



Response to Intervention

Progress Monitoring Guide

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Introduction

The MTSS Intervention Program utilizes Curriculum-Based Measurement (CBM) for fluency assessments as the primary progress monitoring tool for all students in Tier II and Tier III. CBM assessments are standardized, systematic formative assessments that have been validated through over 25 years of research. This method has consistently demonstrated its effectiveness in improving student academic outcomes, enhancing instructional practices, and increasing overall student achievement. The primary objective of progress monitoring is to evaluate the effectiveness of the intervention plan and support the data-based decision-making process of the Student Intervention Team (SIT).

District Expectation

Tier II and Tier III interventionists will conduct weekly fluency assessments for students in their designated areas of intervention. Assessment resources are readily available to all interventionists. Either the interventionist or the student will chart the weekly CBM results on the provided graphs.

The Student Intervention Team (SIT) will convene every 12 weeks for students on a standard Tier II plan, and more frequently for Tier III students or any students whose progress monitoring data indicates the need for adjustments to their intervention plan.

Progress monitoring will be reported at the end of each grading period and should include:

- Copies of the progress monitoring graphs,
- Intervention activity logs with online activity details (e.g., time on task and progress levels),
- Reports from online intervention platforms, if available, containing the relevant information.

The Intervention Department and campus administration will review the collected progress monitoring data to determine whether adjustments to students' intervention plans are necessary. Teachers may request a data review and discussion at any time.

Types of CBM

Below are the types of CBM or tasks that will be used for progress monitoring.

Types of Math CBM				
GRADE	TYPE	DESCRIPTOR	ADMIN	SCORE
Grades K-1st Early numeracy for students who do not know basic facts or are unable to understand computation concepts & application <i>*Interventionist will choose one task and continue with the same task through the entire intervention period.</i>	Number identification	Orally identify numbers between 1 and 100	Individually 1 minute	Total numbers correctly identified
	Missing number	Identify missing number in 4 number sequence	Individually 1 minute	Total numbers correctly identified
	Quantity Array	Identify the number of dots in a box	Individually 1 minute	Total numbers correctly identified
	Quantity Discrimination	Identify larger number from set of two numbers	Individually 1 minute	Total numbers correctly identified
Grade 1-12 Select a task for CBM progress monitoring and use the same task (level and type of probe) for the entire intervention time.	Computation	Single or multi-skill probes <i>*probes should be mixed facts, if within a single skill (ie: mixed mult. or add.)</i>	Individually or in groups 2 minutes	Number of problems correct.

Types of Reading CBM			
Grade	Reading Task	Description	Time
Kindergarten	Letter name fluency	Students identify the letters in random order, a minimum of 48 letters per page @ font size 36. Letter Fluency Probe Generator	1 minute
Kindergarten	Letter Sound Fluency	Students identify the sounds each letter makes when shown a list of letters. Same as above.	1 minute
1st	Word Identification fluency	Students read a list of common words- Fry's instant words; 1st 100.	1 minute
	Nonsense Word Reading Fluency	Students correctly identify individual sounds for nonsense words, then blend to read the word.	
	Oral Reading Fluency	Students read a passage and words read correctly are counted	
2nd-3rd	Oral Reading Fluency	Students read a passage and words read correctly are counted	1 minute
4th and higher	MAZE GOM	Students read a passage with blanks in place of words removed from the passage and choose a word to fill in the blanks. Words replaced correctly are counted. Score is calculated using adjusted score formula: Words correct - (words incorrect div by 2)= AS	3 minutes

CBM Steps

Step 1

Determine the task to be used for assessment: ORF, MAZE, math computation problems.

Step 2

Identify the level of materials using MAP data and classroom data.

Step 3

Establish a baseline. Week one will be used to collect baseline data.

To determine the baseline, each student is given 3 assessments during week 1. These can be done in one session, but preferably they should be done with some time in between each assessment.

Step 4 Set ambitious goals and create an aim line on the graph.

Step 5 Administer assessments and score.

Step 6 Add the score to the graph.

The SIT will use the scores on the graph to apply data decision-making rules using Percent of Nonoverlapping Data standards. A flow chart is available [here](#) to guide decision making.

