Develop Your Data Mindset

Module 8 - Progress Monitoring
Part 3 - Absorb, Ask & Accumulate
(Cycle 1 - Select Grade Level Probe)

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Learning Goals

- Implement A+ Inquiry to select and take action based on the appropriate grade level probe for a student

SLDS Data Use Standards

- K.1.A Question Formation: Knows which questions can be answered with data and how to identify the nature and extent of the data needed to answer questions

- K.1.C Types of Data: Knows that data come in two main forms—quantitative and qualitative—and that, within these forms, there are other categories

- K.1.F Data Sources: Knows different types of data sources and the benefits and limitations of using each

- K.1.D Types of Measures: Knows various types and purposes of ASSESSMENTS and other MEASURES

- K.2.C Data Collection: Knows that DATA COLLECTION can be performed using different methods and at different points in time

- K.2.D Data Context: Knows the circumstances and purposes for which data are collected

SLDS Data Use Standards (continued)

- S.3.A Facilitation: Collects data in ways that ensure VALID, RELIABLE data and that minimize BIA

- S.4.C Aligned Analysis: Using appropriate technologies, conducts ANALYSIS suitable for the type of data collected, the VARIABLES identified, and the questions or hypotheses posed

- S.5.C Patterns: Identifies patterns, TRENDS, and gaps in data and suggests reasons for their occurrence

- S.6.B Explanation: Explains different data representations and distinguishing features (e.g., histograms, bar charts, contingency tables)

- S.7.A Strategies: Identifies appropriate strategies grounded in evidence to address the needs and goals identified during data ANALYSIS

Introduction

Teacher 1: All this talk of ice hockey and football mean one thing…Thanksgiving!

Teacher 2: I need to get out my elastic waist band pants.

Teacher 3: Elastic pants? Oh my…I wear my skinny jeans, so I can tell if I eat too much.

Teacher 4: We are going to have to focus on our Data Team meeting before we can enjoy the holiday.

Teacher 5: Yeah. I can't help but think that you two are measuring your food intake qualitatively, by the fit of your pants or observation. I bet Ryan is all about the pounds or exact measurements.

Teacher 6: Ryan is definitely a quantitative kind of guy. No guesswork for him! Let's see!

Introduction

Ryan:

The portion of the assessment calendar we are covering in this module is in colored font. Specifically, we're focusing on progress monitoring a student identified as potentially at-risk during the universal screening process.

Assessment Calendar

What is the assessment?	Which students are assessed?	When are students assessed?	How are the assessment results used? (F = Formative, S = Summative)
District interim (e.g. NWEA MAP, Renaissance Star, aimsweb)	All students Grades K-12	Fall (September) Winter (January) Spring (April)	**How do teachers use the data?** Fall data • Universal screening (F) • Establish baseline, identify high/low areas, set end of year goal w/ each student (F) • Establish baseline, identify high and low areas, set end of year classroom goal (F) Winter data • Universal screening (F) • Monitor progress toward each student's end of year goal (F) • Monitor progress toward classroom end of year goal (F) Spring data • Evaluate extent to which each student's end of year goal was met (S) • Evaluate extent to which classroom level goal was met (S) Most recent data throughout the year • Differentiate instruction for students based on each student's performance level (F) • Deliver whole group instruction based on the instructional level of the class (F) **How does the district use the data?** • Set school or district academic goal (F) • Evaluate extent to which district academic goals and objectives were met (S)
NDSA (State Assessment)	All students Grades 3-8, 11	Spring (April)	**How does the district use the data?** • Set school or district academic goals and objectives based on needs (F) • Evaluate extent to which district academic goals and objectives were met (S)
ACT	All students Grade 11	Spring	**How does the district use the data?** • Set school or district academic goals and objectives based on needs (F) • Evaluate extent to which district academic goals and objectives were met (S)
General Outcome Measure (e.g. easyCBM, Renaissance Star, aimsweb)	At-risk students Grades K-12	Up to weekly	**How do teachers use the data?** • Establish baseline, set end of year goal, and monitor progress toward goal (F)
Diagnostic (e.g., Diagnostic Assessment of Reading, Star, etc.)	At-risk students Grades K-12	After at-risk status confirmed	**How do teachers use the data?** • Identify strengths and skill deficits to guide instruction for at-risk students (F)
Formative classroom assessments	All students Grades K-12	Before or during an instructional unit throughout the year	**How do teachers use the data?** • Differentiate instruction based on student knowledge relevant to learning targets (F) • Decide whether a class is ready for the next learning target during whole group instruction (F)
Summative classroom assessments	All students Grades K-12	At the end of an instructional unit throughout the year	**How do teachers use the data?** • Assign and report grades

Introduction

Ryan:

Data utilized for progress monitoring fits in the scope of study framework for a formative purpose. As you can see, the participants in the study are students. Student learning data is required. The district is the decision maker of the collection methods. Data are collected periodically. Data are analyzed at the individual student level. Progress monitoring generally seeks to answer a question focused on a positive/negative trend.

Instructions: Select the scope of study elements relevant to the contextual need for data use, assessment name, and question(s)

- **Context:** Teacher conducting weekly progress monitoring on an at-risk student
- **Assessment name:** General Outcome Measure (e.g. easyCBM, aimsweb, Renaissance Star)
- **Question(s):** Is a student making adequate progress toward an end-of-year goal?

Type(s) of disciplined inquiry		
Assessment	Evaluation	Research

Purpose(s) of required data		
Formative	Summative	Other

Participants in the study			
Students	Parents	Staff	Other

Type(s) of required data					
Student learning	Demographic	Perception	School process	Behavior	Other

Decision maker of data collection methods			
Teacher	School/District	State	Other

Frequency of collection			
Ongoing	Periodic	One-time	Other

Unit level of analysis	
Individual	Group

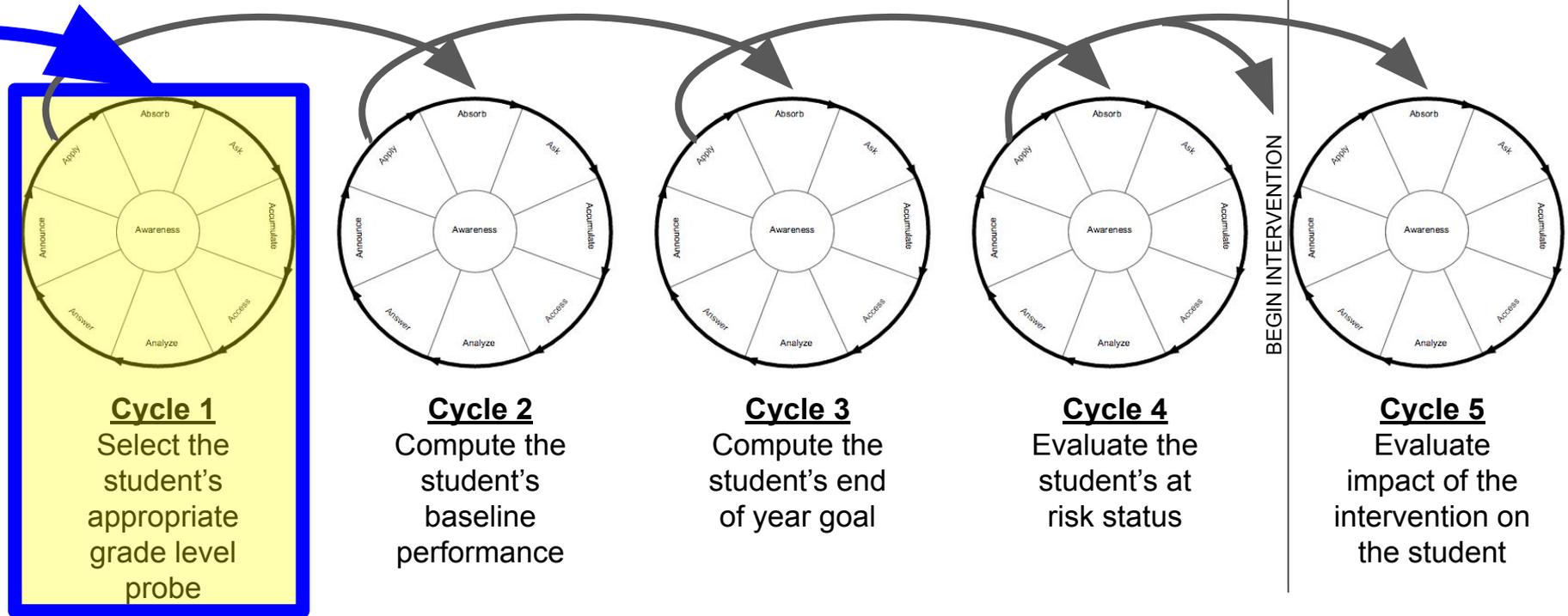| Focus of the question(s)				
Performance	Highest / lowest	At / above / below expected	Positive / negative trend	Other

Introduction

Ryan:

At this meeting, we are going to talk about the progress monitoring data cycles.

