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## Chart: Review of Progress Monitoring Tools

By: National Center on Student Progress Monitoring (2007)

The National Center on Student Progress Monitoring has created a chart of scientifically based tools to measure students' progress. Determine which one best fits your school's needs.

The National Center on Student Progress Monitoring's Technical Review Committee (TRC) established a standard process to evaluate the scientific rigor of commercially available tools to monitor student's progress.

The tools chart below reflects the results of four annual reviews that the TRC completed. Across the top of the chart are the standards by which the TRC reviewed each tool. The left side of the chart lists all of the tools that have been reviewed.

Detailed information about the standards the TRC used to evaluate the programs, as well as specifics about each commercial program — 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 — can be found at the **Review of Progress Monitoring Tools** on The National Center on Student Progress Monitoring's website.

Please note that the National Center on Student Progress Monitoring does not endorse or recommend the tools included in the chart. The Center provides this information to assist educators and practitioners in making informed decisions about scientifically based tools that best meet their individual needs.

### Chart Legend

- ● The tool demonstrates sufficient evidence to meet the basic standard.
- ○ The tool did not demonstrate sufficient evidence to meet the basic standard.
- □ Added in the 2007 review.
- □ Information updated during the 2007 review.

**Click the chart below to view it full-size.**

Tools Area		Progress Monitoring Standards						
		Foundational Psychometric Standards		Progress Monitoring Standards				
		Reliability	Validity	Alternate Formats	Sensitive to Student Improvement	AYP Benchmarks	Improving Student Learning or Teacher Planning	Rates of Improvement Specified
Accelerated Math and Reader	Math	•	•	•	•	•	•	•
	Reading	•	•	•	•	•	•	•
AIMSweb	Early Literacy	•	•	•	•	•	•	•
	Early Numeracy	•	•	•	•	•	•	•
	Math	•	•	•	•	•	•	•
	Waze	•	•	•	•	•	•	•
	Reading	•	•	•	•	•	•	•
	Spelling	•	•	•	•	•	•	•
	Written Expression	•	•	•	•	•	•	•
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Initial Sound Fluency	•	•	•	•	•	•	•
	Nonsense Word Fluency	•	•	•	•	•	•	•
	Oral Reading Fluency	•	•	•	•	•	•	•
	Phonemic Segmentation Fluency	•	•	•	•	•	•	•
	Retell Fluency	•	•	•	•	•	•	•
	Word Use Fluency	•	•	•	•	•	•	•
ElCheckup	Waze	•	•	•	•	•	•	•
	Reading	•	•	•	•	•	•	•
ISTEEP (System to Enhance Educational Performance)	Reading Fluency	•	•	•	•	•	•	•
	Math	•	•	•	•	•	•	•
Monitoring Basic Skills Progress (MBSP)	Reading	•	•	•	•	•	•	•
	Math	•	•	•	•	•	•	•
PASeries	Math	•	•	•	•	•	•	•
	Reading	•	•	•	•	•	•	•
STAR	Early Literacy	•	•	•	•	•	•	•
	Math	•	•	•	•	•	•	•
	Reading	•	•	•	•	•	•	•
Test of Word Reading Efficiency (TOWRE)	Phonemic Decoding Efficiency	•	•	•	•	•	•	•
	Sight Word Efficiency	•	•	•	•	•	•	•
	Reading Fluency	•	•	•	•	•	•	•
Test of Silent Word Reading Fluency (TOSWRF)	Initial Sound Fluency	•	•	•	•	•	•	•
	Letter Naming Fluency	•	•	•	•	•	•	•
	Nonsense Word Fluency	•	•	•	•	•	•	•
	Phonemic Segmentation	•	•	•	•	•	•	•
Yearly Math	Math	•	•	•	•	•	•	•

National Center on Student Progress Monitoring (2007). Review of Progress Monitoring Tools. Washington, D.C.: Author, American Institutes for Research.

For more information, visit **The National Center on Student Progress Monitoring** and **The National Center on Response to Intervention**.

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