Instructions for Administration

Reading

Oral Reading Fluency (ORF)

The interventionist will use Oral Reading Fluency (ORF) to calculate the number of Words Correct Per Minute (WCPM) the student can read. The assessment administrator should provide the following directions to the student:

(Point to the first word)

“When I say ‘start,’ begin reading aloud at the top of this page. Read across the page (demonstrate by pointing) *until I say ‘stop.’ Try to read each word. If you come to a word you don’t know, just skip it and move on to the next one. Do your best reading. Ready? Go.”

As you say, "go," start a one-minute timer. The student will begin reading the passage aloud. If the student hesitates on a word for more than three seconds, supply the word and instruct the student to continue. Mark any miscues with a slash (/) as the student reads.

After one minute, draw a bracket at the last word the student read to indicate the stopping point. Then, count and record the total number of words read correctly within the one-minute time frame to determine the WCPM.

A more comprehensive running record may be conducted in place of the standard fluency check by first marking the point in the passage where the student stops after one minute with a bracket. The student should then continue reading to the end of the passage. During this time, the assessor may calculate the accuracy percentage, ask comprehension questions, and determine a comprehension score.

This additional data—accuracy and comprehension—is considered **correlating data** and can be used to support discussions during intervention team meetings. However, it is **not** used for official progress monitoring. The only component of this assessment that should be recorded for progress monitoring purposes is the number of words read correctly in one minute (WCPM).

Correlating data may be collected less frequently and serves as supplemental information to help inform instructional decisions.

MAZE

Assessment administrators will follow the instructions and scoring guidelines provided with the DIBELS and Acadience assessments. These resources will be accessible through a designated assessment folder.

If the provided MAZE assessments do not meet a student's needs, an alternative may be generated using the MAZE generator available on Intervention Central. In such cases, assessment administrators must carefully read and follow the instructions provided on the Intervention Central website to create and administer a customized MAZE assessment.

Math

Early Numeracy Tasks for K-1st Grade Students

The interventionist will select a task from the "Types of Math CBM" chart based on the student's skill level and intervention goals. Early numeracy tasks are timed for one minute. An early math fluency probe generator is available on the [Intervention Central](#) website and can be used to create customized assessments.

Computation math probe for grades 2-12

Probes should include 20–30 mixed-fact problems and be administered within a two-minute time limit. These assessments may be given either individually or in a whole-group setting. Each student should receive an assessment aligned with their current skill level, as determined by the Student Intervention Team (SIT) and based on the student's target skills.

Computation fluency check resources are available through the [Intervention Central](#) website and the [SuperKids Math Worksheet Creator](#).

Important: Once a student's assessment level has been determined, it must remain consistent throughout the duration of the intervention plan. This consistency ensures that the resulting data points are valid and comparable across the entire intervention period.

Interpreting Data

Graph

Assessments will be administered weekly, and the results graphed by either the interventionist or the student using the provided graph. While students may use an age-appropriate graphing tool for personal tracking, the data **must** be transferred to the official graph in order to be reviewed during SIT meetings. All required graphs are available in the Progress Monitoring Resources Google Folder, linked [here](#).

Baseline

Week one of the intervention plan will be dedicated to collecting baseline data. To establish a baseline, each student will complete **three assessments** during the first week. These assessments may be administered in a single session; however, it is preferable to space them out to obtain more accurate results.

The interventionist will determine the **median score** from the three assessments and record it in the designated baseline section of the graph. If no specific baseline section is indicated, the score should be recorded in the first available section of the graph.

To mark the baseline, draw a **horizontal line** from the median score across the graph to the final week of the intervention period (typically 12 weeks, unless otherwise specified in the SIT meeting).

