

Packet of Materials for

**“Using Progress Monitoring Data and Program Assessments to
Form Instructional Groups”**

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Sample First Grade Data, Screening CWPM, Winter

Student	Score	Error Types and Comments
Ashley	29	Accurate reading; few errors with multi-syllable words
Nicolas	18	Reading many words sound by sound first, some errors with HF words
Maria	9	Few HF words read accurately, difficulty with MS words, reading S x S
Noah	10	Few HF words read accurately, difficulty with MS words, reading S x S
Austin	41	Accurate and fluent reading, good skills with MS words, blending automatic
Kristina	39	Accurate and fluent reading, good skills with MS words, blending automatic
Robert	17	Difficulty with MS words and HF words
Carlos	13	Few HF words read accurately, difficulty with MS words
Yvette	14	Many cvc words read with long vowel sounds
Katie	12	Distracted; multiple errors with MS and HF words
Charles	45	Accurate reading; few errors with multi-syllable words, long for short vowels
Keila	16	Some difficulty with HF words, used initial consonants to guess; V confusion
Jason	22	Slight difficulty with MS words and confusion with some HF words
Adrian	31	Accurate reading; few errors with multi-syllable words
Jack	38	Fluent, accurate; good prosody; good CVC automaticity
Lesley	19	Fluent and accurate, but hesitant; long vowel sounds in cvc words
Shawna	31	Accurate reading; few errors with multi-syllable words, long for short vowels
Scott	44	Accurate and fluent reading, good skills with MS words, blending automatic
Lazarius	45	Good reading, not able to retell; shy?
Melanie	20	Right at the benchmark; some hesitancies, but accurate
Aehwa	10	Slow, labored reading; word by word; poor blending, low HF words

No. Sts below goal	10	GOAL: 50 CWPM by Spring
Total students tested	21	On Target Winter: 20
% Sts below goal	48%	

Forming Initial Instructional Groups Using Screening Data SAMPLE

Group 1

Student	Score	Needs/Goal
Maria	9	Few HF words read accurately, difficulty with MS words, reading SxS
Noah	10	Few HF words read accurately, difficulty with MS words, reading SxS
Aehwa	10	Slow, labored reading; word by word; poor blending, low HF words
Katie	12	Distracted; multiple errors with MS and HF words

Group 2

Student	Score	Needs/Goal
Carlos	13	Few HF words read accurately, difficulty with MS words
Yvette	14	Many cvc words read with long vowel sounds
Keila	16	Some difficulty w/HF words, used initial consonants to guess; V confusion
Nicolas	18	
Robert	17	

Group 3

Student	Score	Needs/Goal
Lesley	19	
Jason	22	
Melanie	20	
Ashley	29	
Shawna	31	
Adrian	31	

Group 4

Student	Score	Needs/Goal
Kristina	39	
Austin	41	
Charles	45	
Scott	44	
Lazarus	45	
Jack	38	

* Screening data is used initially to form groups. Progress monitoring data is used to adjust group composition based on changing student needs and rates of progress.

Forming Heterogeneous Groups for Center Activities SAMPLE**Group Name: Delightful Dragonflies**

Student	Score	Level of Center Activity			Goal/Data/Comments
		B	M	A	
Maria	9		B		HF Words, cvc/cvce
Carlos			B		
Robert			M		
Lesley			A		
Shawna			A		

Group Name: Boastful Butterflies

Student	Score	Level of Center Activity			Goal/Data/Comments
		B	M	A	
Noah					
Yvette					
Jason					
Adrian					
Kristina					

Group Name: Creative Crickets

Student	Score	Level of Center Activity			Goal/Data/Comments
		B	M	A	
Katie					
Keila					
Melanie					
Austin					
Scott					

Group Name: Gracious Grasshoppers

Student	Score	Level of Center Activity			Goal/Data/Comments
		B	M	A	
Aehwa					
Nicolas					
Jason					
Charles					
Ashley					
Lazarus					

Directions:

1. Use "Forming Instructional Groups Using Data" planning sheet to place students in mixed-ability groups.
2. For each group, place each student member in a different mixed-ability or center group.
3. Make adjustments based on group dynamics, behavior, or other variables. The goal is for students to be able to work together collaboratively to accomplish learning goals/tasks.
4. Use classroom theme or content area to generate vocabulary words to name groups so that students have opportunities to use and practice targeted or sophisticated vocabulary.
5. Record students' scores, level of activity if appropriate, and goals or comments.
6. Change group composition as needs change; however, these groups change less frequently than targeted instructional groups.

