

# Acadience Reading Progress Monitoring 2023-2024

With the passing of [SB 127](#)- Early Literacy Outcomes Improvement Bill, districts and charters are required to administer diagnostic assessments and progress monitoring to students who score below or well below at any benchmark on Acadience Reading. Educators must use the data from a diagnostic assessment to provide specific, focused, and individualized intervention to develop the lacking reading skill. All students who have a red or yellow composite score at any benchmark MUST be progress monitored every 10 days to meet the requirements of SB 127. The chart below outlines the recommended progress monitoring levels. The only exception is the MAZE test. If students scored below or well below on just the MAZE subtest, progress monitoring should only occur monthly. If a student is absent during PM week, make sure to PM that student as soon as they return to school.

*\*It is important to note that progress monitoring is NOT an intervention. It is a tool to check if the intervention is working. Please make sure to test each student during the 2-week window listed below & sync your iPad after every student.*

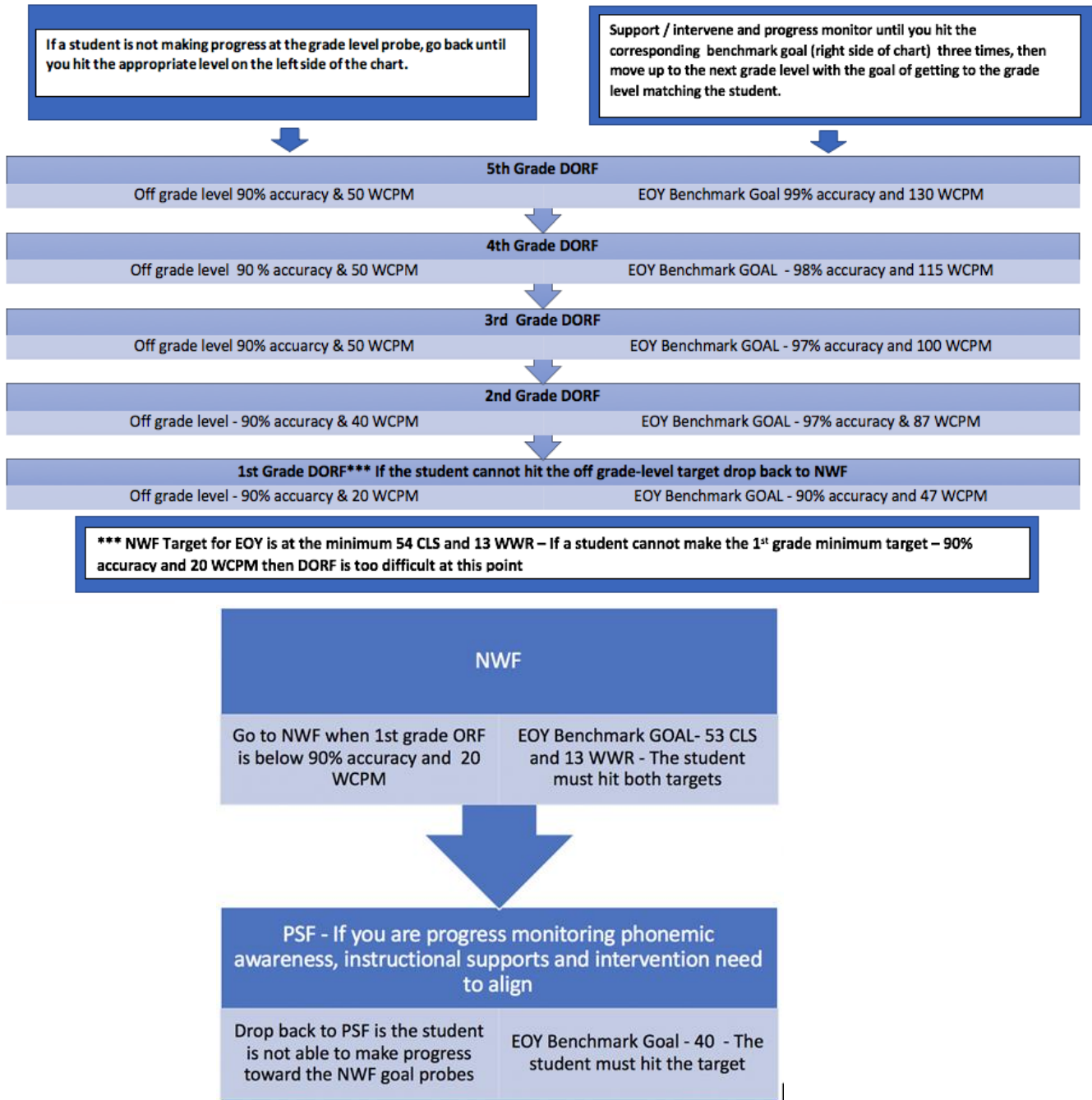
Date:	Who:
<p><b>BOY (Beginning of Year) Testing</b>            August 28<sup>th</sup> – September 15<sup>th</sup>  <i>New Students/Make-ups: September 18th-22nd</i></p>	<p>All K-3 students tested by classroom teacher or testing teams within mClass.</p> <p>*Any student who has a composite score of Red or Yellow must have a diagnostic assessment or placement test in SIPPS or SPIRE and be placed in an evidence-based Tier 2/3.</p> <p>Tier 2: Minimal Phonemic Awareness support: repeat of Heggerty (K-2), Heggerty Extension or Bridge the Gap (3+) Minimal Accuracy support: Phonics framework &amp; eBook, Fluency issues: <a href="#">Dyad Reading</a></p> <p>Tier 3: High Phonemic Awareness &amp; Accuracy support: Sound Partners (mid 1<sup>st</sup> grade), SIPPS or SPIRE.</p> <p>All interventions are in addition to 120-minutes of Tier 1 instruction with research-based, approved materials.</p>
<p>September 18<sup>th</sup> – 29<sup>th</sup>            Progress Monitoring Probe 1</p>	<ul style="list-style-type: none"> <li>• All Reds &amp; Yellows</li> <li>• SPED off-grade level</li> </ul>
<p>October 2<sup>nd</sup> – 13<sup>th</sup>            Progress Monitoring Probe 2</p>	<ul style="list-style-type: none"> <li>• All Reds &amp; Yellows</li> <li>• All Greens; Blues</li> <li>• SPED on-grade level</li> </ul>
<p>October 16<sup>th</sup> – 27<sup>th</sup>            Progress Monitoring Probe 3</p>	<ul style="list-style-type: none"> <li>• All Reds &amp; Yellows</li> <li>• SPED off-grade level</li> </ul>