Fig. 1: example of all data points above baseline

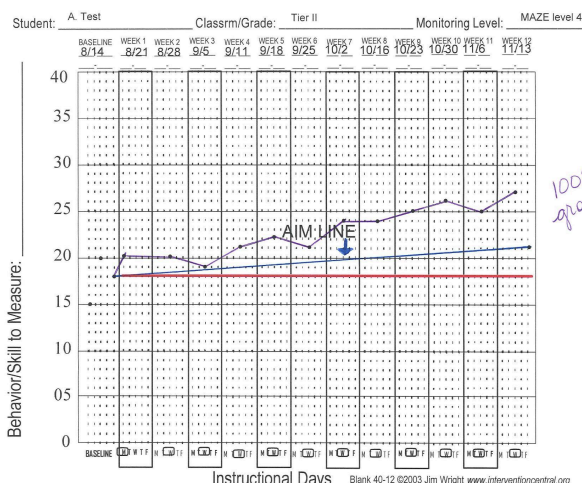
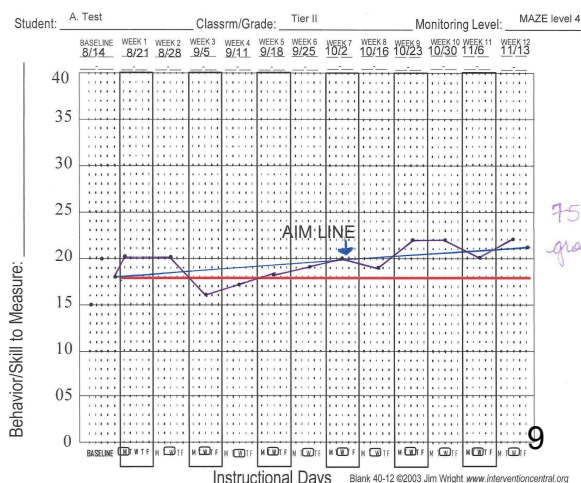


Fig 2: example of data points that fall below baseline



Aim Line

The aim line is determined by using norms. The formula to calculate the aim line is (weekly growth rate x 12 weeks)+(baseline median score)= goal; round up and draw a line from the median baseline score to the goal point.

Grade Level	Task	Weekly growth rate needed
Reading fluency		
K	Letter and sound fluency	1.0 letter
1	Word reading fluency	1.8 words
2	ORF	1.0 words
3	ORF	0.75 words
*4	ORF	0.3 words
4, 5-12	MAZE	0.25 words
Computation fluency		
K	Early Numeracy Task	0.3 problems
1	Early Numeracy Task/ Computation	0.4 -ENT or 0.3-computation problems
2	Computation Probes	0.3 problems
3	Computation Probes	0.3 problems
4	Computation Probes	0.3 problems
5	Computation Probes	0.5 problems
6-12	Computation Probes	0.3 problems

Fourth grade is a transition grade between ORF and MAZE. Interventionists can choose the most appropriate assessment based on the student's data. The instrument needs to be documented in the intervention plan.

Math computation can be calculated by counting problems correct or by counting digits correct. Please refer to the attached document for information on both methods.

Interventionists may choose either method, but must stay with the same scoring method throughout the entire intervention period.

[Progress Monitoring: Scoring Mathematics Computation Probes](#)

Percentage of Non-Overlapping Data- PDN

The **Percentage of Non-Overlapping Data (PND)** is a quantitative measure used to evaluate the effectiveness of an intervention. It represents the proportion of data points in the intervention phase that exceed the **median baseline score** recorded during the baseline phase. PND is widely used and recognized as an effective indicator of intervention impact.

To calculate PND, divide the number of intervention data points that exceed the median baseline score by the total number of intervention data points, then multiply by 100 to get a percentage:

$$\text{PND} = (\text{Number of favorable outcomes} \div \text{Total number of intervention data points}) \times 100$$

When graphed, PND can reveal a clear trend in student progress and provide insight into the overall effectiveness of the intervention. A PND calculator is available [here](#).

Reading Fluency Norms

Reading fluency norms are used to set goals and measure progress toward goals. They help to make effective and timely decisions for instruction and intervention. The 50th percentile should be used to gauge proficiency for the grade level. An article with more information and a fluency norms chart is linked [here](#).

