

## **Curriculum-Based Measurement Progress Monitoring**

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EDPS 584: Practicum in Curriculum Based Measures

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**Student:** Patty Reynolds

**Grade:** 2nd Grade

**Age:** 8:6

**Teacher:** Ms. Smith

**School:** Oldwick Elementary School

## **Curriculum-Based Measurement Progress Monitoring**

### **Reason for Referral**

Patty has been referred for evaluation as Ms. Smith has noticed increasing difficulty in reading with fluency and phonics.

### **Background Information**

Patty is an eight year old girl in a second grade general education classroom. She lives at home with her mother, father, and younger brother, Parker (5 y/o). Patty enjoys riding horses, doing gymnastics, and doing arts and crafts. She has strong social relationships with other children her age, as well as a positive relationship with her family. Currently, Patty has no Individualized Education Plan (IEP) or 504 plan in place, but is placed in the second tier in the RTI model within the school.

### **Assessment Methods**

- Teacher Interview: Ms. Smith
- Student Interview: Patty
- Classroom Observation: April 10, 2024
- Curriculum-Based Measures: Oral Reading Fluency

### **Assessment and Interpretation**

#### *Teacher Interview (Ms. Smith)*

On April 10, 2024, Ms. Smith was interviewed to get a better understanding of Patty in the classroom. Patty was described as quiet, but recently becoming more outgoing and comfortable in the classroom. She is always helpful and determined to do her work, even if it is challenging

for her. She is passionate about learning and enjoys spending time with her peers at school. Additionally, Patty is kind, patient, and polite. Patty does not have a 504 plan or IEP, but is in the second tier of the school's RTI model.

In general, Patty was referred for difficulties in reading. Ms. Smith explained that the primary type of reading series used is trade books, with the secondary being literature-based reading materials. A balanced literacy program is used, including 5 small groups of students. Out of the five groups, Patty is in the lowest level (J/K) in the Reading A-Z program. At the time of the interview, Patty was placed at level N in the Reading A-Z program. Each day, students are allotted one hour for reading ("Daily 5"), with reading integrated in other subjects as well. During the day, there is one hour of Daily 5, small guided reading groups (20 minutes per day), whole class ELA miniature lesson (20 minutes per day), and independent work (20 minutes per day). Placement in reading programs are determined by running record assessments. In the reading program (Reading A-Z), changes are made via running records- the student must demonstrate fluency, accuracy, and comprehension before moving to the next level. Contingencies for accuracy include WCPM greater than 50 words, accuracy above 90%, and at least four out of 5 comprehension questions answered correctly.

Some simple interventions that have already been attempted for Patty include repeated directions and the use of a word bank and word wall. Moderate interventions used include multisensory work, lower level tests, and modified texts. Intensive interventions used include fluency assessments weekly one-to-one, one hour per week, with a district literacy instructor to target fluency and phonics. These interventions have been used daily- simple interventions being used across all subjects, fluency practice daily, and assessment once a week; moderate interventions being used during two hour language arts block daily. Ms. Smith has reported all interventions to be successful- confidence has been improving, reading level has grown, and words correct per minute (WCPM) have increased. Despite this, she is still testing below grade level.

In terms of oral reading, Patty reads about the same to those in her reading group, and somewhat worse than those in the class. Patty does attempt unknown words, but often guesses based on the first letter (ex. tear → try, chair → curtain). With regards to word knowledge, Patty compares to others in her class and reading group about the same. In terms of sight-word vocabulary, Patty performs somewhat worse than her reading level and the class. Comprehension-wise, Patty

performs about the same as her reading group, and somewhat worse than her class. Ms. Smith reports Patty has difficulties with main ideas, identifying plot, and synthesizing the story. On the other hand, Patty has success in areas such as prediction, recollection of facts, and identifying main characters.

Patty's school currently has a response to intervention (RTI) model in which she is placed in the second tier. The model has been in place for more than three years, equipped with three tiers. The universal screening measures used for benchmarking include running records (Reading A-Z), district reading and writing benchmarks, and Dibels assessments. These universal screening measures are collected three times per year. In terms of progress monitoring, measures used include running records (bi-monthly), guided reading groups, benchmarks, and anecdotal notes. Progress monitoring is collected once per week during guided reading. Additionally, anecdotal notes are taken. At tier one, the interventions used include weekly fluency assessments, one-to-one, small groups, repeated directions, work bank and word wall, and lower-level texts. At tier 2, the interventions used include Orton Gillingham phonics and decoding, sound cards, and reading CVC nonsense words. Patty is currently assigned to tier 2. The current benchmark scores for the year include 0% (fall) and 43% (winter). Spring benchmark scores were not yet assessed.