Error Analysis Example 1, CWPM, 1st Grade Passage**The Robin's Nest**

There was a robin's nest outside our kitchen window. The	10
nest was in a tall bush. The mother robin sat in the nest all day	25
long. One day when I was watching, the mother bird flew away.	37
I saw the eggs she was sitting on. There were four blue eggs.	50
I watched and watched. Pretty soon the eggs started to move.	61
I watched some more until the eggs started to crack. Finally, the	73
eggs hatched. I saw four baby birds. The baby birds opened their	85
beaks wide. I heard them peeping. Soon the mother bird came	96
back. Then the mother robin put worms in their mouths.	106
Every day I watched the baby birds and their mother. Pretty	117
soon the babies were so fat there was no room for the mother.	130
Then one morning the nest was gone from the bush.	140

© 2002 DMG, Inc., Progress Monitoring 4 1st grade**Error Types**

High-Freq /ND*	Blends	CVC	CVCe	Vowel Teams	Digraphs C or V	R- controlled	Prefixes/ Suffixes	Inflec- tions	Multi- syllable
there	flew		outside		outside		watching		outside
heard					bush		sitting		kitchen
outside					kitchen				window
bush					flew				sitting
finally									robin
saw									
tall									
away									

ND: non-decodable for skills taught up to this point

Error Analysis Example 2, CWPM, 1st Grade Passage

The Ant Hill

Dad and I took a hike in the woods. We walked for a long	14
time and stopped to take a rest. We sat down on a log and had a	30
drink of water. A big hill was nearby.	38
Dad said, "Look, there's an ant hill."	45
I walked up to the hill and took a closer peek. At first it	59
looked just like a dirt hill. Then I noticed a few ants running	72
around. I looked closer. I saw little ants carrying pieces of	83
mushroom. The pieces were almost as big as the ants.	93
"What are they doing, Dad?" I asked.	100

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Error Types

High-Freq /ND*	Blends	CVC	CVCe	Vowel Teams	Digraphs C or V	R- controlled	Prefixes/ Suffixes	Inflections	Multi- syllable
there's	drink		hike	took		dirt	walked	walked	
			closer	woods			woods	looked	
				peek			closer	stopped	
				looked			There's		

