

Getting Started with Progress Monitoring





How to Use Progress Monitoring Writing Data, Video 3 of 3

Here are the steps teachers can take after students complete three progress monitoring sessions to ensure growth in student writing. The Educator Dashboard gives teachers all the writing data in one spot at educatordashboard.com where you can access data summaries in colorful displays for a quick glance at student performance. To arrive at the reports for your students' writing data, choose MONITOR, ASSESSMENTS PAW, REPORTS, then choose the Assessment Name for your class.

WHAT WOULD YOU LIKE TO DO

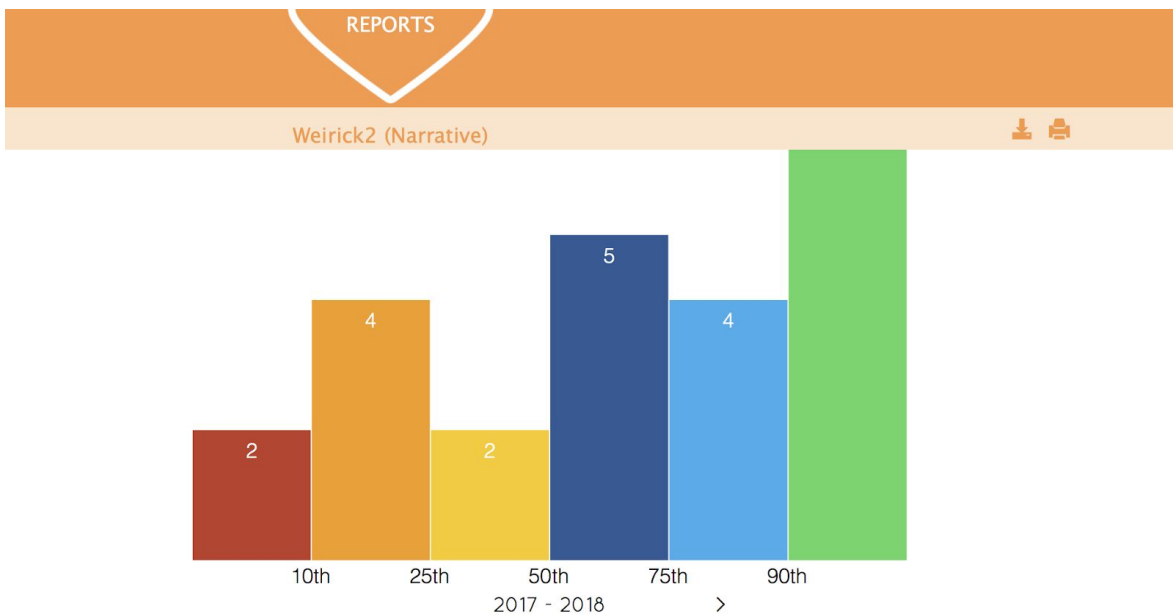
ASSESS reading / writing	ACCOMMODATE assistive technology	MONITOR student progress
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MONITOR

ASSESSMENTS  PAW	ACCOMMODATIONS  Co:Writer
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Protocol for Accommodations in Writing

First of all, focus on your students scoring in the lower 25th percentile and consider interventions. The progress monitoring system lists students currently in need of interventions for you.

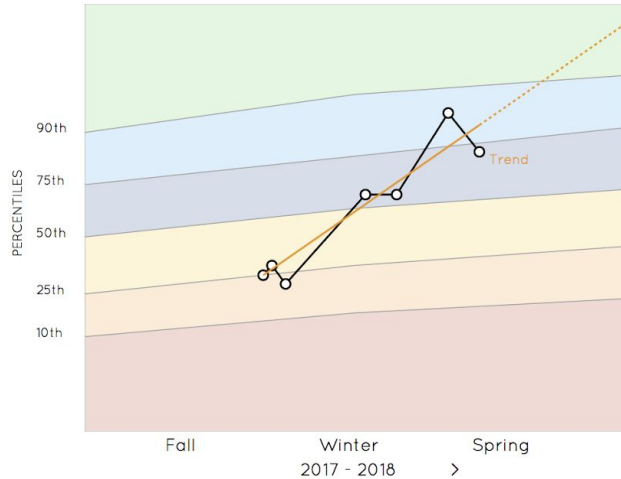


Students Currently In Need of Intervention.

Student Name	Trend	Correct Writing Sequences	Recommendations	Identify Challenges
Student 1	Up	32, 60, 37, 20,	Production Keyboarding	Other Challenges
Student 2	Up	15, 25, 9, 22, 43, 25,	Production Keyboarding	Other Challenges
Student 3	Down	57, 39, 49, 46, 33,	Conventions Spelling Sentence Fluency	Other Challenges
Student 4	Down	69, 40, 10, 52, 26, 7, 30,	Production Keyboarding	Other Challenges
Student 5	Down	60, 42, 28, 45, 54, 90, 29,	Conventions Spelling Sentence Fluency	Other Challenges

Recommendations also appear for your student’s writing challenges. Teachers know their students best, so the system suggests and then teachers tailor for individual students in a plan of action with sound instructional decisions. Examples: Might students benefit from a word prediction keyboard due to spelling challenges? Might students benefit from a strategy to bullet or map key ideas when prewriting? Higher achieving students might target improving vocabulary. Less motivated students might make it a game challenge to increase correct writing sequences or put a creative spin on a topic that doesn’t interest them. Click on the hyperlinked recommendations to be taken to the writingclassroom.org where we have videos and helpful job aides to support the implementation of these recommendations.

Correct Writing Sequences
Compared to National Handwriting Norms



Correct Writing Sequences	Recommendations	Identify Challenges
59, 67, 50, 50, 31, 35, 33,		Other Challenges

Date	Words	Letters	Correctly Spelled	Sequences
4/24/18	66	236	62	59
that is when I relized that the time machin didn't just work it made a clone of me. That is when I rembered that my brother told me not to meet me or my family in the future because it could mess up my whole life and I would be stuck their forever. So right as we saw eachother I know I was done for good.				
4/3/18	72	244	68	67
it was a lot of money. Then I saw a couple guards they didn't look to happy but I just waited and waited for the man to come back to get his money but he never did. So I just walked back home and when I got there the guards were sitting on my table eating MY cearel but I gave the money back and went on with my day.				
2/27/18	53	205	52	50
her dad came home with a stray puppy. Later that night when it was time for her to go to sleep the little puppy jumped up in her bed. the next moring was Saturday and she spent all afternoon trying to find out the dogs name and it had answered well to bubbles.				
2/6/18	53	195	52	50
a bird now I could fly away from this horrible place and never look back. I traveled all day and all night and came back to the				

Results can be downloaded or printed as a pdf to share with RTI teams. The data can be shared with students and parents and used for conferences and goal setting. Click on the upper right-hand corner Star or Plus sign once inside each student's report to add an intervention and/or goal.

Progress monitoring is a cycle for students to improve writing performance: students complete at least three writing sessions, teacher completes a data walk to review the scores, teacher puts in place a plan of action for instruction (strategies, interventions, technology needs), teacher and student conference for goal setting. Repeat and shift instruction for student needs. These actions from progress monitoring help all students to succeed and grow as writers. The data gives clear information of writing fluency growth and possible needs of interventions throughout the year.