<p>October 30<sup>th</sup>– November 10<sup>th</sup> Progress Monitoring Probe 4</p>	<ul style="list-style-type: none"> <li>• All Reds &amp; Yellows</li> <li>• All Greens; Blues</li> <li>• SPED on-grade level</li> </ul>
<p>November 13<sup>th</sup> – November 24<sup>th</sup> Progress Monitoring Probe 5</p>	<ul style="list-style-type: none"> <li>• All Reds &amp; Yellows</li> <li>• SPED off-grade level</li> </ul>
<p>November 27<sup>th</sup> – December 8<sup>th</sup> Progress Monitoring Probe 6</p>	<ul style="list-style-type: none"> <li>• All Reds &amp; Yellows</li> <li>• All Greens; Blues</li> <li>• SPED on-grade level</li> </ul>
<p><b>MOY (Middle of Year) Testing</b> January 4<sup>th</sup> – January 19<sup>th</sup> <i>New Students/Make-ups: January 22<sup>nd</sup>- 26<sup>th</sup></i></p>	<p>All K-3 students tested by classroom teacher or testing teams within mClass.</p> <p>*Any student who has a NEW composite score of Red or Yellow for the first time must have a diagnostic or SIPPS or SPIRE placement test given and placed in a research-based Tier 2/3 intervention that is in addition to Tier 1 instruction.</p>
<p>January 22<sup>nd</sup> – February 2<sup>nd</sup> Progress Monitoring Probe 7</p>	<ul style="list-style-type: none"> <li>• All Reds &amp; Yellows</li> <li>• SPED off-grade level</li> </ul>
<p>February 5<sup>th</sup> – 16<sup>th</sup> Progress Monitoring Probe 8</p>	<ul style="list-style-type: none"> <li>• All Reds &amp; Yellows</li> <li>• All Greens; Blues</li> <li>• SPED on-grade level</li> </ul>
<p>February 19<sup>th</sup> – March 1<sup>st</sup> Progress Monitoring Probe 9</p>	<ul style="list-style-type: none"> <li>• All Reds &amp; Yellows</li> <li>• SPED off-grade level</li> </ul>
<p>March 4<sup>th</sup> – 15<sup>th</sup> Progress Monitoring Probe 10</p>	<ul style="list-style-type: none"> <li>• All Reds &amp; Yellows</li> <li>• All Greens; Blues</li> <li>• SPED on-grade level</li> </ul>
<p>March 18<sup>th</sup> – 29<sup>th</sup> Progress Monitoring Probe 11</p>	<ul style="list-style-type: none"> <li>• All Reds &amp; Yellows</li> <li>• SPED off-grade level</li> </ul>
<p>April 1<sup>st</sup> – 12<sup>th</sup> (Plan accordingly for Spring Break) Progress Monitoring Probe 12</p>	<ul style="list-style-type: none"> <li>• All Reds &amp; Yellows</li> <li>• All Greens; Blues</li> <li>• SPED on-grade level</li> </ul>
<p>April 15<sup>th</sup> – 26<sup>th</sup> Progress Monitoring Probe 13</p>	<ul style="list-style-type: none"> <li>• All Reds &amp; Yellows</li> <li>• SPED off-grade level</li> </ul>
<p><b>EOY (End of Year) Testing</b> April 29<sup>th</sup> – May 17<sup>th</sup> <i>New Students/Make-ups: May 20<sup>th</sup> – 31<sup>st</sup></i></p>	<p><b>All K-3 students tested by classroom teacher or testing teams within mClass.</b></p>