After a student has been identified as at risk, it's time to begin the first data cycle relevant to progress monitoring, which focuses on selecting the grade level probe appropriate for a potentially at-risk student.

Progress Monitoring Data Cycles

Cycle 1
Select the student's appropriate grade level probe

Cycle 2
Compute the student's baseline performance

Cycle 3
Compute the student's end of year goal

Cycle 4
Evaluate the student's at risk status

BEGIN INTERVENTION

Cycle 5
Evaluate impact of the intervention on the student

Determining the appropriate grade level probe for a student needs to occur before establishing a student's baseline performance. Establishing a student's baseline needs to occur before determining the student's end of year goal. Determining the student's end of year goal needs to occur before confirming or disconfirming the student's at risk status. Confirming or disconfirming a student's at risk status needs to occur before monitoring a student's progress toward the goal.
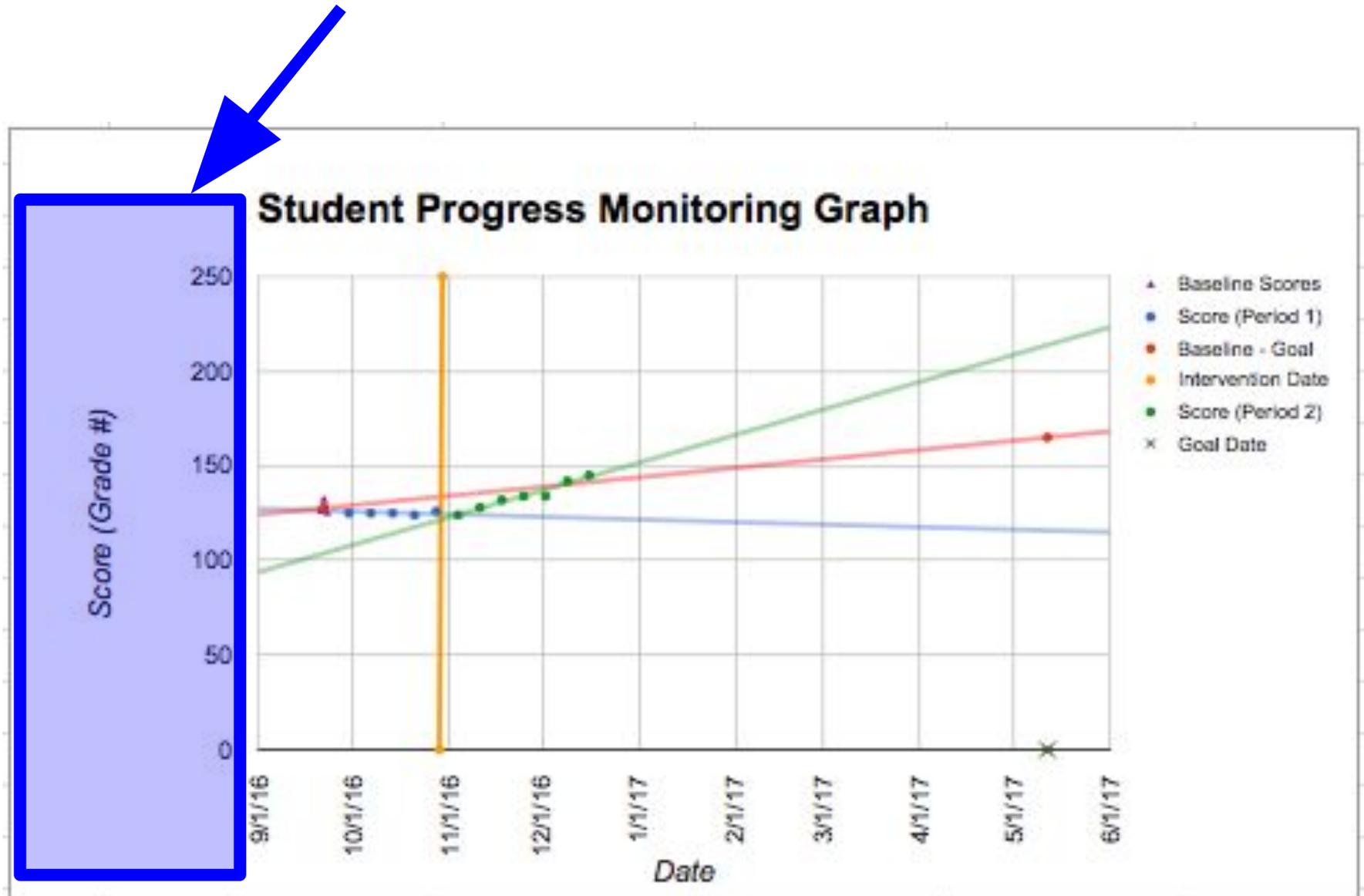
Whose progress should be monitored? An individual "at risk" student

When should the first progress monitoring data cycle begin? After a student has been identified as potentially "at risk" through a universal screening process

When should an intervention be assigned? After confirming a student's "at risk" status (i.e. after Cycle 4)

What are some tools available for progress monitoring? Aimsweb, Edcheckup, DIBELS, easyCBM, FAST, istation, STAR (see more details at http://www.intensiveintervention.org/chart/progress-monitoring)

Cycle 1 is required to establish the y-axis. As a reminder, the first cycle is required to establish the y-axis to display a range of scores that represent the probe level at which the student will be assessed.


Student Progress Monitoring Graph

Legend:
- ▲ Baseline Scores
- ● Score (Period 1)
- ● Baseline - Goal
- ● Intervention Date
- ● Score (Period 2)
- × Goal Date

Y-axis: Score (Grade #) — 0, 50, 100, 150, 200, 250

X-axis: Date — 9/1/16, 10/1/16, 11/1/16, 12/1/16, 1/1/17, 2/1/17, 3/1/17, 4/1/17, 5/1/17, 6/1/17

Introduction

Ryan:

