Needs/ Goal Setting Ex: grammar, sentence fluency	Interventions/ Accommodations Ex: Co:Writer Universal	Student Conference Needed? Y/N

Checklist of possible Interventions/Accommodations for writing:

- Frequent breaks; additional time
- Separate location; one-to-one administer of short writes
- Reduce the assignment amount
- Provide a prewriting graphic organizer tool, i.e., Inspiration Maps
- Offer brainstorming opportunities with partners
- Utilize display enhancements on iPads and other devices: font size changed; full screen magnification; text background; contrast adjusted
- Text-to-speech option Co:Writer Universal
- Editing checklists given to student
- Word prediction Co:Writer Universal