National Center on
INTENSIVE INTERVENTION
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Academic Progress Monitoring Tools Chart

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

The National Center on Intensive Intervention defines progress monitoring as repeated measurement of academic performance for the purpose of helping schools individualize instructional programs for students in grades K-12 who have intensive instructional needs. For this purpose, progress monitoring is collected weekly to assess whether student progress is adequate to meet the student's instructional goal. If not, the teacher adjusts the instructional program to better meet the student's needs and continues to monitor progress. This process recurs throughout intervention to formatively develop an effective, individually tailored instructional program. In the Center and in the document, we refer to this use of progress monitoring as data-based individualization.

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).
- This document presents the GOM tools first and then the MM tools. The tools have been rated against three sets of standards: (1) Psychometric Standards, (2) Progress Monitoring Standards, and (3) Data-based Individualization Standards.
- Across the top of the chart are the standards by which the TRC reviews each program study. Click here for a detailed description of how the ratings were defined.

- On the web, click on the name of the tool in the "Title" column to access the following information:
  - Implementation information 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 specific data submitted for each standard.
- On the web, every column of the chart can be sorted by clicking the text at the top of the column.
- On the web, the tools in the chart can be filtered by subject and by grade using the filter tool at the top of the chart.

The National Center on Intensive Intervention publishes this chart to assist educators and families in becoming informed consumers who can select progress monitoring tools that best meet their individual needs.

The Center's Technical Review Committee (TRC) on Academic Progress Monitoring independently established a set of criteria for evaluating the technical adequacy 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 Intensive Intervention. Please note that all submissions to the TRC review process were voluntary.

Academic Progress Monitoring General Outcome Measures Chart

Tools	Area	Psychometric Standards: Reliability of the Performance Level Score	Psychometric Standards: Reliability of the Slope	Psychometric Standards: Validity of the Performance Level Score	Psychometric Standards: Predictive Validity of the Slope of Improvement	Psychometric Standards: Disaggregated Reliability and Validity Data	Progress Monitoring Standards: Alternate Forms	Progress Monitoring Standards: Sensitive to Student Improvement	Progress Monitoring Standards: End-of-Year Benchmarks	Progress Monitoring Standards: Rates of Improvement Specified	DBI Standards: Decision Rules for Changing Instruction	DBI Standards: Decision Rules for Increasing Goals	DBI Standards: Improved Student Achievement	DBI Standards: Improved Teacher Planning
AIMSweb	M-CBM	○	○	○	○	●	◐	○	●	●	—	—	—	—
AIMSweb	Math Computation	●	●	○	—	—	◐	●	●	●	●	●	—	—
AIMSweb	Math Concepts and Applications	●	●	●	○	—	◐	●	●	●	●	●	—	—
AIMSweb	Oral Reading Fluency (R-CBM)	●	●	●	◐	●	●	●	●	●	●	●	—	—
AIMSweb	Test of Early Literacy - Letter Naming Fluency	●	◐	●	◐	●	●	●	●	●	●	●	—	—
AIMSweb	Test of Early Literacy - Letter Sound Fluency	◐	◐	○	◐	●	●	●	●	●	●	●	—	—
AIMSweb	Test of Early Literacy - Nonsense Word Fluency	●	◐	●	◐	●	●	●	●	●	●	●	—	—
AIMSweb	Test of Early Literacy - Phonemic Segmentation Fluency	●	◐	◐	◐	●	●	●	●	●	●	●	—	—
AIMSweb	Test of Early Numeracy - Missing Number	●	◐	●	◐	●	●	○	●	●	●	●	—	—
AIMSweb	Test of Early Numeracy - Number ID	●	◐	●	◐	●	●	○	●	●	●	●	—	—
AIMSweb	Test of Early Numeracy - Oral Counting	◐	◐	◐	◐	●	●	○	●	●	●	●	—	—
AIMSweb	Test of Early Numeracy - Quantity Discrimination	●	◐	●	◐	●	●	○	●	●	●	●	—	—
Curriculum-Based Measurement in Reading (CBM-R)	Letter Sound Fluency	●	●	●	●	—	●	●	●	●	—	—	—	—
Curriculum-Based Measurement in Reading (CBM-R)	Maze Fluency	●	●	●	●	—	●	●	●	●	—	—	—	—
Curriculum-Based Measurement in Reading (CBM-R)	Word Identification Fluency	●	●	●	●	—	●	●	●	●	—	—	—	—

