

Pathways of Progress™

Part 2

DIBELS® PATHWAYS OF PROGRESS™

Setting Ambitious, Meaningful, Attainable Goals
Evaluating Student Response to Instruction
Evaluating Instructional Support

Dynamic Measurement Group

What is progress monitoring and formative evaluation?

To implement progress monitoring, the student's **current levels of performance** are determined and **goals are identified** for learning that will take place over time. The student's academic performance is **measured on a regular basis (weekly or monthly)**. Progress toward meeting the student's goals is measured by **comparing expected and actual rates of learning**. Based on these measurements, **teaching is adjusted** as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

<http://www.studentprogress.org/progressmon.asp#2>
Accessed: 1/22/2015

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John Hattie (2009) evaluated more than 800 meta-analyses of 138 influences on student achievement:

- Student
- Teacher
- Teaching
- Curricula
- School
- Home

Influences on achievement we can do something about.

VISIBLE LEARNING
A SYNTHESIS OF OVER 800 META-ANALYSES RELATING TO ACHIEVEMENT
"Reveals teaching's Holy Grail"
The Times Educational Supplement

JOHN HATTIE

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Selected Hattie (2009) Findings...

Desirable Goals are:
Meaningful,
Attainable,
Ambitious

Goals, $d = 0.56$

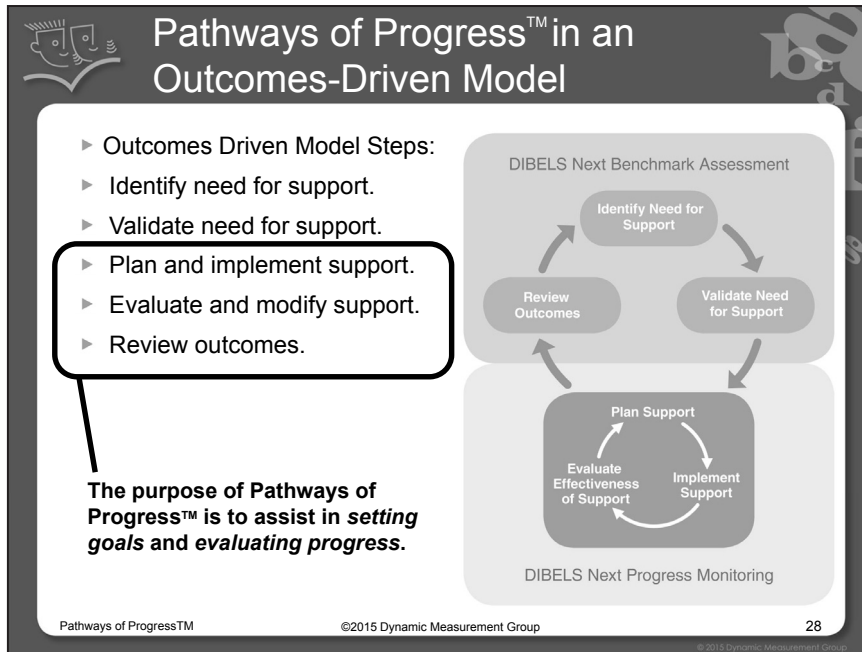
Feedback to teachers & students:
Is what we are doing working?

Feedback, $d = 0.73$

Progress Monitoring and Formative evaluation is the 3rd largest effect on student achievement out of 138 possible influences.

Formative Evaluation, $d = 0.90$

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Third Grade Case Example: Tabitha Likely to Need Strategic Support

Tabitha's Initial Skills in Third Grade, Beginning of Year

- ▶ **205 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **96% DORF Accuracy**
- ▶ **14 DORF Retell**
- ▶ **1 Retell Quality of Response**
- ▶ **6 Daze Adjusted Score**

We desire Tabitha to be a proficient reader who is

- ☐ **reading for meaning** at an
- ☐ **adequate rate** and with a
- ☒ **high degree of accuracy.**

Establish an End of Year goal for Tabitha that is

- ▶ **meaningful**
- ▶ **attainable**
- ▶ **ambitious**

Evaluate Tabitha's progress

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Third Grade Case Example: Jaclyn Likely to Need Intensive Support

Jaclyn's Initial Skills in Third Grade, Beginning of Year

- ▶ **169 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **86% DORF Accuracy**
- ▶ **42 DORF Retell**
- ▶ **3 Retell Quality of Response**
- ▶ **3 Daze Adjusted Score**

We desire Jaclyn to be a proficient reader who is

- ☐ **reading for meaning** at an
- ☐ **adequate rate** and with a
- ☐ **high degree of accuracy.**

Establish an End of Year goal for Jaclyn that is

- ▶ **meaningful**
- ▶ **attainable**
- ▶ **ambitious**

Evaluate Jaclyn's progress

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Third Grade Case Example: René Likely to Need Core Support

René's Initial Skills in Third Grade, Beginning of Year

- ▶ **269 DIBELS Composite Score**
- ▶ **65 DORF Words Correct**
- ▶ **96% DORF Accuracy**
- ▶ **36 DORF Retell**
- ▶ **2 Retell Quality of Response**
- ▶ **11 Daze Adjusted Score**

We desire René to be a proficient reader who is


- ☒ **reading for meaning** at an
- ☐ **adequate rate** and with a
- ☒ **high degree of accuracy.**

Establish an End of Year goal for René that is

- ▶ **meaningful**
- ▶ **attainable**
- ▶ **ambitious**

Evaluate René's progress

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Purpose of Pathways of Progress™

Pathways of progress for individual, grade-level progress monitoring provides a tool to assist educators in: (a) setting an ambitious, meaningful, attainable student learning goal and an aim line for individual progress monitoring, and (b) evaluating the progress the student is displaying.

The pathways of progress provide a normative reference for professionals to consider when establishing a student learning goal and aim line.

The pathways of progress clarify what rate of progress is typical, above typical, or well above typical. Pathways of progress also informs educators when progress is below typical or well-below typical rates of progress.

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