Let's begin in the Absorb stage where you identify information that is known about a context and reveal a need for more knowledge.
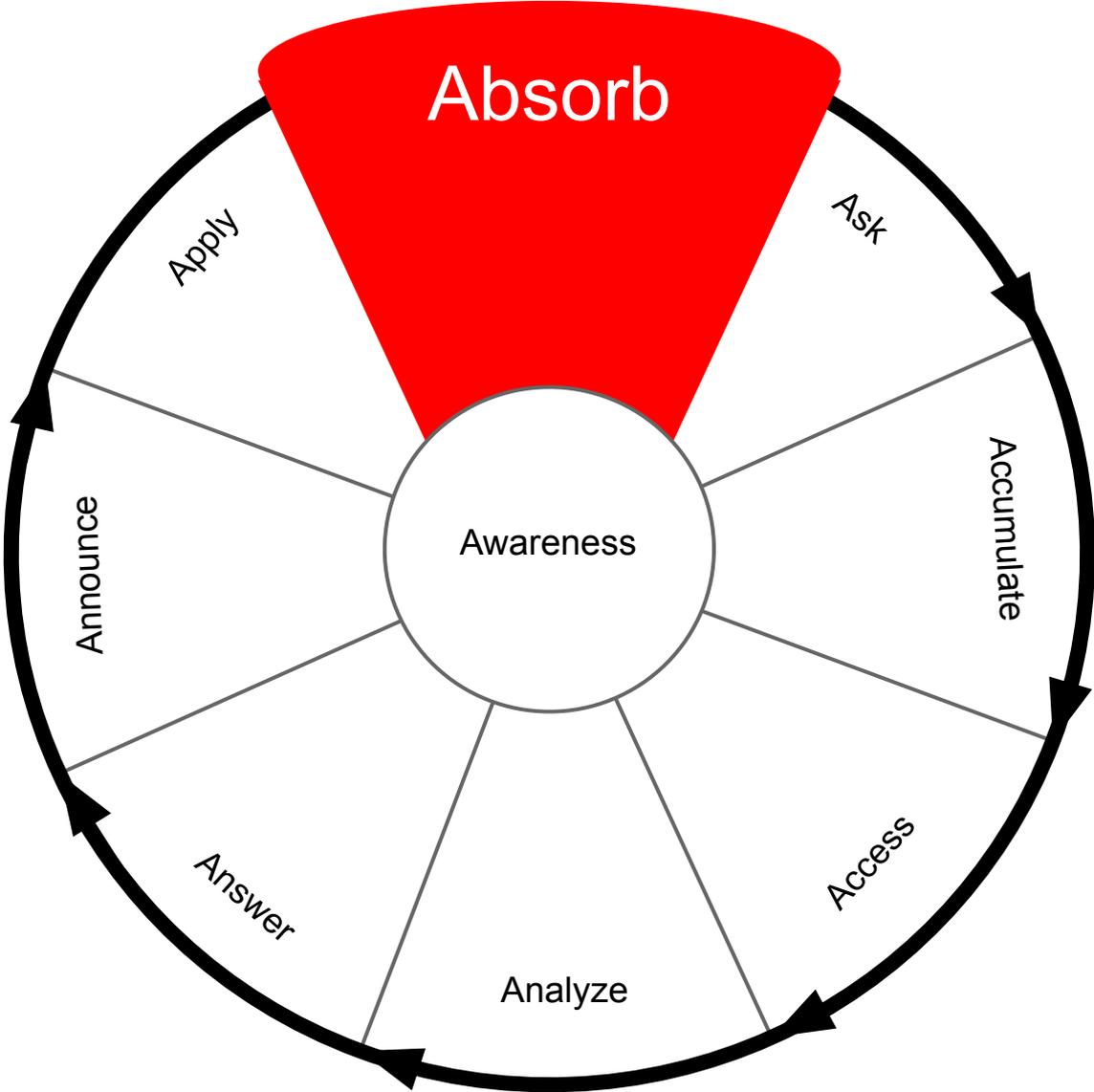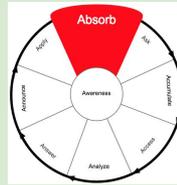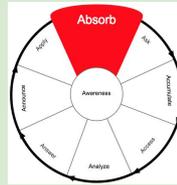
Activity - 08.03.01

Lisa Lund performed at the 33rd percentile on the district's universal screening reading assessment, which is below the 41st percentile cut score. As a result of this finding, it would be appropriate to target Lisa for
- a subsequent stage of screening to confirm or disconfirm her risk status
- a math intervention to improve her computation skills
- an extended school day to provide her with extra hours of learning
- a behavior intervention to improve her interactions in the classroom

Standard: K.2.D Data Context

Activity - 08.03.02

At Great Plains School District, the next stage of screening is conducted through progress monitoring, using a Curriculum Based Measure (CBM) in the area of oral reading fluency (ORF). A CBM is a type of _____, which is a quick assessment with standardized tools and administration protocol that tracks student growth across time relevant to overall competence in the annual curriculum.

- Mastery measure
- Non-standardized assessment
- Non-evaluative assessment
- General outcome measure

Standard: K.1.D Types of Measures
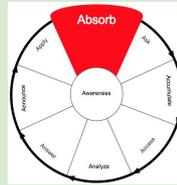
Activity - 08.03.03

In the case of Lisa Lund, what is important for you to know -- but not yet known -- in order for you to begin monitoring Lisa's progress using a oral reading fluency (ORF) Curriculum Based Measure (CBM)?

- Whether Lisa is capable of being assessed with a probe at her current grade level
- Whether Lisa is being progress monitored in the area of mathematics
- The title of the most recent chapter book Lisa completed
- The extent to which you are making progress toward the classroom level goal you set

Standard: K.2.D Data Context

Tutorial

Universal screening was conducted based on the district's fall interim reading assessment. The screening process revealed that Lisa Lund may be potentially at risk for poor learning outcomes because she performed at the 33rd percentile, which is below the 41st percentile cut score. Based on Great Plains protocol, because she performed below the cut score, she has been targeted for a subsequent stage of screening to confirm or disconfirm her risk status before considering her for an intervention.
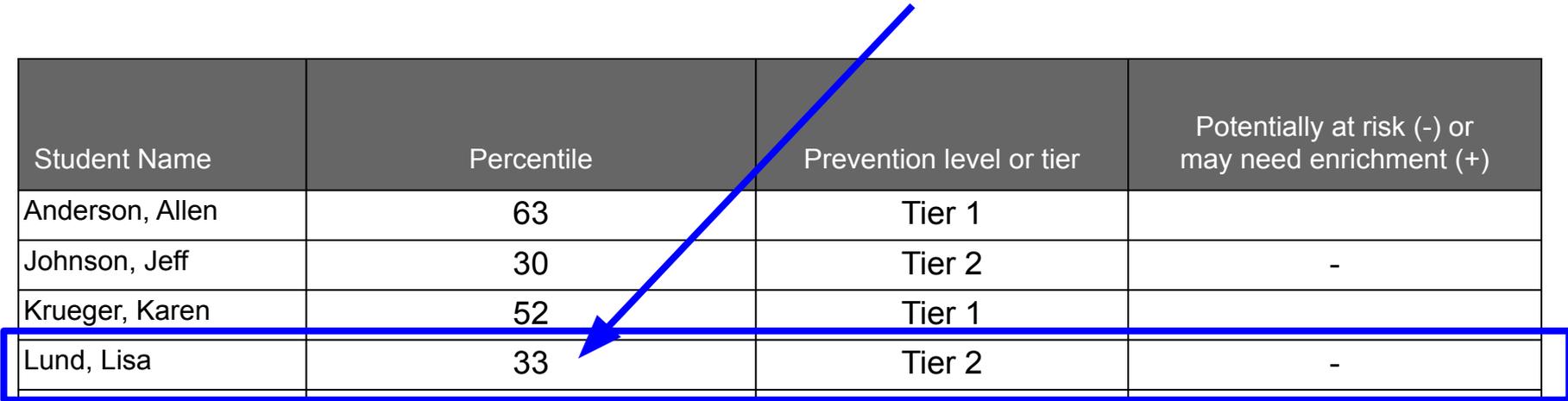
Student Name	Percentile	Prevention level or tier	Potentially at risk (-) or may need enrichment (+)
Anderson, Allen	63	Tier 1	
Johnson, Jeff	30	Tier 2	-
Krueger, Karen	52	Tier 1	
Lund, Lisa	33	Tier 2	-
Matthews, Martin	16	Tier 3	-
Rollins, Rihanna	46	Tier 1	
Sanders, Stephanie	52	Tier 1	
Thompson, Tim	60	Tier 1	