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
	SD		32	39
	Count		16,950	19,434
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
	SD	37	41	42
	Count	15,896	18,229	20,128
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
	SD	40	43	44
	Count	16,988	17,383	18,372
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72
	SD	40	41	43
	Count	16,523	14,572	16,269
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
	SD	45	44	45
	Count	16,212	13,331	15,292
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
	SD	42	45	44
	Count	10,520	9,218	11,290
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
	SD	40	43	41
	Count	6,482	4,058	5,998
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97
	SD	43	45	41
	Count	5,546	3,496	5,335

WCPM: Words correct per minute
SD: Standard deviation
Count: Number of student scores

Instructions for Reporting

At the end of each grading period, the interventionist is responsible for completing a **Summary Report Form**, uploading a copy of the student's **Intervention Service Log**, and submitting a copy of the student's **Progress Monitoring Graph** to the shared folder designated for their grade level.

A link to the form and the upload folder can be found on the district website under **Rtl** on the **Special Programs** page. Navigate to the page titled *Rtl Resources for Teachers* and click the link labeled **Intervention Document Upload Folder**.

Intervention Service Logs may be maintained digitally for easy upload or scanned and uploaded as needed. Progress Monitoring Graphs should be scanned and uploaded as either JPEG or PNG files. Alternatively, hard copies of all required documents may be submitted to your campus SIT representative.

Intervention Service Documentation/Intervention Log				
Student Name:				
Homeroom teacher:		Grade level:		
Tier II <input type="radio"/>		Tier III <input type="radio"/>		
Concern: <input type="radio"/> reading <input type="radio"/> math <input type="radio"/> behavior		Interventionist:		
Targeted Skill(s):				

Date/Time	Targeted Skill: <small>Write the corresponding number from list above.</small>	Strategy	Progress Monitoring	Notes

Guiding Questions for Intervention Review

1. On What Grade Level Is the Student Performing?

Determine the student's actual performance level using a combination of data sources, including:

- Baseline assessment results
- Oral Reading Fluency (ORF) norms
- Classroom assessments and observations
- Other diagnostic tools

Performance categories:

- Below grade level
- At grade level
- Above grade level

2. Are They Making Growth?

Evaluate progress using the **Percentage of Non-Overlapping Data (PND)** to determine the effectiveness of the intervention.

To calculate PND:

$$\text{PND} = (\text{Number of favorable outcomes} \div \text{Total number of measures}) \times 100$$

Use the PND calculator or the formula above to assess whether the student is showing meaningful progress. Use this data to inform decisions about adjusting strategies or transitioning students within the tiered intervention framework.

3. Fluency Data vs. Correlating Data

Both **fluency data** and **correlating data** are essential to gaining a complete picture of a student's progress.

- **Fluency Data (Progress Monitoring):**
Used to assess the effectiveness of the current intervention strategy. If a student is not making expected progress, the intervention plan should be reviewed and revised accordingly.
- **Correlating Data:**
Helps identify specific target skills and underlying academic needs. Examples include:
 - MAP scores and diagnostics in the student profile
 - Unit and classroom assessments
 - Running records (to track reading errors and comprehension)
 - Other relevant classroom data

Correlating data allows the team to understand *why* a student may be struggling and supports the design of a more targeted and effective intervention plan.

Determining Effectiveness of an Intervention Strategy

The team will use the following standards to determine the effectiveness of the intervention strategies. A decision-making flowchart is linked [here](#). The flowchart should be used in the intervention meeting to guide decision-making.