Tools	Area	Psychometric Standards: Reliability of the Performance Level Score	Psychometric Standards: Reliability of the Slope	Psychometric Standards: Validity of the Performance Level Score	Psychometric Standards: Predictive Validity of the Slope of Improvement	Psychometric Standards: Disaggregated Reliability and Validity Data	Progress Monitoring Standards: Alternate Forms	Progress Monitoring Standards: Sensitive to Student Improvement	Progress Monitoring Standards: End-of-Year Benchmarks	Progress Monitoring Standards: Rates of Improvement Specified	DBI Standards: Decision Rules for Changing Instruction	DBI Standards: Decision Rules for Increasing Goals	DBI Standards: Improved Student Achievement	DBI Standards: Improved Teacher Planning
Curriculum-Based Measurement in Reading (CBM-R)	Passage Reading Fluency	●	●	●	●	—	●	●	●	●	●	●	●	●
DIBELS 6th Edition	Nonsense Word Fluency	●	—	●	●	—	◐	○	●	●	○	○	—	○
DIBELS 6th Edition	Oral Reading Fluency	●	○	●	○	—	◐	◐	●	●	○	○	—	—
DIBELS 6th Edition	Phononeme Segmentation Fluency	●	○	●	○	—	◐	○	●	●	○	○	—	○
DIBELS Next	DAZE (Dibels Maze)	●	●	●	○	○	◐	●	●	●	○		○	—
DIBELS Next	DORF (Dibels Oral Reading Fluency)	●	○	●	○	○	◐	●	●	●	○	○	○	—
DIBELS Next	First Sound Fluency	●	●	●	—	○	◐	●	●	●	○	○	—	—
DIBELS Next	Nonsense Word Fluency	●	◐	◐	—	○	◐	●	●	●	○	○	—	—
DIBELS Next	Phoneme Segmentation Fluency	●	●	○	—	○	◐	●	●	●	○	○	—	—
easyCBM	Reading - Comprehension	○	○	○	○	○	○	—	○	○	—	—	—	—
easyCBM	Reading - Letter Sounds	○	●	○	●	—	◐	—	●	○	—	—	—	—
easyCBM	Reading - Passage Reading Fluency	◐	○	●	●	●	●	—	●	○	—	—	—	—
easyCBM	Reading - Phoneme Segmentaiton	○	○	○	○	—	◐	—	●	○	—	—	—	—
easyCBM	Reading - Word Reading Fluency	○	—	○	○	○	○	—	●	○	—	—	—	—
Edcheckup Standard Reading Passages	Maze Fluency	●	○	●	●	○	●	●	●	○	—	—	—	—
Edcheckup Standard Reading Passages	Oral Reading Fluency	●	○	●	◐	○	●	●	●	○	—	—	—	—