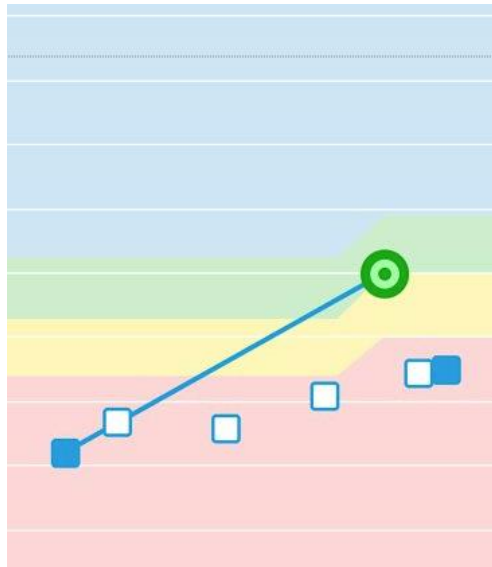
## Diagnostic & Progress Monitoring FAQ

- When is a diagnostic assessment needed for a student?
  - The diagnostic assessment is required if the benchmark (Acadience Reading) indicates the student is below or well-below benchmark in grades k-3.
- What students need to be progress monitored?
  - Any K-3 student who is below or well-below benchmark in Acadience Reading.
- How often should progress monitoring be administered?
  - Progress Monitoring should occur at the Recommended Progress Monitoring levels provided in the chart above. For further guidance see [PM handbook](#).
  - It should also only be for the area the student is receiving intervention, not all grade level sub measures.
- Can we progress monitor using progress monitoring materials from our intervention program?
  - You must use Acadience Progress Monitoring Materials with the frequency as recommended but may supplement with an intervention program's progress monitoring materials.
- Who administers the diagnostic assessment and progress monitors students?
  - This is a site-based decision based on your resources and personnel. However, all personnel progress monitoring students must be an employee of DSD and should be trained in administering Acadience Reading measures.
- What progress monitoring materials can I use if the student is not on grade level?
  - Progress monitoring should match the instruction taking place for the student. If progress monitoring does not match the instruction or if instruction is lacking, progress may not be apparent.

\*If you have students that are below grade level in their skills then you would progress monitor the student out of grade level, again matching the progress monitoring to the intervention that the student is receiving. Here is the information on when to administer out of grade level (go down the left side) and when to move up a level (go up the right side).



\*Teachers should evaluate the progress monitoring data and if a student has three PM probes below the aim line, then the interventions need to be adjusted, because the student will not reach their goal and make the necessary progress to close the achievement gap.



**Change:**

- Dosage- amount of daily instruction time
- Frequency – how many days per week
- Intensity- Number of students in group

**Ensure:**

- Intervention program is being followed with fidelity
- Student is attending
- Focused on literacy skill gap
- Student behaviors are not impacting progress