In terms of behavior during reading, Patty generally was satisfactory overall. More specifically, in the reading group, Patty was somewhat unsatisfactory in oral reading ability, but was satisfactory in areas such as volunteering answers, giving a correct answer when called upon, attending to other students when they read aloud, and knowing the appropriate place in a book. During independent seatwork, Patty is rated as superior, specifically when it comes to staying on task, completing assigned work in the required time, doing accurate work, working quietly, and remaining in her seat when required. With regards to homework, Patty is sufficient in accuracy, and superior in handing in on time and completion.

Overall, Ms. Smith indicated that Patty has difficulties in areas such as phonics and fluency, but generally has a good attitude towards learning and is making progress compared to the beginning of the year. Despite this progress, she is still in Tier 2, and placing below grade level. At this time, Ms. Smith does not have any concerns for Patty related to academics besides reading.

### *Student Interview (Patty)*

A student interview was conducted with Patty on April 10, 2024. Patty reported understanding the expectations of her teacher, understanding the assignments, likes the subject of reading, feels like she is given enough time to complete the assignments, and feels like she is called upon to participate in discussions. When asked if she feels like she can do the assignments, she said, “Most of the time. Sometimes I need extra help.” Patty was asked if she felt pretty good at reading, and she stated that she believes she could use some extra practice. When it comes to reading, Patty’s favorite thing about reading is looking at the pictures. Patty’s least favorite thing about reading is the ‘hard words.’ When Patty is unable to solve a problem or answer a question with her assignment in reading, she will pick a different book that is easy for her that will help her to read the other. If Patty is having a hard time with her assignment in reading, she would rather complete it by herself than to work with a partner because she feels embarrassed and uncomfortable. Patty feels that she is called on just enough during reading.

Besides working in the classroom, Patty’s favorite areas are art, music, and recess. Patty enjoys the freedom to play with her friends or run around at recess, demonstrate her artistic abilities in art class, and play various instruments and listen to songs in music class. Patty’s favorite activities outside of school are gymnastics, horseback riding, and playing golf. She enjoys spending time with her friends and family, and genuinely enjoys going to school. She finds reading to be hard, but also demonstrates eagerness to improve her reading skills.

### *Classroom Observation (April 10, 2024)*

Patty was observed between 1-1:30 pm on April 10, 2024 in Ms. Smith’ classroom. During this ELA period, she participated in a small guided reading group (20 minutes) and independent work (10 minutes). The classroom was set up in five groups of four desks, with 20 students, 1 teacher, and 1 paraprofessional. The 1:1 paraprofessional was positioned in the corner of the room for another student in the classroom. The students were seated in their desks, completing a word sorting assignment, where they needed to read, cut, sort, and glue their spelling words of the week. During this time, Ms. Smith pulled various reading groups to her back table. Patty’s group was called first, and she and a classmate joined Ms. Smith in the back of the room. The table is faced so that Ms. Smith is able to observe the students in the class, and the students at the back

table only view Ms. Smith. During the small reading group, Ms. Smith presented the two students with a new book, appropriate for their reading level. She asked the students what their first impression of it was, if they could tell anything about the story from the front cover, and to take a quick flip through of the book to see if there were any words inside that they recognized. After these steps, the girls took turns reading one page at a time, in an alternating fashion. Ms. Smith gave them time to try pronouncing the words on their own, but after 3-5 seconds, she would provide them with the correct pronunciation of the word. Patty and her classmate seemed comfortable with the text, having some errors in pronouncing the words but certainly continued to try. After reading the text, some comprehension questions were asked of the students. Following these questions, the twenty minutes were up, and the students returned to their seats.

For the last ten minutes of the observation, the class was doing independent seat work at their desks. Patty chose to read at her desk, and often stood up to grab a new book from the classroom library after only 5 minutes of reading. It seemed that she chose books with more colorful pages and pictures, compared to some of the more wordy chapter books that are also available to the students. Patty's demeanor remained calm throughout the last ten minutes, and she continued to read independently until the independent work time was over.

*Curriculum-Based Measures (Oral Reading Fluency Survey-Level Assessment)*

<i>Probe</i>	<i>WCPM</i>	<i>Errors</i>	<i>Accuracy</i>	<i>Percentile</i>
<b>1</b>	57	4	93.44 %	31st
<b>2</b>	53	6	89.80%	28th
<b>3</b>	53	3	94.64%	28th
<i>Median</i>	53	4	93.44 %	28th

Patty was administered a survey level assessment (SLA) for reading at the second grade level. The purpose of the SLA was to obtain a representative picture of how many words Patty can read correctly, and how many errors she makes, while reading aloud three 1-minute timed passages.