Decision rules: Tier 3: <= 20th %ile, Tier 2: 21st-40th %ile, Tier 1: 41st-94th %ile, Enrichment: >= 95th %ile
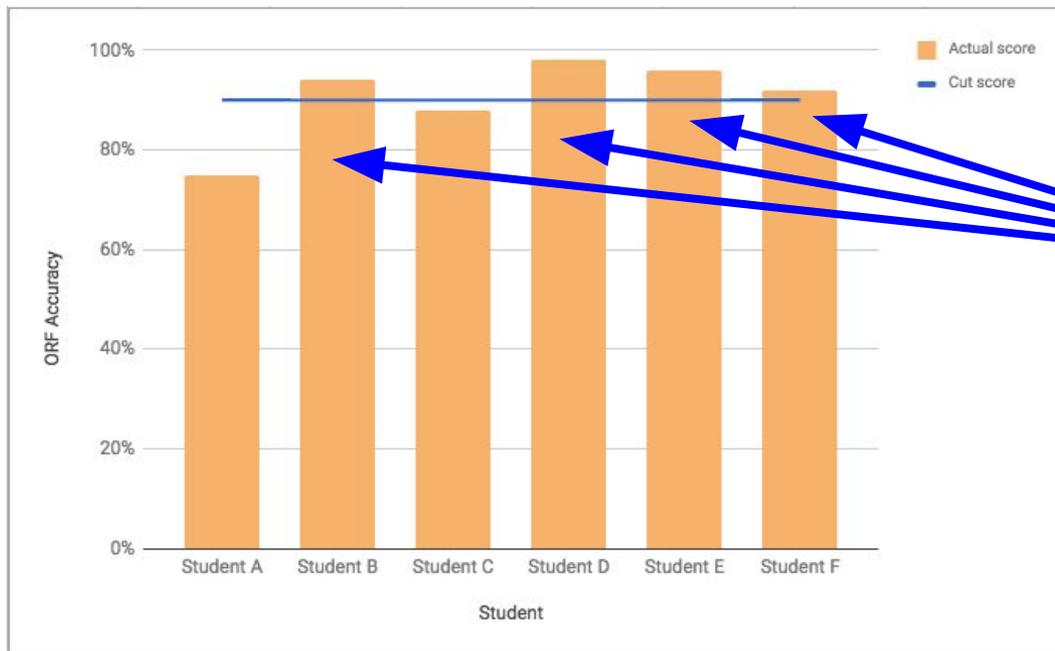
Tutorial

The next stage of screening is conducted through progress monitoring, using a **Curriculum Based Measure (CBM)** in the area of oral Reading Fluency. A CBM is a type of General Outcome Measure, which is a quick assessment with standardized tools and administration protocol that tracks student growth across time relevant to overall competence in the annual curriculum.

[On a quick aside, please keep in mind that other districts may have different protocol for conducting a subsequent stage of screening to confirm or disconfirm a student's risk status, such as administering a series of brief assessments to identify a specific skill deficit. The process we are covering represents protocol currently implemented by Great Plains.]

Tutorial

In order to begin the next stage of screening on Lisa, it's important to know the **probe level** that would be appropriate for assessing her. According to Great Plains protocol, a student needs to achieve a level at or above the cut score of 90% oral reading fluency (ORF) accuracy on a ORF assessment in order to be progress monitored with a probe at that level. For example, if a 6th grade student achieves ORF accuracy of 90% or above on a 6th grade ORF probe, probes at the 6th grade level are appropriate for monitoring the student's progress.

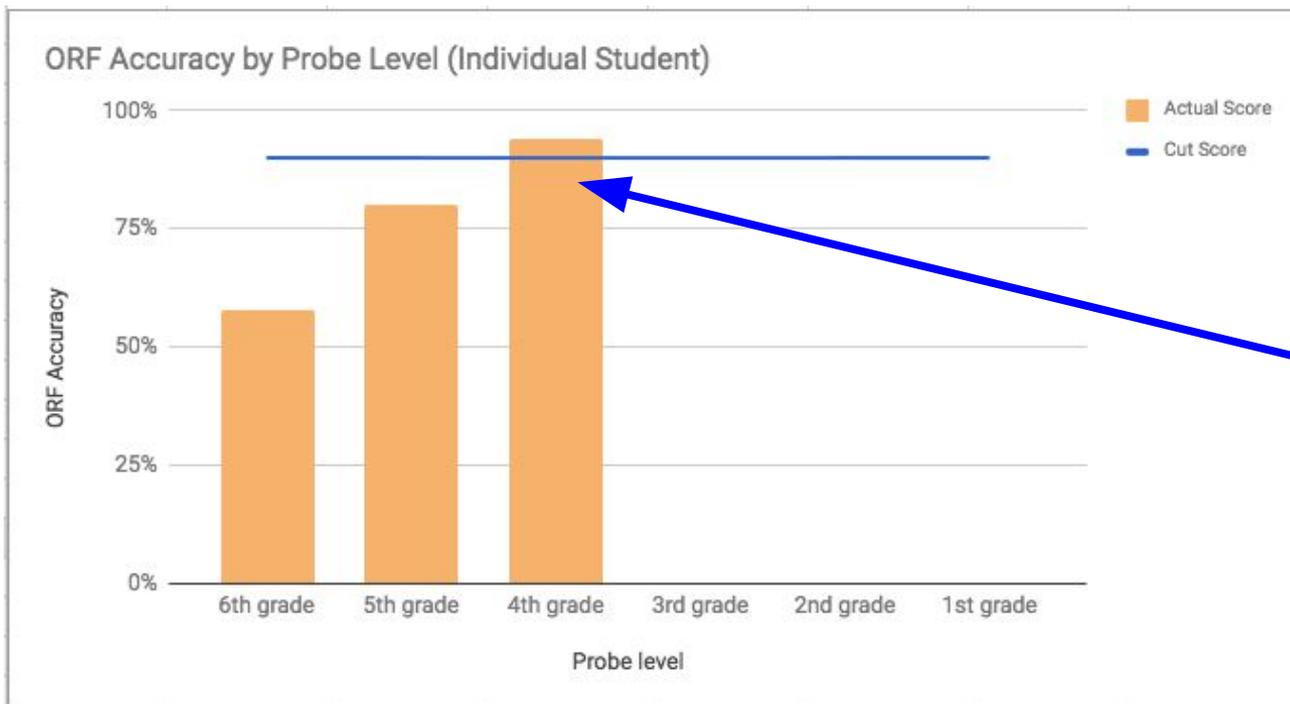In this example, students, B, D, E, and F met or exceeded the cut score

Tutorial

Often times, when selecting the appropriate probe level, a student is initially assessed with a probe at the same level as the student's grade. If the student achieves the cut score, the progress monitoring process continues with probes at the student's grade level. For example, if Oscar initially assessed at grade 4, then the progress monitoring process would continue with probes at grade 4.

If the student does not achieve the cut score -- in this case, 90% ORF accuracy -- the student will be assessed with a probe at the previous grade level to measure whether the student is capable of achieving the 90% cut score with a lower level probe.

Tutorial

Although there may be exceptions, a general rule of thumb at Great Plains is to assess a student with a probe at the grade level lower than the level of the probe previously administered until the student is able to achieve 90% ORF accuracy. For example, if a student is unable to achieve 90% ORF accuracy on a 6th grade probe, the student is assessed with a 5th grade probe. If the student is unable to achieve 90% ORF accuracy using a 5th grade probe, the student is assessed with a 4th grade probe. The process continues until a probe level is identified at which the student is able to achieve 90% ORF accuracy.

ORF Accuracy by Probe Level (Individual Student)

Actual Score
Cut Score

ORF Accuracy

100%
75%
50%
25%
0%

6th grade   5th grade   4th grade   3rd grade   2nd grade   1st grade

Probe level

In this example, the student did not meet the cut score on the 6th or 5th grade probes but did meet the cut score on the 4th grade probe.

Tutorial

In the case of Lisa Lund, you know she scored below the cut score on the universal screener and, therefore, has been targeted for the next stage of screening through progress monitoring. What you don't know, however, is the ORF probe level that is appropriate for Lisa. More specifically, at this point, you need to know whether she is capable of being assessed with a probe at her current grade level.