ND: non-decodable for skills taught up to this point

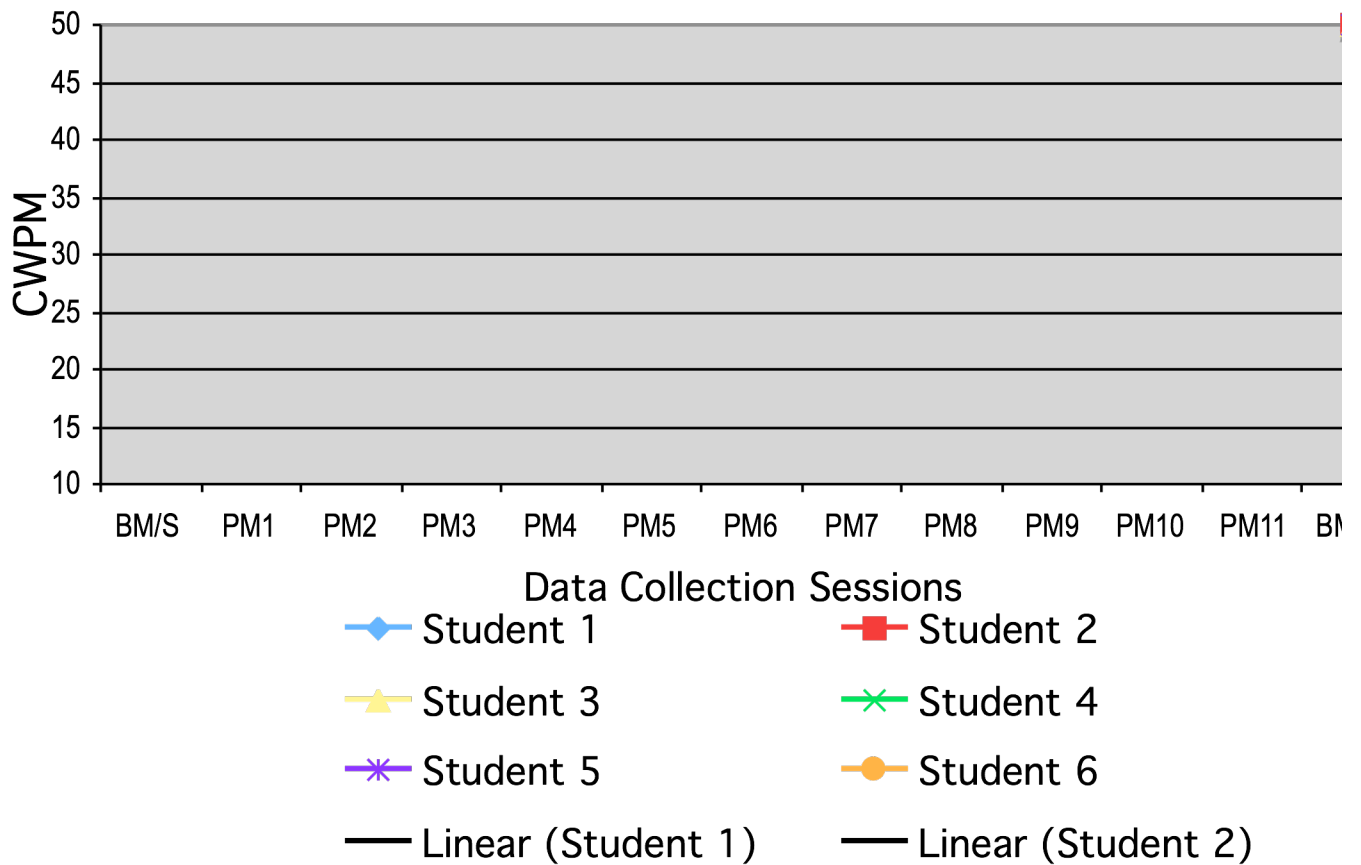
Sample Progress Monitoring Chart

	S	PM1	PM2	PM3	PM4	PM5	PM6	PM7	PM8	PM9	PM10	PM11
Ashley	29											
Nicolas	18											
Maria	9	9	11	12	15	17	16	18	19	20	21	29
Noah	10	13	15	18	22	23	24	30	28	29	34	38
Austin	41											
Kristina	39											
Robert	17											
Carlos	13											
Yvette	14											
Katie	12											
Charles	45											
Keila	16											
Jason	22											
Adrian	31											
Jack	38											
Lesley	19											
Shawna	31											
Scott	44											
Lazarius	45											
Aehwa	10											
Melanie	20											

SAMPLE PROGRESS MONITORING DATA CHART AND GRAPH

Name	BM/S	PM1	PM2	PM3	PM4	PM5	PM6	PM7	PM8	PM9	PM10	PM11	BM/S
Maria	9	9	11	12	15	17	16	18	19	20	21	29	
Noah	10	13	15	18	22	23	24	30	28	29	34		
Aehwa													
Katie													
Carlos													
Yvette													
Keila													

Progress Monitoring Data



Sample Progress Monitoring Data Analysis Worksheet for Flexible Grouping and Instructional Decision-Making

Group 1

Student	Trend	Score	Decision	Grp Ch?	Needs
Maria	→	17	Try diff procedure	No	More HF practice
Noah					
Aehwa					
Katie					

Group 2

Student	Trend	Score	Decision	Grp Ch?	Needs

Group 3

Student	Trend	Score	Decision	Grp Ch?	Needs

Group 4

Student	Trend	Score	Decision	Grp Ch?	Needs

Directions:

1. Enter each student's name for each current group
2. Examine the most recently acquired data and draw an arrow indicating the trend
3. Enter the last data or score obtained from progress monitoring or CBM
4. Determine decision and enter (no change, adjust goal or aim date, step back, slice back, etc.)
5. After completing all information on each student, determine if there will be a group change (focus on the students whose needs do not align with most in small group).
6. Identify specific needs based on data and error analysis and document.