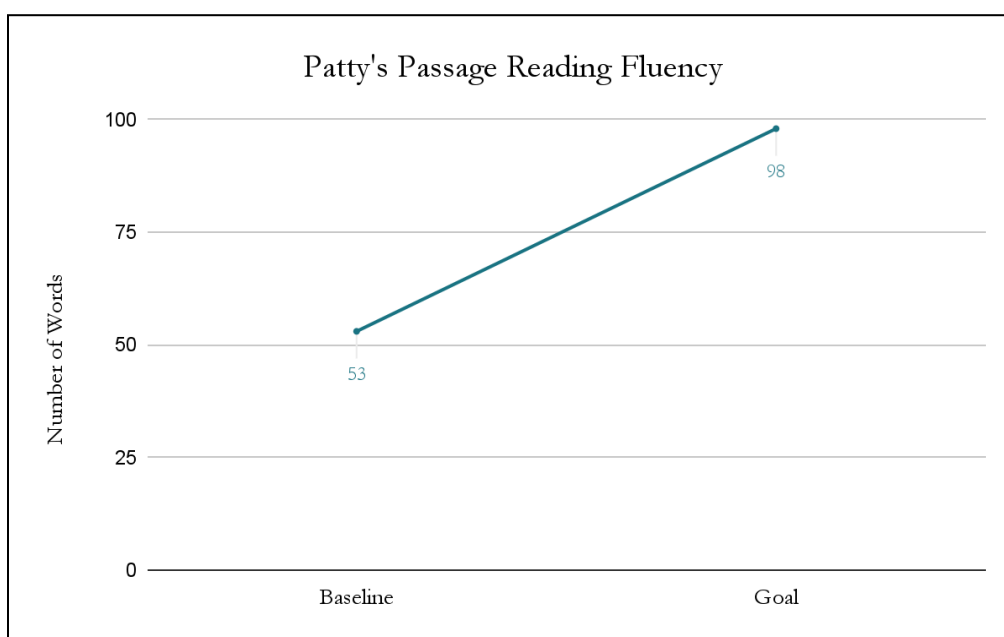
For these three probes, Patty's intervention and goal setting were based on the median score of 53 words correct and 4 errors. The median score was used for these purposes because it is not impacted as greatly as the use of the mean could be by outlying scores, which can result from unfamiliarity with text vocabulary and/or content. Patty's score placed her at the 28<sup>th</sup> %ile for the winter benchmark, which shows that compared to peers, she scored higher than 28% of them. This places Patty in the low average range.

## Summary

### *Goals*

Patty was referred for fluency and phonics by her teacher, Ms. Smith. Patty is performing low when it comes to reading, and she is in the level N in the Reading A-Z program at her school. Ms. Smith discussed other aspects of the reading program, and strengths that Patty possesses. In an interview with Patty, she mentioned her preoccupation with reading tough words, and her favorite things to do in school besides reading, such as art class and recess.

Patty's reading SLA showed that she scored in the 28th percentile. She had a median of 53 words correct per minute and 4 errors, placing her in the below average range of performance for second grade students.



## **Reading Progress Monitoring**

### *Recommendations*

Based on the data collected, it is recommended that Patty would benefit from supports that target fluency, comprehension, and decoding unfamiliar words. Since Patty is currently reading at the 28th percentile with 53 correct words per minute, her goal for the spring benchmark would be 98 correct words per minute. This would place her at the 50th percentile for second grade reading material in the spring. Starting on April 19th, 2024, Patty will have to increase her performance by 5.6 words per week over the next 8 weeks to reach this goal.

In order to improve her reading skills, Patty can practice with paired reading, partner reading, paragraph shrinking, Elkonin boxes, and modeling fluent reading. Paired reading is a strategy that helps students build fluency by reading aloud to each other, which Patty could do in her reading group which already has another student in it, at the same level as her. Similarly, Patty can practice partner reading, which is similar to paired reading but instead of reading to each other, they are reading together to finish the story. Students take turns reading and provide each other with feedback in order to monitor comprehension. Next, paragraph shrinking is a strategy that helps consolidate the steps needed to find the main idea of a story. Following paragraph shrinking, Elkonin boxes are a strategy that Patty can use to help build phonological awareness skills, by segmenting spoken words into their individual sounds (phonemes). One last strategy that could aid Patty in reaching her goal is her teacher or parent modeling fluent reading, then reread the text on her own. In this case, Patty can hear how the words are meant to be said, then practice on her own to solidify the information further. It is recommended that Patty still meets with a district literacy instructor to complete fluency assessments weekly one-to-one, one hour per week, in order to target fluency and phonics.