A+ Inquiry Framework

The Absorb stage has been completed. You understand the context and identified general details of missing information that could be revealed by data.
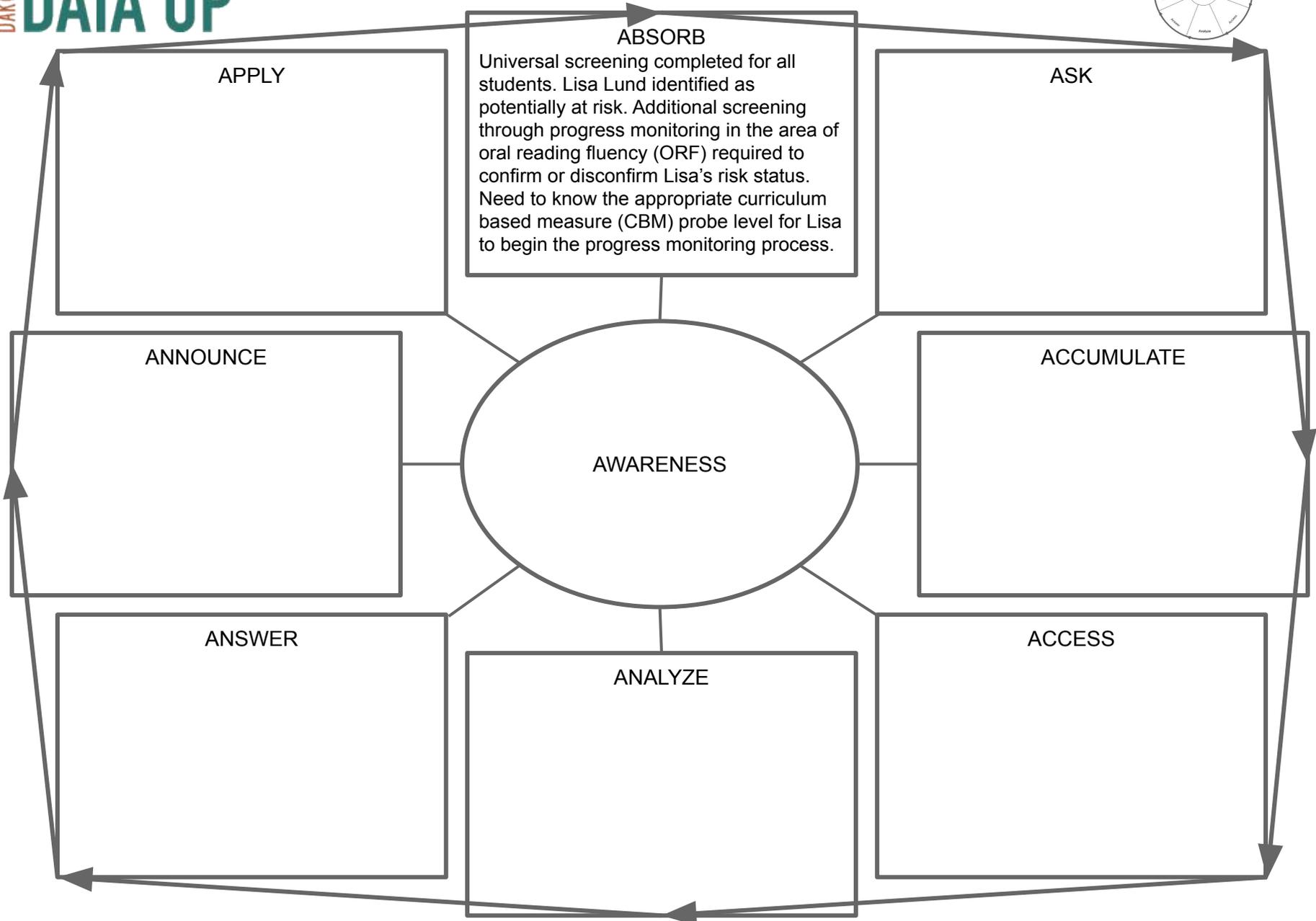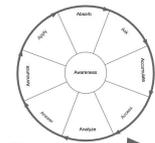
NORTH DAKOTA **DATA UP**

APPLY

ABSORB
Universal screening completed for all students. Lisa Lund identified as potentially at risk. Additional screening through progress monitoring in the area of oral reading fluency (ORF) required to confirm or disconfirm Lisa's risk status. Need to know the appropriate curriculum based measure (CBM) probe level for Lisa to begin the progress monitoring process.

ASK

ANNOUNCE

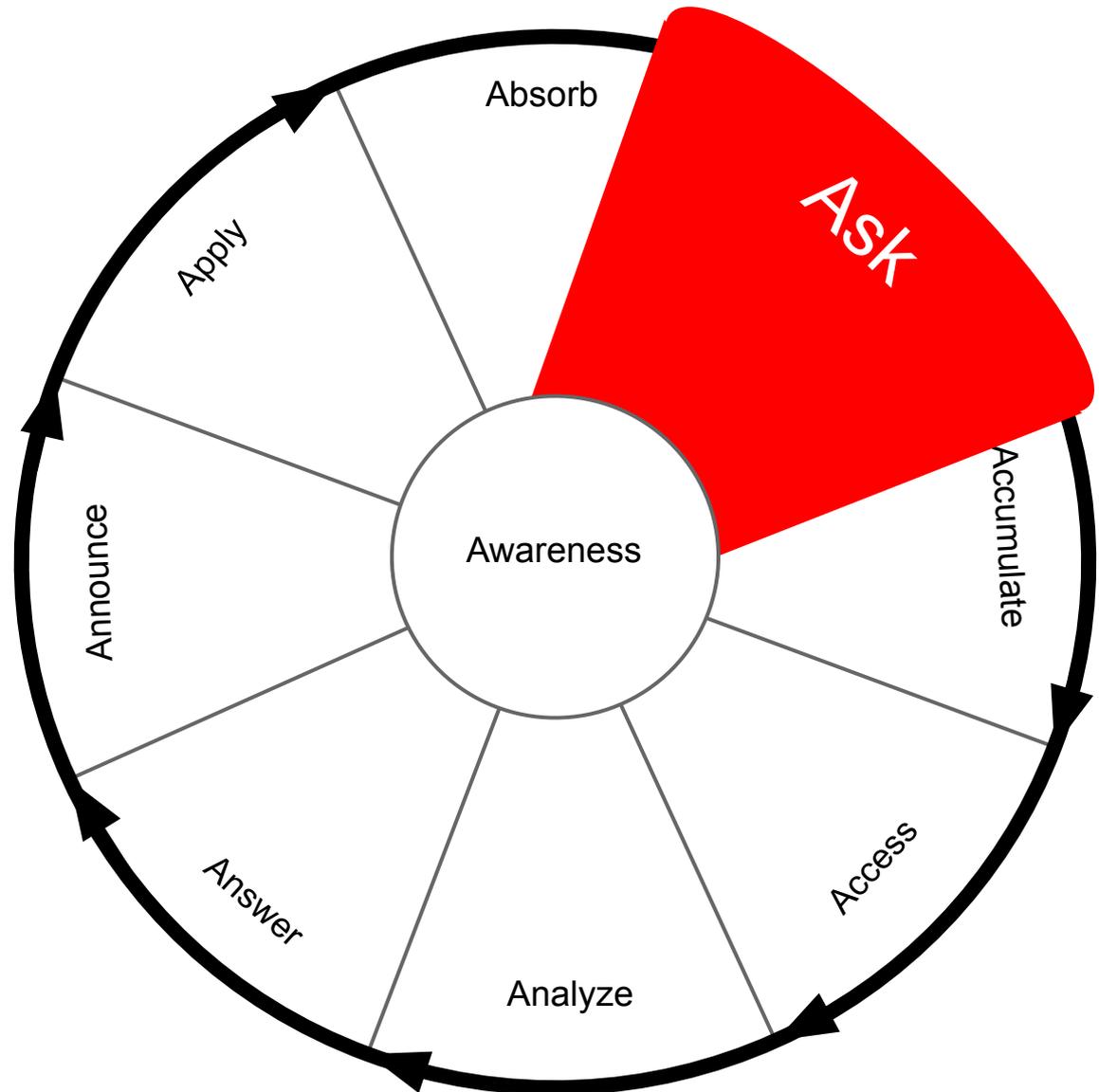**ACCUMULATE**

AWARENESS

ANSWER

ANALYZE

ACCESS

Ask Stage

Ryan:

Now that you are past the Absorb stage, let's see if you can ask operationalized or answerable questions.

They lead you to the information you need to know.

Activity - 08.03.04

In the "Ask" stage, it's important to _____

- formulate an answerable question that will fill the knowledge gap identified in the Absorb stage
- conduct analysis of data in such a way that reveals answers to questions posed in the Ask stage
- communicate findings of data analysis to appropriate stakeholders
- collect data that may help answer questions posed in the Ask stage

Standard: K.1.A Question Formation

Activity - 08.03.05

In the Absorb stage, you revealed a need to know whether it would be appropriate for you to assess Lisa with a probe that represents her same grade level. You convert this knowledge gap into a general question by stating,

- Is Lisa capable of being assessed with a probe representing her current grade level?
- How many times should Lisa be assessed with a probe at her current grade level?
- Why is it important to assess Lisa with a probe at her current grade level?
- Does Lisa like being assessed with a probe at her current grade level?

