National Center on Response to Intervention
www.rti4success.org

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U.S. Office of Special
Education Programs

Progress Monitoring Tools Chart: Reading and Math
Updated June 5, 2009

The tools chart below reflects the results of the first annual review of progress monitoring tools by the Center's Technical Review Committee (TRC).

> *The National Center on Response to Intervention defines progress monitoring* as repeated measurement of academic performance to inform instruction of individual students in general and special education in grades K-8. It is conducted at least monthly to (a) estimate rates of improvement, (b) identify students who are not demonstrating adequate progress and/or (c) compare the efficacy of different forms of instruction to design more effective, individualized instruction.

For more information on how to conduct progress monitoring in an RTI context, see the Center library's resources on progress monitoring at www.rt4success.org. A glossary of terms related to the technical adequacy of progress monitoring is available for printing.

Chart Features

The tools in this chart have been rated against one or both sets of technical adequacy standards related to progress monitoring: General Outcome Measures (GOMs) and Mastery Measures (MMs). Across the top of the chart are the standards by which the TRC reviews each tool. Interactive tabs on the tools chart found on the website provide users details descriptions of each standard and its ratings and implementation information provided by the vendors of the tools, including the cost of the tool, what is needed to implement it, the support you will receive from the vendor, how the tool is intended to be used, and with whom it should be used.

> The National Center on RTI publishes this tools chart to assist educators and families in becoming informed consumers who can select progress monitoring tools that best meet their individual needs.
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> The Center's Technical Review Committee (TRC) on Progress Monitoring independently established a set of criteria for evaluating the scientific rigor of progress monitoring tools. The TRC rated each submitted tool against these criteria but did not compare it to other tools on the chart. The presence of a particular tool on the chart does not constitute endorsement and should not be viewed as a recommendation from either the TRC on Progress Monitoring or the National Center on RTI.
>
> Please note that all submissions to the TRC review process were voluntary. An individual, firm, or other vendor whose tool appears on the chart chose to submit its tool for TRC review and then to have its tool and TRC ratings displayed on the chart. The National Center on RTI does not publish the names of individuals, firms, or other vendors who submit tools for review but decide against having the results included on the tools chart.
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> The National Center on RTI will issue another review of available progress monitoring tools in fall 2009.

General Outcome Measures

Tool	Area	Reliability of the Performance Level Score	Reliability of the Slope	Validity of the Performance Level Score	Predictive Validity of the Slope of Improvement	Alternate Forms	Sensitive to Student Improvement	End-of-Year Benchmarks	Rates of Improvement Specified	Norms Disaggregated for Diverse Populations	Disaggregated Reliability and Validity Data
AIMSweb	Math	●	●	●	●	◑	◑	●	●	No	●
	Oral Reading	●	●	●	●	●	◑	●	●	No	●
	Test of Early Literacy – Letter Naming Fluency	●	●	●	●	●	◑	●	●	No	●
	Test of Early Literacy – Letter Sound Fluency	●	●	●	●	●	◑	●	●	No	●
	Test of Early Literacy – Nonsense Word Fluency	●	●	●	●	●	◑	●	●	No	●
	Test of Early Literacy – Phoneme Segmentation	●	●	●	●	●	◑	●	●	No	●
	Test of Early Numeracy - Missing Number	●	●	●	●	●	—	●	●	No	●
	Test of Early Numeracy - Number ID	●	●	●	●	●	—	●	●	No	●
	Test of Early Numeracy - Oral Counting	●	●	●	●	●	—	●	●	No	●
	Test of Early Numeracy - Quantity Discrimination	●	●	●	●	●	—	●	●	No	●
Curriculum Based Measurement in Reading (CBM-R)	Letter Sound Fluency	●	●	●	●	●	●	●	●	No	—
	Maze Fluency	●	●	●	●	●	●	●	●	No	—
	Passage Reading Fluency	●	●	●	●	●	●	●	●	No	—
	Word Identification Fluency	●	●	●	●	●	●	●	●	No	—

Chart Legend: ● Convincing Evidence | ◑ Partially Convincing Evidence or Convincing Indirect Evidence | ○ Unconvincing Evidence | — No Evidence Submitted

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General Outcome Measures Continues

Tool	Area	Reliability of the Performance Level Score	Reliability of the Slope	Validity of the Performance Level Score	Predictive Validity of the Slope of Improvement	Alternate Forms	Sensitive to Student Improvement	End-of-Year Benchmarks	Rates of Improvement Specified	Norms Disaggregated for Diverse Populations	Disaggregated Reliability and Validity Data
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Initial Sound Fluency	●	—	●	—	●	●	○	○	No	—
	Nonsense Word Fluency	●	—	●	○	●	●	○	○	No	—
	Oral Reading Fluency	●	—	●	—	●	●	●	○	No	●
	Phoneme Segmentation Fluency	●	—	●	—	●	●	●	○	No	—
	Word Use Fluency	●	—	○	—	●	●	●	○	No	—
Monitoring Basic Skills Progress (MBSP)	Basic Math Computation	●	●	●	●	●	●	●	●	No	—
	Basic Math Concepts/ Applications	●	●	●	●	●	●	●	●	No	—
mCLASS: Math	Computation	●	○	●	○	—	—	●	—	No	—
	Concepts	●	○	●	○	●	—	●	—	No	—
	Oral Counting	●	○	●	—	—	—	●	—	No	—
	Missing Number	●	○	●	○	◐	—	●	—	No	—
	Next Number	●	○	●	—	◐	—	●	—	No	—
	Number Facts	●	○	●	○	●	—	●	—	No	—
	Number Identification	●	○	●	—	●	—	●	—	No	—
	Quantity Discrimination	●	○	●	○	●	—	●	—	No	—
Scholastic	Reading Inventory	●	—	●	—	●	●	●	●	No	—
STAR	Early Literacy	●	●	●	○	●	●	●	●	No	●
	Math	●	●	●	○	●	●	●	●	No	●
	Reading	●	●	●	○	●	●	●	●	No	●

Chart Legend: ● Convincing Evidence | ◐ Partially Convincing Evidence or Convincing Indirect Evidence | ○ Unconvincing Evidence | — No Evidence Submitted

General Outcome Measures Continues

Tool	Area	Reliability of the Performance Level Score	Reliability of the Slope	Validity of the Performance Level Score	Predictive Validity of the Slope of Improvement	Alternate Forms	Sensitive to Student Improvement	End-of-Year Benchmarks	Rates of Improvement Specified	Norms Disaggregated for Diverse Populations	Disaggregated Reliability and Validity Data
STEEP	Oral Reading Fluency	●	●	●	●	●	●	●	●	No	—
Yearly Progress Pro	Math	●	●	●	●	●	●	●	●	No	—
	Reading Language Arts	●	●	●	●	●	●	●	●	No	—
	Reading Maze Fluency	●	●	●	●	●	●	●	●	No	—

Chart Legend: ● Convincing Evidence | ◖ Partially Convincing Evidence or Convincing Indirect Evidence | ○ Unconvincing Evidence | — No Evidence Submitted

Mastery Measurement

Tool	Area	Skill Sequence	Sensitive to Student Improvement	Reliability	Pass/Fail Decision	Disaggregate Reliability and Validity Data
Accelerated Math	Math	●	●	●	●	—

Chart Legend: ● Convincing Evidence | ◖ Partially Convincing Evidence or Convincing Indirect Evidence | ○ Unconvincing Evidence | — No Evidence Submitted