

Date: _____ Grade: _____ Teacher: _____

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

Group 1

Student	Trend	Score	Decision	Grp Ch?	Needs

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.



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Instructional Decisions

Instructional Decisions (White & Haring, 1980)

Type	Trend	Description
Make No Change	Increasing toward aim	As progress monitoring data is charted, it becomes evident that the student is making adequate progress to reach the goal by the target date
Change the Goal or Aim Date	Decreasing, flat, or insufficient gain to meet goal	A revised goal may be necessary to demonstrate growth. The target date may also be revised, but more likely, it is appropriate to change the goal.
Slice Back	Increasing, then leveling off or decreasing	Move back and teach an easier version or subcomponent of the same skill
Step Back	Slight increase, then variability (flat or decreasing). May suggest acquisition is becoming difficult	Move back and teach a prerequisite skill (more extensive change than slice back). Used if student needs to learn an easier skill before progressing.
Different Instructional Procedure	Variability; increases, then levels or decreases	If goal is appropriate and student is making insufficient progress, alternate methods may be required (materials, activity, assistance).
Move on to a New Phase of Learning	Appropriate increases in accuracy, but not in rate of progress; increasing, then level	Move through phases of learning: acquisition, fluency, maintenance, generalization if appropriate. Effective teaching may result in higher phases, but some students require explicit teaching at all phases.
Move on to a New Skill	Increasing, steady progress, likely to meet aim before target date	If student reaches goal prior to target date, focus on new skills for the student to continue making progress.
Compliance Teaching or Behavior	Variability in data that prevents a consistent trend; increases and decreases in which the skill has been detected	Data may suggest that the student is performing differentially under similar conditions which may require any of the above decisions, but could also suggest behavioral issues.

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Instructional Adaptations

Instructional Adaptations (University of Texas Center for Reading and Language Arts, 2003)

Type	Description	Examples
Instructional Content	Skills and concepts that are the focus of teaching and learning	<ul style="list-style-type: none"> ○ Teaching a prerequisite skill ○ 2 different word sorts to focus on different skill sets (cvc or cvce, for example) ○ Task analysis
Delivery of Instruction	Procedures and routines used to teach instructional activities	<ul style="list-style-type: none"> ○ Pacing ○ Increasing practice opportunities ○ Additional scaffolds
Materials	Materials that are used to teach and reinforce skills and concepts	<ul style="list-style-type: none"> ○ Modification of material used such as limiting number of items, using manipulative letters, “workmat” ○ Alphabet arc with all letters displayed and one with anchor letters shown
Instructional Activity	Lessons used to teach and reinforce skills and concepts	<ul style="list-style-type: none"> ○ Using graphic organizers with varying levels of complexity or detail ○ Providing 2-3 frameworks for using a thesaurus ○ Multiple activities available for word study lesson