Standard: K.1.A Question Formation

Activity - 08.03.06

An operational version of the question, "Is Lisa capable of being assessed with a probe representing her current grade level?" would be _____

- To what extent is Lisa's Oral Reading Fluency (ORF) accuracy above or below the cut score of 90% on a Curriculum Based Measure (CBM) ORF probe representing her current grade level?
- How much time does it take for Lisa to complete a Oral Reading Fluency Probe (ORF)?
- To what extent would it be appropriate to administer a Curriculum Based Measure (CBM Oral Reading Fluency (ORF) probe to Lisa?
- How many different literary genres align with Lisa's Oral Reading Fluency (ORF) preferences?
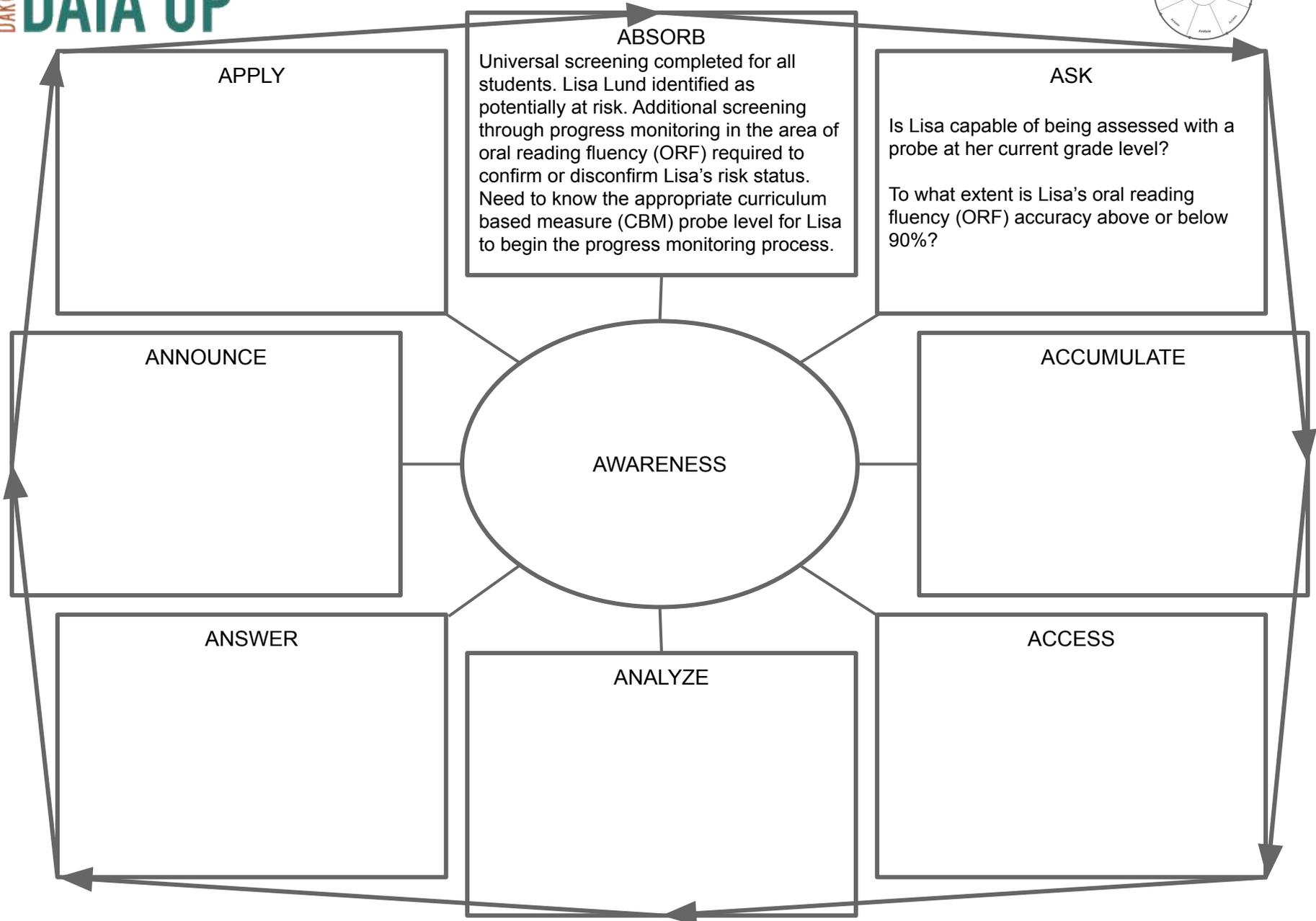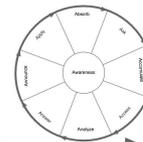
Standard: K.1.A Question Formation

Tutorial

The Absorb stage illuminated a need to know whether it would be appropriate for Lisa to be assessed with a probe that represents her same grade level. You convert this knowledge gap into a general question by stating, "Is Lisa capable of being assessed with a probe representing her current grade level?"

In its general form, the question is too vague to be answered. Therefore, you operationalize the question further by stating, "Is Lisa's oral Reading Fluency (ORF) accuracy equal to or greater than the cut score of 90% on a Curriculum Based Measure (CBM) ORF probe representing her current grade level?"

A+ Inquiry Framework

The Ask stage has been completed. You posed questions that will lead you to the information identified as missing in the Absorb stage.

NORTH DAKOTA DATA UP

APPLY

ABSORB
Universal screening completed for all students. Lisa Lund identified as potentially at risk. Additional screening through progress monitoring in the area of oral reading fluency (ORF) required to confirm or disconfirm Lisa's risk status. Need to know the appropriate curriculum based measure (CBM) probe level for Lisa to begin the progress monitoring process.

ASK

Is Lisa capable of being assessed with a probe at her current grade level?

To what extent is Lisa's oral reading fluency (ORF) accuracy above or below 90%?

ANNOUNCE

ACCUMULATE

AWARENESS

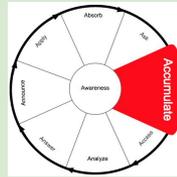**ANSWER**

ANALYZE

ACCESS

Accumulate Stage

Ryan:

Now it's time to enter the Accumulate stage where you will identify details of data required to answer the questions you posed in the Ask stage. When formulating the operationalized questions, you demonstrated an awareness of the data you need. Here, you'll specify a few more details of the data, which will help ensure you retrieve the appropriate data in the Access stage.