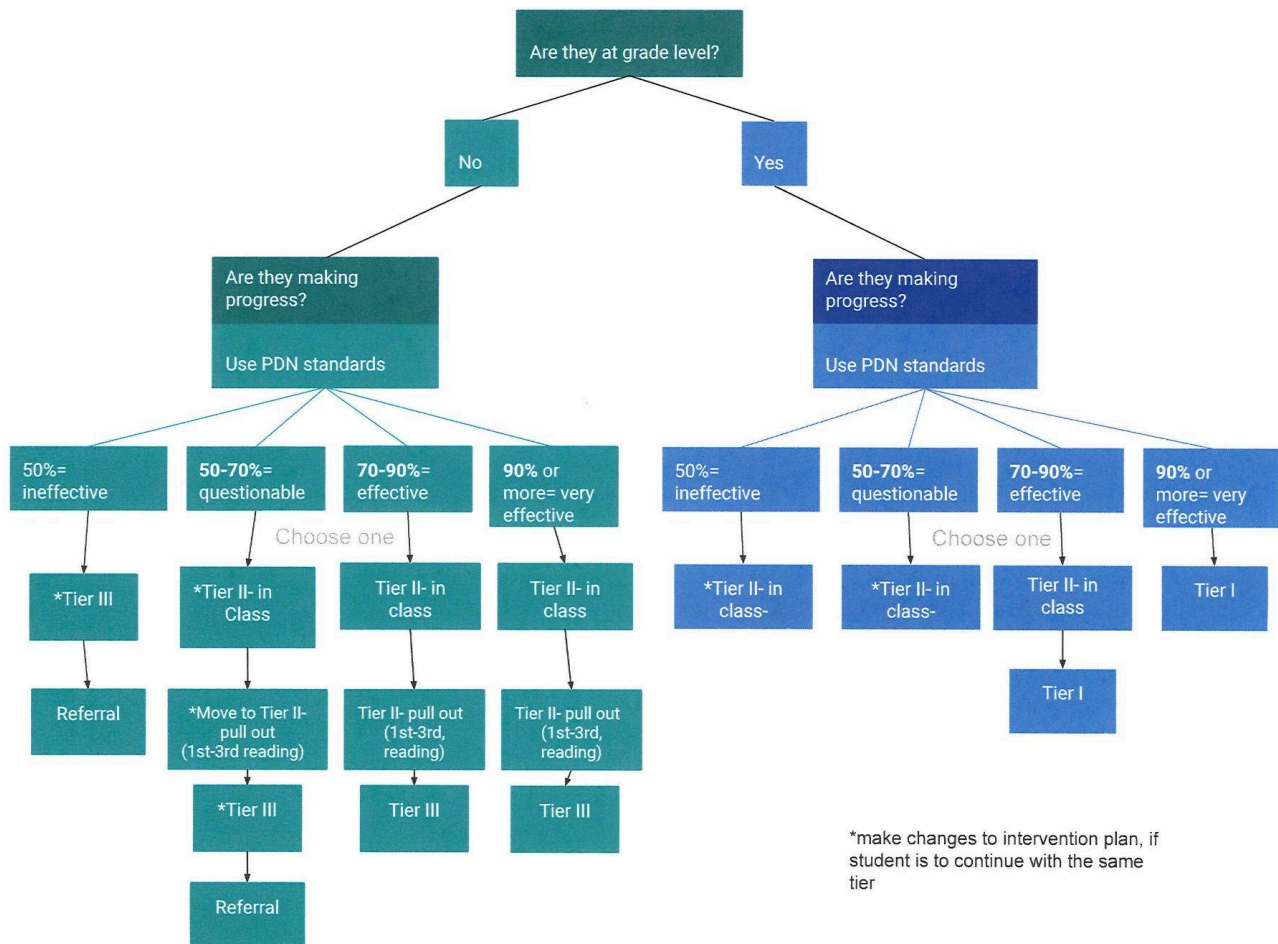
90% or more= very effective (Tier I or II, depending on grade level comparison)

70-90%= effective (Tier I or II, depending on grade level comparison)

50-70%=questionable (Tier III or referral)

50%= ineffective (Tier III or referral)

***when a student is going to remain in the same tier, but is showing ineffective or questionable growth, the intervention plan must be adjusted**



Resources

[How To: Assess Mastery of Math Facts With CBM: Computation Fluency Curriculum Based Measurement | Reading-Math-Assessment Tests | CBM Measurement | Intervention Central](#)
[Percentage of Nonoverlapping Data \(PND\) Calculator](#)
[Progress Monitoring: Scoring Mathematics Computation Probes Math Curriculum Based Measurement Reading Curriculum Based](#)
<https://dibels.uoregon.edu/materials/dibels>
[MTSS Making Data Simply](#)- Dr. Andrea Ognosky

Questions???

Complete this [form](#) with any questions/ feedback