Forming Instructional Groups Using Data

Group 1

Student	Score	Needs/Goal

Group 2

Student	Score	Needs/Goal

Group 3

Student	Score	Needs/Goal

Group 4

Student	Score	Needs/Goal

Group 5

Student	Score	Needs/Goal

* Screening data is used initially to form groups. Progress monitoring data is used to adjust group composition based on changing student needs and rates of progress.

Forming Heterogeneous Groups for Center Activities

Group Name:

Student	Score	Level of Center Activity			Goal/Data/Comments
		B	M	A	

Group Name:

Student	Score	Level of Center Activity			Goal/Data/Comments
		B	M	A	

Group Name:

Student	Score	Level of Center Activity			Goal/Data/Comments
		B	M	A	

Group Name:

Student	Score	Level of Center Activity			Goal/Data/Comments
		B	M	A	

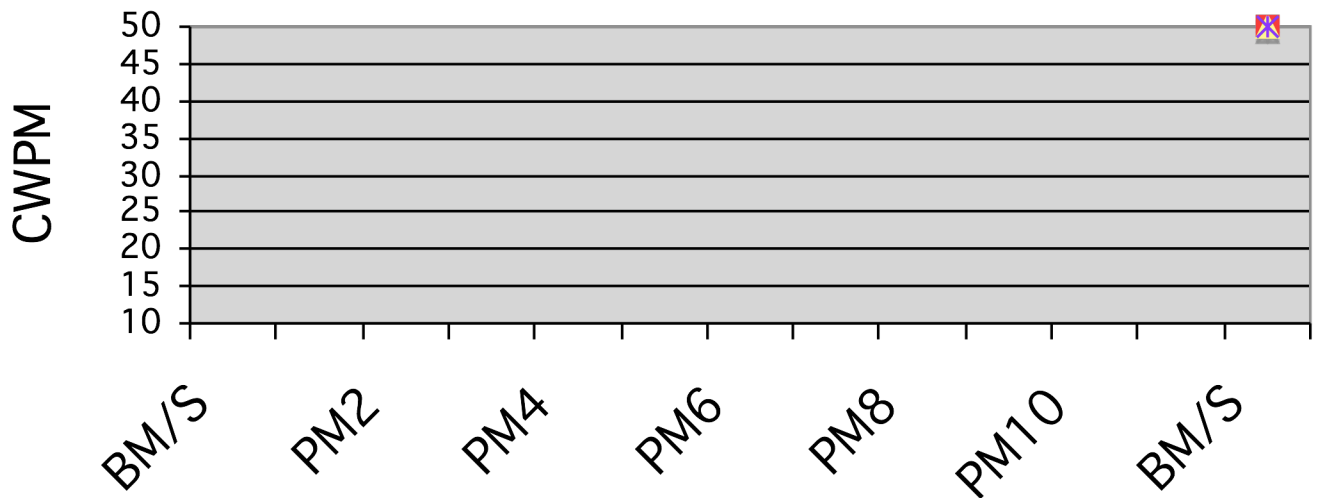
Directions:

1. Use "Forming Instructional Groups Using Data" planning sheet to place students in mixed-ability groups.
2. For each group, place each student member in a different mixed-ability or center group.
3. Make adjustments based on group dynamics, behavior, or other variables. The goal is for students to be able to work together collaboratively to accomplish learning goals/tasks.
4. Use classroom theme or content area to generate vocabulary words to name groups so that students have opportunities to use and practice targeted or sophisticated vocabulary.
5. Record students' scores, level of activity if appropriate, and goals or comments.
6. Change group composition as needs change; however, these groups change less frequently than targeted instructional groups.

PROGRESS MONITORING DATA CHART AND GRAPH

Name	BM/S	PM1	PM2	PM3	PM4	PM5	PM6	PM7	PM8	PM9	PM10	PM11	BM/S

Progress Monitoring Data



Data Collection Sessions

- ◆ Student 1
- Student 2
- ▲ Student 3
- ✕ Student 4
- ✱ Student 5
- Student 6