Tools	Area	Psychometric Standards: Reliability of the Performance Level Score	Psychometric Standards: Reliability of the Slope	Psychometric Standards: Validity of the Performance Level Score	Psychometric Standards: Predictive Validity of the Slope of Improvement	Psychometric Standards: Disaggregated Reliability and Validity Data	Progress Monitoring Standards: Alternate Forms	Progress Monitoring Standards: Sensitive to Student Improvement	Progress Monitoring Standards: End-of-Year Benchmarks	Progress Monitoring Standards: Rates of Improvement Specified	DBI Standards: Decision Rules for Changing Instruction	DBI Standards: Decision Rules for Increasing Goals	DBI Standards: Improved Student Achievement	DBI Standards: Improved Teacher Planning
FAST CBMReading English	Reading	●	●	●	●	○	●	●	●	●	—	—	—	○
FAST CBMReading Spanish	Reading	●	◐	●	○	●	●	—	●	●	—	—	—	○
FAST earlyMath	Decomposing	●	—	●	—	—	○	○	—	○	—	—	—	—
FAST earlyMath	Grouping and Place Value	●	—	●	—	—	○	○	—	○	—	—	—	—
FAST earlyMath	Match Quantity	●	—	●	—	—	○	○	—	○	—	—	—	—
FAST earlyMath	Numeral ID	●	—	●	—	—	○	○	—	○	—	—	—	—
FAST earlyMath	Number Sequence	●	—	●	—	—	○	○	—	○	—	—	—	—
FAST earlyReading	Decodable Words	●	◐	●	○	○	○	○	●	○	—	—	—	○
FAST earlyReading	Letter Names	●	●	●	○	○	●	●	●	○	—	—	—	○
FAST earlyReading	Letter Sounds	●	●	●	○	○	●	●	●	○	—	—	—	○
FAST earlyReading	Nonsense Words	●	◐	●	○	○	○	○	●	○	—	—	—	○
FAST earlyReading	Onset Sound Fluency	●	○	●	○	○	○	●	●	○	—	—	—	○
FAST earlyReading	Sight Word Fluency	●	◐	●	○	○	○	○	●	○	—	—	—	○
FAST earlyReading	Word Blending	●	○	●	○	○	○	○	●	○	—	—	—	○
FAST earlyReading	Word Segmenting	●	◐	◐	○	○	○	○	●	○	—	—	—	○
FAST earlyReading Spanish	Decodable Words Spanish	◐	○	●	○	○	—	○	●	○	—	—	○	○

Tools	Area	Psychometric Standards: Reliability of the Performance Level Score	Psychometric Standards: Reliability of the Slope	Psychometric Standards: Validity of the Performance Level Score	Psychometric Standards: Predictive Validity of the Slope of Improvement	Psychometric Standards: Disaggregated Reliability and Validity Data	Progress Monitoring Standards: Alternate Forms	Progress Monitoring Standards: Sensitive to Student Improvement	Progress Monitoring Standards: End-of-Year Benchmarks	Progress Monitoring Standards: Rates of Improvement Specified	DBI Standards: Decision Rules for Changing Instruction	DBI Standards: Decision Rules for Increasing Goals	DBI Standards: Improved Student Achievement	DBI Standards: Improved Teacher Planning
FAST earlyReading Spanish	Letter Names Spanish	●	○	●	○	○	—	—	●	○	—	—	○	○
FAST earlyReading Spanish	Letter Sounds Spanish	●	○	●	○	○	○	○	●	○	—	—	○	○
FAST earlyReading Spanish	Onset Sounds Spanish	●	○	●	○	○	—	—	○	○	—	—	○	○
FAST earlyReading Spanish	Sentence Reading Spanish	●	—	●	—	○	—	—	—	○	—	—	—	○
FAST earlyReading Spanish	Sight Words Spanish	●	○	●	○	○	—	—	●	○	—	—	○	○
FAST earlyReading Spanish	Syllable Words Spanish	◑	○	●	○	○	—	○	●	○	—	—	○	○
FAST earlyReading Spanish	Word Blending Spanish	◑	○	◑	○	○	—	—	○	○	—	—	○	○
FAST earlyReading Spanish	Word Segmenting Spanish	○	○	◑	○	○	○	—	○	○	—	—	○	○
istation Indicators of Progress (ISIP)	Advanced Reading	●	●	●	—	—	●	○	●	●	—	—	—	—
istation Indicators of Progress (ISIP)	Early Reading	●	●	●	—	—	●	○	●	●	—	—	—	—
mCLASS: Math	Computation	●	●	●	●	○	○	●	●	—	○	○	○	—
mCLASS: Math	Concepts	●	●	●	●	○	●	●	●	—	○	○	○	—
mCLASS: Math	Oral Counting	●	●	●	—	○	●	●	●	—	○	○	—	—
mCLASS: Math	Missing Number	●	●	●	◑	○	○	●	●	—	○	○	○	—
mCLASS: Math	Next Number	●	●	●	—	○	○	●	●	—	○	○	—	—
mCLASS: Math	Number Facts	●	●	●	◑	○	●	●	●	—	○	○	○	—