### *Intervention*

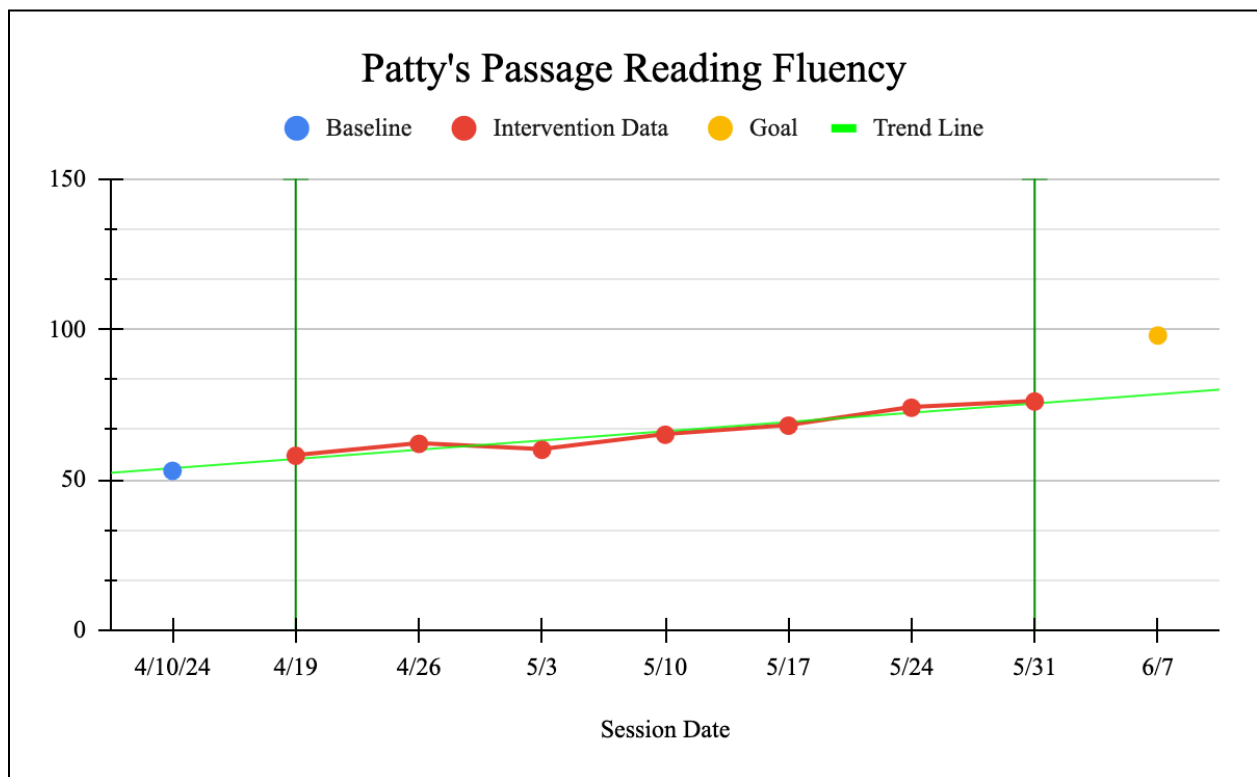
Patty's reading instruction consisted of:

1. Patty practiced partner reading with the other student in her small group session, where both students took turns reading a passage (50-150 words) on their current reading level (10 minutes).



2. Ms. Aussicker modeled fluent reading, then Patty reread the text on her own (8 minutes).
3. Patty practiced Elkonin boxes with the literacy instructor to increase phonological awareness skills (15 minutes).
4. Ms. Aussicker practiced paragraph shrinking with Patty to learn and become proficient in simple steps for summarizing passages (10 minutes).

*Passage Reading Fluency Performance (Baseline, Intervention, and Goal)*



The above graph depicts Patty's oral reading fluency performance as measured by survey level assessment probes. The graph displays Patty's oral reading fluency performance at baseline, during intervention, and at the set goal. The data points in the intervention phase indicate that Patty's oral reading fluency is improving, as shown by the ascending trend line, at a steady rate with low variability. The low variability within the intervention phase indicates that Patty's performance on the oral reading fluency probes is likely representative of her typical performance. The level from the baseline phase to the intervention phase was 24 (76-53). This suggests that the intervention was likely related to Sada's improvement in oral reading fluency. Sada's average/mean score for oral reading fluency probes during the intervention phase was 108

words correctly read words per minute. The median score for oral reading fluency performance during the baseline phase was 65 correctly read words per minute, which indicates increased oral reading fluency.

### *Goal Achievement*

The effect size, which takes into account the mean and standard deviation for both the baseline and intervention phases, was 0.76, indicating a large difference between Patty's performance in each of the phases. The effect size, coupled with the visual analysis of the graph, does not suggest that Patty will surpass her oral reading fluency goal of 98 correctly read words per minute by the end of the school year (6/21/2024). Although Patty is not currently on track for meeting her goal by June 21st, it is important to note that she is steadily trending upwards towards her goal. Therefore, it is suggested for the intervention currently in place to be continued over the summer, as well as weekly progress monitoring should continue in the fall at the third grade level to ensure that adequate progress continues.

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6/15/2024

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