Absorb

Ask

Apply

Announce

Awareness

Accumulate

Answer

Access

Analyze
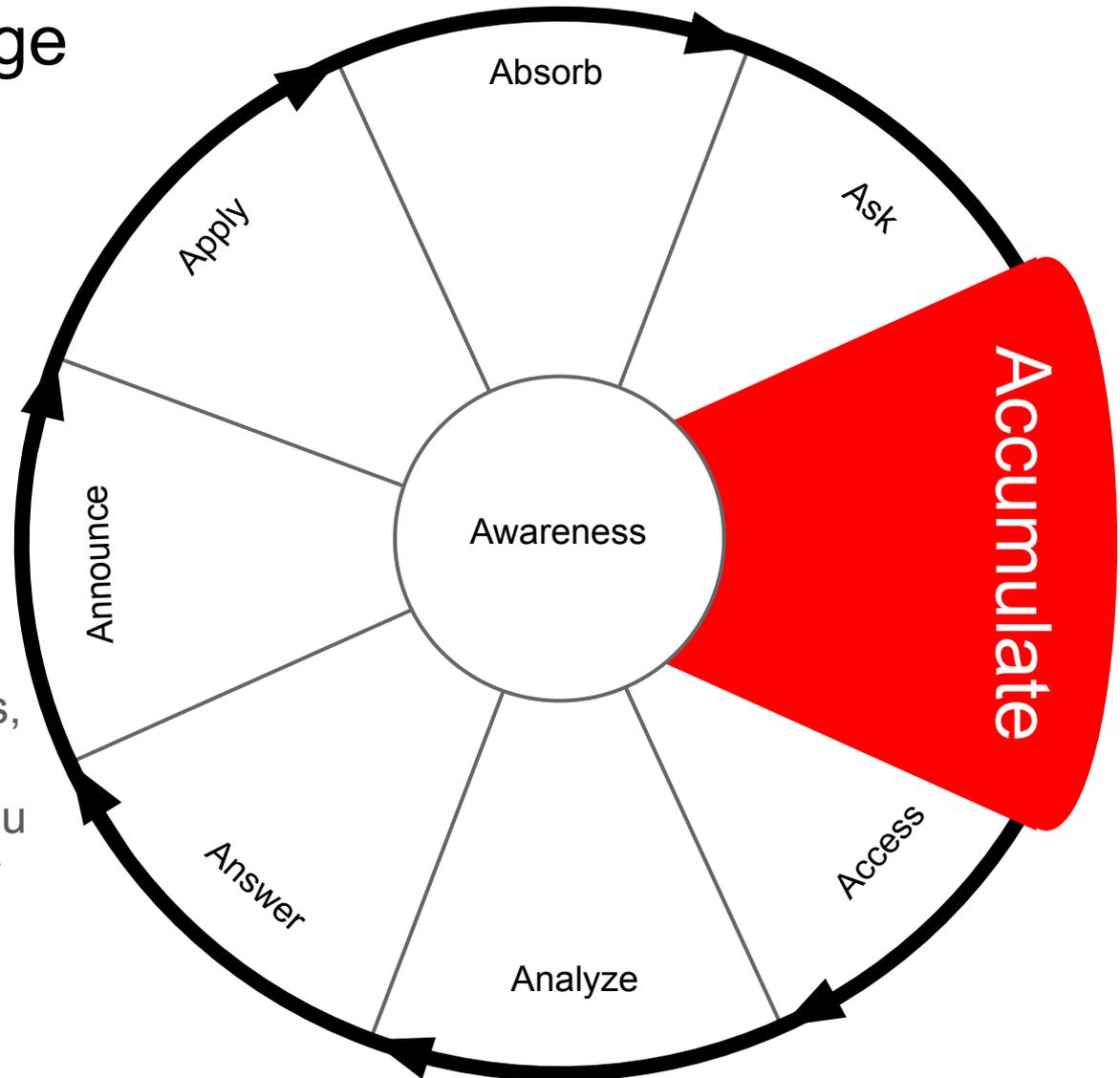
Activity - 08.03.07

In order to answer the question regarding Lisa's Oral Reading Fluency (ORF) accuracy, you need to know Lisa's _____ and _____ on an ORF probe representing her current grade level.

- preferred reading style; perceived level of difficulty
- total number of words read; number of errors
- number of paragraphs; number of words in the title
- ideal font size; number of questions

Standard: K.1.C Types of Data

Link to unmarked ORF probe PDF: https://goo.gl/MvJLm6

Activity - 08.03.08

In this case, the data have not yet been collected. Therefore, in addition to identifying which data are required to answer the question posed in the Ask stage, you also need to collect the data. You collect the data by following vendor protocol. You begin the data collection process by sitting across from Lisa at a small table in your classroom. You keep an assessor copy of an Oral Reading Fluency (ORF) passage for yourself and hand a student copy of the passage to Lisa. You read a standard Curriculum Based Measure (CBM) probe script out loud to her. Among other instructions, the script tells Lisa to read as much of the passage as she can out loud _____.

- within 1 minute
- until she gets tired
- until she doesn't want to read anymore
- within 10 minutes

Standard: K.2.C Data Collection

Activity - 08.03.09

While Lisa is reading the Oral Reading Fluency passage out loud, you mark _____ with a slash (/).
- each word she reads
- the beginning of each sentence
- each punctuation symbol
- each error she makes

Standard: S.3.A Facilitation

Activity - 08.03.10

The following type(s) of errors may be committed by a student when reading an Oral Reading Fluency (ORF) passage:
- Mispronouncing a word
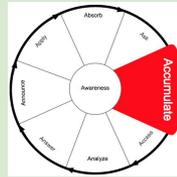- Repeating a word
- Omitting a word
- All of the above

Standard: S.3.A Facilitation

Activity - 08.03.11

When the time allotted for Lisa to read the passage expires, mark a bracket ( ]) _____.

- at the beginning of the passage
- toward the midpoint of the passage amount she read
- after the last word read
- after each word read correctly

Standard: S.3.A Facilitation

Activity - 08.03.12

After marking the probe you administered to Lisa, you write the total number of words read, number of errors, and number of correct words per minute at the bottom of the probe. You also enter the data into a progress monitoring spreadsheet on your computer. Based on your markings, what is the TOTAL NUMBER OF WORDS READ you should write on the probe and enter into the spreadsheet?

- 141
- 183
- 138
- 126

Standard: S.3.A Facilitation

Link to marked ORF probe PDF: https://goo.gl/mPcKnh

Link to spreadsheet PDF: https://goo.gl/WgQDhC
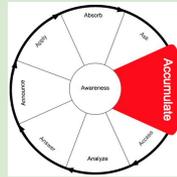
Activity - 08.03.13

Based on your markings, what is the NUMBER OF ERRORS you should write on the probe and enter into the spreadsheet?

- 12
- 10
- 126
- 14

Standard: S.3.A Facilitation

Link to marked ORF probe PDF: https://goo.gl/mPcKnh

Link to spreadsheet PDF: https://goo.gl/WgQDhC

Activity - 08.03.14

Based on your markings, what is the NUMBER OF CORRECT WORDS PER MINUTE you should write on the probe? (Notes: Your spreadsheet was created with functionality to calculate the number of correct words per minute so the value will automatically appear after you enter the total number of words read and number of errors; however, you will need to enter the date the probe was administered to Lisa into the spreadsheet.)

- 138
- 183
- 135
- 126

Standard: S.3.A Facilitation

Link to marked ORF probe PDF: https://goo.gl/mPcKnh

Link to spreadsheet PDF: https://goo.gl/WgQDhC

Tutorial

In order to answer the question regarding Lisa's Oral Reading Fluency (ORF) accuracy, you need to know the total number of words Lisa read and the number of errors she made on an ORF probe representing her current grade level.

In this case, the data have not yet been collected. Therefore, in addition to identifying which data are required to answer the question posed in the Ask stage, you also need to collect the data. You collect the data by following vendor protocol. You begin the data collection process by sitting across from Lisa at a small table in your classroom. You keep an assessor copy of an Oral Reading Fluency (ORF) passage for yourself and hand a student copy of the passage to Lisa. You read a standard Curriculum Based Measure (CBM) probe script out loud to her. Among other instructions, the script tells Lisa to read as much of the passage as she can out loud within 1 minute.

Link to unmarked ORF probe PDF: https://goo.gl/MvJLm6

Tutorial

While Lisa is reading the Oral Reading Fluency passage out loud, you mark each error she makes with a slash (/). There are several different types of errors a student might commit while reading. Examples of potential errors include
- mispronouncing a word
- repeating a word, and
- omitting a word

Link to marked ORF probe PDF:
https://goo.gl/mPcKnh

Example CBM Oral Reading Fluency Probe

This is a sample Oral Reading Fluency passage. An actual	10
passage would include different text that would align with the	20
student's level of learning. The purpose of this passage is to	31
provide basic instruction on how to mark errors made when a	42
student reads a passage and how to mark the last word read.	54
Each error should be marked with a slash. A bracket should be	66
placed after the last word read.	74
Marking the passage with slashes and a bracket makes it	84
possible to count the total number of words read and number of	96
errors. These values are required to calculate the number of	107
correct words read per minute, as well as Oral Reading Fluency	118
accuracy.	119
A word could be marked as an error for a variety of	131
reasons, such as mispronouncing a word, repeating a word, or	141
omitting a word. Descriptions of these and additional error types	151
may be available in an instructional manual or other	160
documentation provided by the entity that created the Oral	169
Reading Fluency probe. Check official documentation to ensure	177
proper protocol is followed for probe administration and scoring.	186

Total # words read - # errors = # Correct words per minute

_____ - _____ = _____

Tutorial

Mark a bracket ( ]) after the last word Lisa'
read within the 1 minute.

