

Trailblazer Elementary – Colorado Springs District 11
Research-Based Progress Monitoring
2007 - 2008

Strategic Students (slightly below grade level), and identified as Tier II, must:

- 1) be assessed using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Progress Monitoring Probes every two weeks; and
- 2) be enrolled in a tutoring program.

Intensive Students (significantly below grade level) and identified as Tier III, must:

- 1) be assessed using DIBELS Progress Monitoring Probes every two weeks;
- 2) be enrolled in a tutoring program; and
- 3) be receiving additional tutoring time from Trailblazer's tutors.

Definitions for Assessments Administered at Trailblazer Elementary

DIBELS: Literacy Act Assessment instrument selected by Colorado Springs School District 11 as the mandated literacy assessment. DIBELS is administered to **all** K-3 students, new students to District 11, and students on an Individualized Learning Plan (ILP) during the fall and spring literacy assessment windows. At teacher discretion, students may be tested in fourth and fifth grades.

DIBELS Progress Monitoring Probes: Assessments that must be given at one two-week intervals between benchmarks to monitor student growth of Tier I and Tier II students.

MAP (Measures of Academic Progress): Computer-based, adaptive, achievement tests in math, reading, and language usage, for grades 1-5. Each un-timed test is monitored by a proctor, and no two students take exactly the same test. MAP is administered at least twice yearly, in the fall and spring.

CSAP (Colorado Student Achievement Program): Assessments administered during the spring to all students in grades 3-5, to measure achievement in reading, writing, math, and science (5th grade).

Adams 50: An optional reading assessment, using fiction and nonfiction texts, to determine reading accuracy and comprehension levels - may be given to K-5 students. Scores are given at .2 grade level increments of difficulty. (Non-research-based)

Adams 50 Emergent Level: An optional reading assessment, designed for kindergarten students, to determine pre-reading proficiency levels on phonemic or phonics measures. A selection of fiction and nonfiction texts are also provided for readers to determine reading accuracy and comprehension levels. Scores are given at .2 grade level increments of difficulty. (Non-researched-based)

Read Naturally: An optional reading program, designed for use by students in grades 2-5, to increase reading fluency and comprehension levels. Reading fluency and comprehension levels are given to students at the initial session, and upon completion of tests, at successively more difficult reading levels.

CogAT (Cognitive Abilities Test 3): optionally given to all GT (Gifted and Talented) 3rd graders

PHLOTE (Primary Home Language Other Than English): An assessment of English proficiency for English Language Learners (ELL)

**Trailblazer Elementary – Colorado Springs District 11
Research-Based Progress Monitoring – Tier I
2007 – 2008**

Grade	Measure	Frequency of Measurement
K	DIBELS	Given three times per year (fall, winter, spring) and covers fluency in the components of: Initial sound, letter naming, phoneme segmentation, nonsense word, and word use
	DIBELS Progress Monitoring Probes	Given in two-week intervals to ILP students to check growth between benchmark tests; others given at teacher's discretion
1	DIBELS	Given three times per year (fall, winter, spring) and covers fluency in the components of: letter naming, phoneme segmentation, nonsense word, oral reading, retell, and word use
	DIBELS Progress Monitoring Probes	Given in two-week intervals to ILP students to check growth between benchmark tests; others given at teacher's discretion
2	DIBELS	Given three times per year (fall, winter, spring) and covers fluency in the components of: nonsense word, oral reading, retell, and word use
	DIBELS Progress Monitoring Probes	Given in two-week intervals to ILP students to check growth between benchmark tests; others given at teacher's discretion
	MAP	Given at least twice yearly (fall and spring) measuring reading, language, and math skill achievement
3	DIBELS	Given three times per year (fall, winter, spring) and covers fluency in the components of: nonsense word, oral reading, retell, and word use
	DIBELS Progress Monitoring Probes	Given in two-week intervals to ILP students to check growth between benchmark tests; others given at teacher's discretion
	MAP	Given at least twice yearly (fall and spring) measuring reading, language, and math skill achievement
	CSAP	Annual state exams administered each spring in reading, writing, and math
4	DIBELS	Administered to new students and all ILP students; other students may be tested at teacher's discretion
	MAP	Given at least twice yearly (fall and spring) measuring reading, language, and math skill achievement
	CSAP	Annual state exams administered each spring in reading, writing, and math
5	DIBELS	Administered to new students and all ILP students; other students may be tested at teacher's discretion
	MAP	Given at least twice yearly (fall and spring) measuring reading, language, and math skill achievement
	CSAP	Annual state exams administered each spring in reading, writing, math, and science