

K - 5 Progress Monitoring Recommendations

DIBELS and easyCBM



What is Progress Monitoring?

Progress monitoring is the practice of testing students briefly but frequently on the skill area(s) in which they are receiving instruction, to ensure that they are making adequate progress. Progress monitoring tools can be used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to identify if the instruction is effectively meeting the needs of the student. Progress monitoring can be implemented with individual students, a small group, or an entire class.

In progress monitoring, attention should focus on fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Who Should I Progress Monitor?

Students who are below the benchmark goal ([DIBELS](#), [IDEL](#), and [easyCBM](#)) on one or more measures may receive progress monitoring in targeted areas that are the focus of instruction or intervention. Teachers may also choose to monitor other students if there are concerns regarding their progress. Review the individual scores to identify if a student should be monitored using that tool. Overall risk levels or composite results should not be used to identify which students should be progress monitored.

If many students within a classroom or grade score below or well below the benchmark goals, core instruction in the general education classroom should be analyzed and adjusted. For example, core instruction at a grade level may need to include more explicit instruction and opportunities around phonemic awareness.

Decisions about the number of students to monitor at one time are based on local needs, resources, and priorities in alignment with the Multi-Tiered System of Support model.

What Skills Should I Progress Monitor?

In most cases, progress monitoring will focus on one measure at a time. This should represent the student's instructional level of the skill area targeted for instruction. In some cases it may be appropriate to monitor a student using more than one DIBELS measure, in particular for students who are monitored in out-of-grade materials.

Students should only be monitored in material that matches the skill area targeted for instruction. For example, a first grader being progress monitored with Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS) should receive instruction on accurately and automatically matching sounds to letters and should be monitored with the NWF-CLS tools.



K - 5 Progress Monitoring Recommendations

DIBELS and easyCBM



How Should We Set Progress Monitoring Goals?

We recommend setting ambitious but realistic goals. A progress monitoring goal must include the score to aim for in the selected material as well as the timeframe for achieving the selected goal. When monitoring a student with in grade-level materials, use the benchmark goals ([DIBELS](#), [IDEL](#), and [easyCBM](#)) and the standard timeframe in which those goals should be reached (typically the end of the year).

How Frequently Should We Progress Monitor?

Students receiving progress monitoring should be monitored as frequently as needed to make timely decisions about the effectiveness of the instructional support. The frequency of progress monitoring should match the level of concern about the student's skill development and need for support. Students who need more support should be monitored more frequently.

DIBELS (K - 3)

DIBELS	Frequency
If using in grade-level materials and the student's individual measure (FSF, PSF, NWF, DORF) score falls into the Below Benchmark (Strategic) level	Once or Twice a Month
If using in grade-level materials and the student's individual measure (FSF, PSF, NWF, DORF) score falls into the Well Below Benchmark (Intensive) level	Once a Week
If using out-of-grade level materials at any time	Once a Week
Daze A note about the <u>Daze</u> measure: Scores for Daze increase more slowly than they do for other DIBELS measures, so more frequent monitoring may not be as informative.	Once a Month

*These are recommendations. Please plan progress monitoring to be responsive to individual student needs, which may mean that the recommendations need to be modified on a case-by-case basis.



K - 5 Progress Monitoring Recommendations

DIBELS and easyCBM



easyCBM (4 - 5)

easyCBM Measure	Risk Level	Suggested Frequency
Passage Reading Fluency (PRF)	High Risk	Twice a Month
	Some Risk	Once a Month
Multiple Choice Reading Comprehension (MCRC)	High Risk	Every 4 Weeks
	Some Risk	Every 4 - 6 Weeks
Vocabulary (VOCAB)	High Risk	Every 4 Weeks
	Some Risk	Every 4 - 6 Weeks
If using out-of-grade level materials	N/A	Once a Week

*These are recommendations. Please plan progress monitoring to be responsive to individual student needs, which may mean that the recommendations need to be modified on a case-by-case basis.

Additional Resources

- For more information regarding DIBELS progress monitoring, please refer to [Progress Monitoring with DIBELS Next](#).
- For more information regarding easyCBM progress monitoring, please refer to the [easyCBM Overview Manual](#) (located under Resources tab).