Link to marked ORF probe PDF:
https://goo.gl/mPcKnh

Tutorial

After marking the probe you administered to Lisa, write the total number of words read, number of errors, and number of correct words per minute at the bottom of the probe.

Link to marked ORF probe PDF: https://goo.gl/mPcKnh

Total # words read - # errors = # Correct words per minute

_____ - _____ = _____

Tutorial

To count Lisa's total number of words read,
- Go to the immediately above the line where you marked a bracket ( ]). In this example, the line begins with the words, "A word could…"
- Identify the number in the right hand column of the line immediately above the line with a bracket ( ]), 131
- Count the words before the bracket on the line where you marked the bracket, 7.
- Add the number you identified in the line above the bracketed line to the number of words before the bracket on the bracketed line. 131 + 7 = 138, which represents the total number of words Lisa read within one minute.

Link to marked ORF probe PDF:
https://goo.gl/mPcKnh

Example CBM Oral Reading Fluency Probe

This is a sample Oral Reading Fluency passage. An actual	10
passage would include different text that would align with the	20
student's level of learning. The purpose of this passage is to	31
provide basic instruction on how to mark errors made when a	42
student reads a passage and how to mark the last word read.	54
Each error should be marked with a slash. A bracket should be	66
placed after the last word read.	74
Marking the passage with slashes and a bracket makes it	84
possible to count the total number of words read and number of	96
errors. These values are required to calculate the number of	107
correct words read per minute, as well as Oral Reading Fluency	118
accuracy.	119
A word could be marked as an error for a variety of	131
reasons, such as mispronouncing a word, repeating a word, or	141
omitting a word. Descriptions of these and additional error types	151
may be available in an instructional manual or other	160
documentation provided by the entity that created the Oral	169
Reading Fluency probe. Check official documentation to ensure	177
proper protocol is followed for probe administration and scoring.	186

Total # words read - # errors = # Correct words per minute

____ - ____ = _____

Tutorial

To count the number of errors Lisa made while reading the passage, simply count the number of slashes marked on the probe. There are 12 slashes, which means Lisa committed 12 errors.

Link to marked ORF probe PDF:
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Total # words read - # errors = # Correct words per minute

_____ - _____ = _____

Tutorial

To calculate the number of correct words per minute, subtract the number of errors from the total number of words read.

138 - 12 = 126

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Total # words read - # errors = # Correct words per minute
138 - 12 = 126

Tutorial

You also enter the data into a progress monitoring spreadsheet on your computer. Your spreadsheet was created with functionality to calculate the number of correct words per minute so the value will automatically appear after you enter the total number of words read and number of errors; however, you will need to enter the date the probe was administered to Lisa into the spreadsheet. The spreadsheet also includes a graph that will automatically be drawn as you enter data. Notice the first data point, representing Lisa's number of correct words per minute on 9/23, has been plotted for.
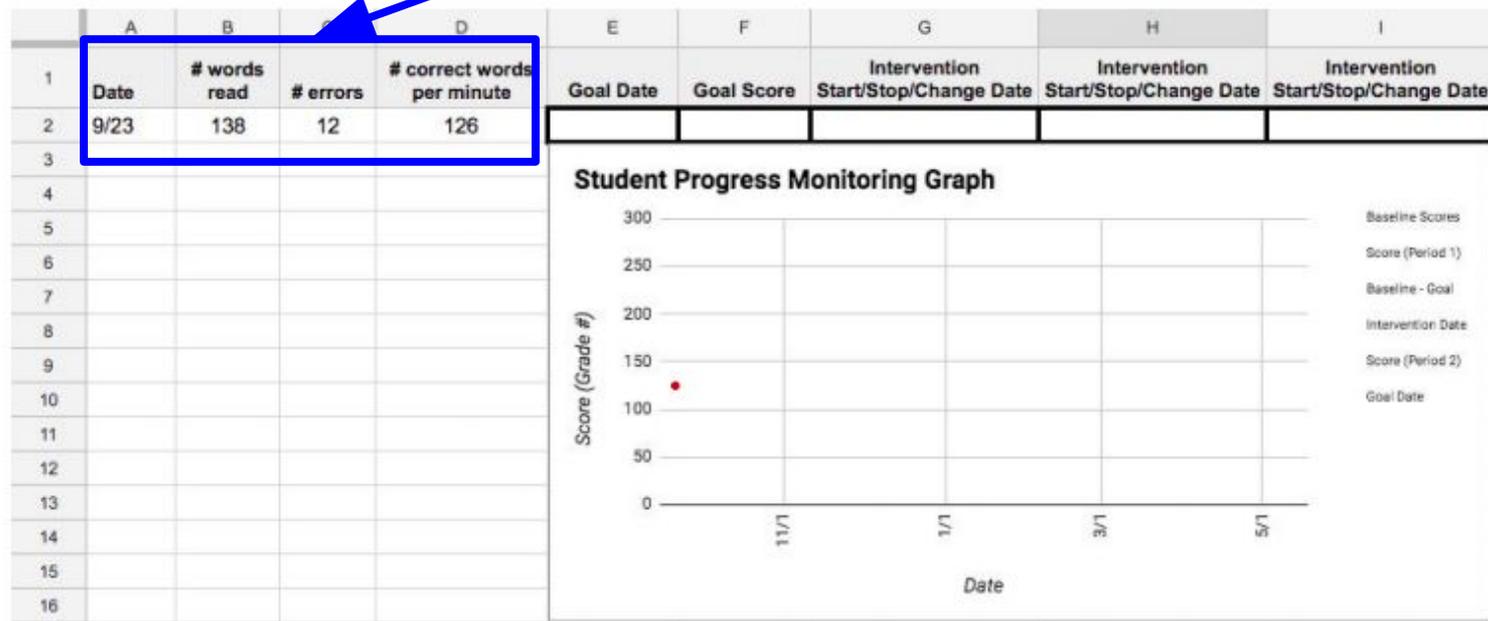
A+ Inquiry Framework

The Accumulate stage has been completed. You specified details of the data you need and collected the data.

NORTH DAKOTA DATA UP

ABSORB
Universal screening completed for all students. Lisa Lund identified as potentially at risk. Additional screening through progress monitoring in the area of oral reading fluency (ORF) required to confirm or disconfirm Lisa's risk status. Need to know the appropriate curriculum based measure (CBM) probe level for Lisa to begin the progress monitoring process.

APPLY

ASK

Is Lisa capable of being assessed with a probe at her current grade level?

To what extent is Lisa's oral reading fluency (ORF) accuracy above or below 90%?

ANNOUNCE

AWARENESS

ACCUMULATE

One set of assessment data needed. Collect number of words read per minute and number of errors by administering CBM ORF probe to student using standardized CBM protocol. Create spreadsheet for data collection, retrieval, and analysis. Enter CBM probe data into spreadsheet.

ANSWER

ANALYZE

ACCESS

Activity Answers

08.03.01	a subsequent stage of screening to confirm or disconfirm her risk status
08.03.02	General outcome measure
08.03.03	Whether Lisa is capable of being assessed with a probe at her current grade level
08.03.04	formulate an answerable question that will fill the knowledge gap identified in the Absorb stage
08.03.05	Is Lisa capable of being assessed with a probe representing her current grade level?
08.03.06	To what extent is Lisa's Oral Reading Fluency (ORF) accuracy above or below the cut score of 90% on a Curriculum Based Measure (CBM) ORF probe representing her current grade level?
08.03.07	(total number of words read; number of errors)
08.03.08	within 1 minute
08.03.09	each error she makes
08.03.10	All of the above
08.03.11	after the last word read
08.03.12	138
08.03.13	12
08.03.14	126

Indicate the extent to which you agree or disagree

	Strongly disagree	Disagree	Agree	Strongly Agree
This module part increased my knowledge of how to implement the Absorb, Ask, and Accumulate stages of A+ Inquiry to identify which data are required for selecting a student's appropriate grade level probe				

Well Done

You have completed this module part. You can begin the next lesson when you are ready.