Tools	Area	Psychometric Standards: Reliability of the Performance Level Score	Psychometric Standards: Reliability of the Slope	Psychometric Standards: Validity of the Performance Level Score	Psychometric Standards: Predictive Validity of the Slope of Improvement	Psychometric Standards: Disaggregated Reliability and Validity Data	Progress Monitoring Standards: Alternate Forms	Progress Monitoring Standards: Sensitive to Student Improvement	Progress Monitoring Standards: End-of-Year Benchmarks	Progress Monitoring Standards: Rates of Improvement Specified	DBI Standards: Decision Rules for Changing Instruction	DBI Standards: Decision Rules for Increasing Goals	DBI Standards: Improved Student Achievement	DBI Standards: Improved Teacher Planning
mCLASS: Math	Number Identification	●	●	●	—	○	●	●	●	—	○	○	—	—
mCLASS: Math	Quantity Discrimination	●	●	●	○	●	●	●	●	—	○	○	○	—
mCLASS: Reading	mCLASS: 3D- Text and Reading Comprehension	◐	○	●	○	○	○	●	●	—	○	○	○	—
Monitoring Basic Skills Progress (MBSP)	Basic Math Computation	●	●	●	●	—	●	●	●	●	●	●	●	●
Monitoring Basic Skills Progress (MBSP)	Basic Math Concepts/Applications	●	●	●	●	—	●	●	●	●	●	●	●	●
Scholastic Math Inventory	Math	●	—	◐	—	—	●	●	●	●	—	—	—	—
Scholastic Reading Inventory	Reading	◐	—	◐	—	—	●	●	●	●	—	—	—	—
STAR	Early Literacy	●	●	●	●	●	●	●	●	●	●	●	○	—
STAR	Math	●	◐	●	◐	●	●	●	●	●	●	●	◐	—
STAR	Reading	●	◐	●	●	●	●	●	●	●	●	●	◐	—
STEEP	Oral Reading Fluency	●	●	◐	◐	—	●	●	●	●	—	—	—	—
Yearly ProgressPro	Math	●	●	●	●	—	●	●	●	●	○	○	○	○
Yearly ProgressPro	Reading Language Arts	●	●	●	●	—	●	●	●	●	○	○	○	○
Yearly ProgressPro	Reading Maze Fluency	●	●	●	●	—	●	●	●	●	○	○	○	○

Legend   ● Convincing evidence   ◐ Partially convincing evidence   ○ Unconvincing evidence   — Data unavailable

Academic Progress Monitoring Mastery Measures Chart

Tools	Area	Psychometric Standards: Reliability	Psychometric Standards: Validity	Psychometric Standards: Disaggregated Reliability and Validity Data	Progress Monitoring Standards: Skill Sequence	Progress Monitoring Standards: Sensitive to Student Improvement	Progress Monitoring Standards: Pass/Fail Decision	DBI Standards: Decision Rules for Changing Instruction	DBI Standards: Decision Rules for Increasing Goals	DBI Standards: Improved Student Achievement	DBI Standards: Improved Teacher Planning
*Accelerated Math	Math	●	○	●	●	●	●	●	●	●	—
*Accelerated Math Fluency (previously MathFacts in a Flash)	Math	●	●	●	●	●	●	●	●	●	—

Legend   ● Convincing evidence   ◐ Partially convincing evidence   ○ Unconvincing evidence   — Data unavailable

* These progress monitoring tools are embedded within a curriculum. In other words, they are designed to measure progress towards mastery of a specific instructional curriculum and sequence, and the tools cannot be used independently of the curricula in which they are embedded. It is important to note that the TRC has evaluated the rigor of the assessment instrument but not the rigor of the curriculum in which the tool is embedded.