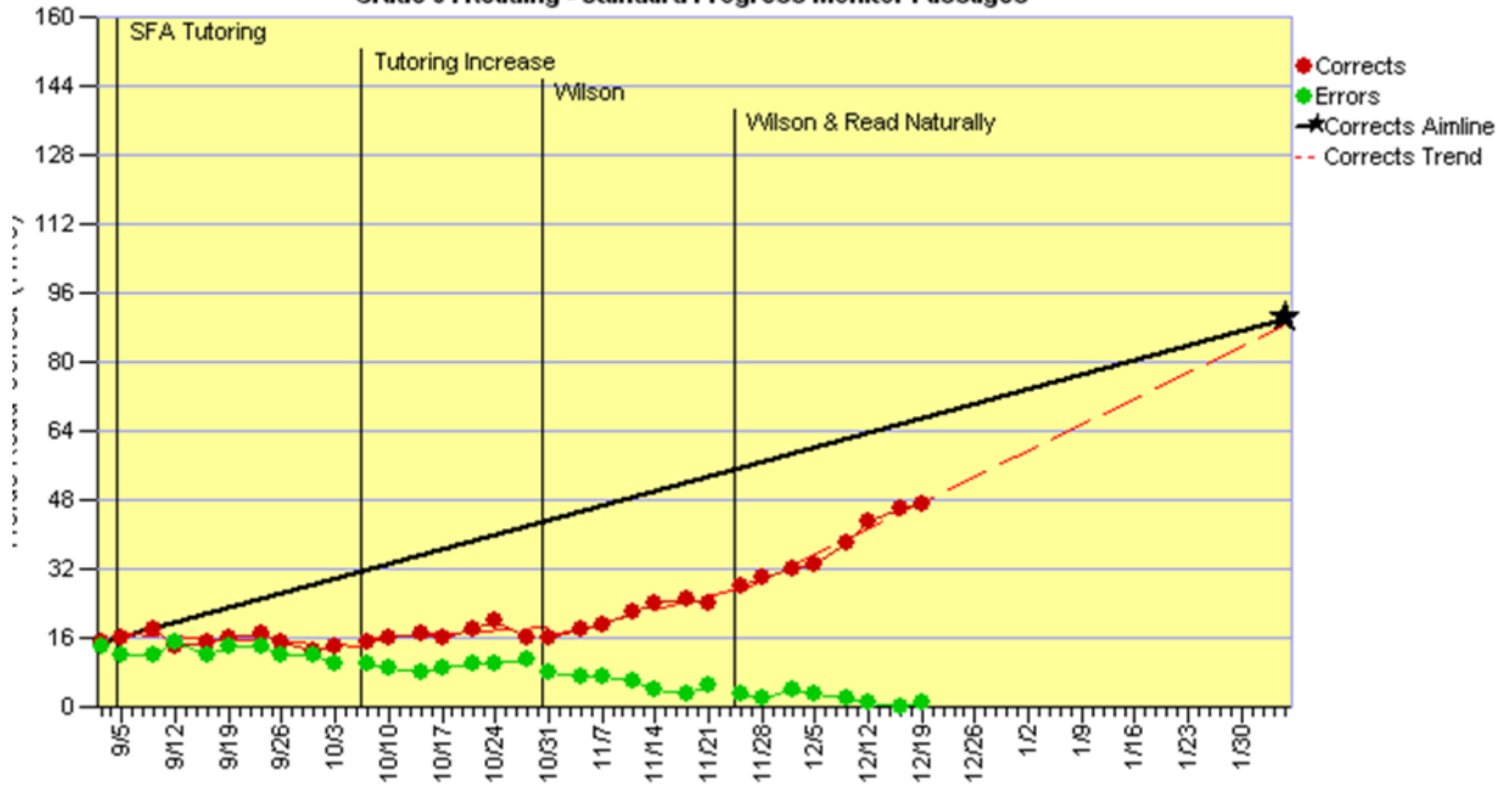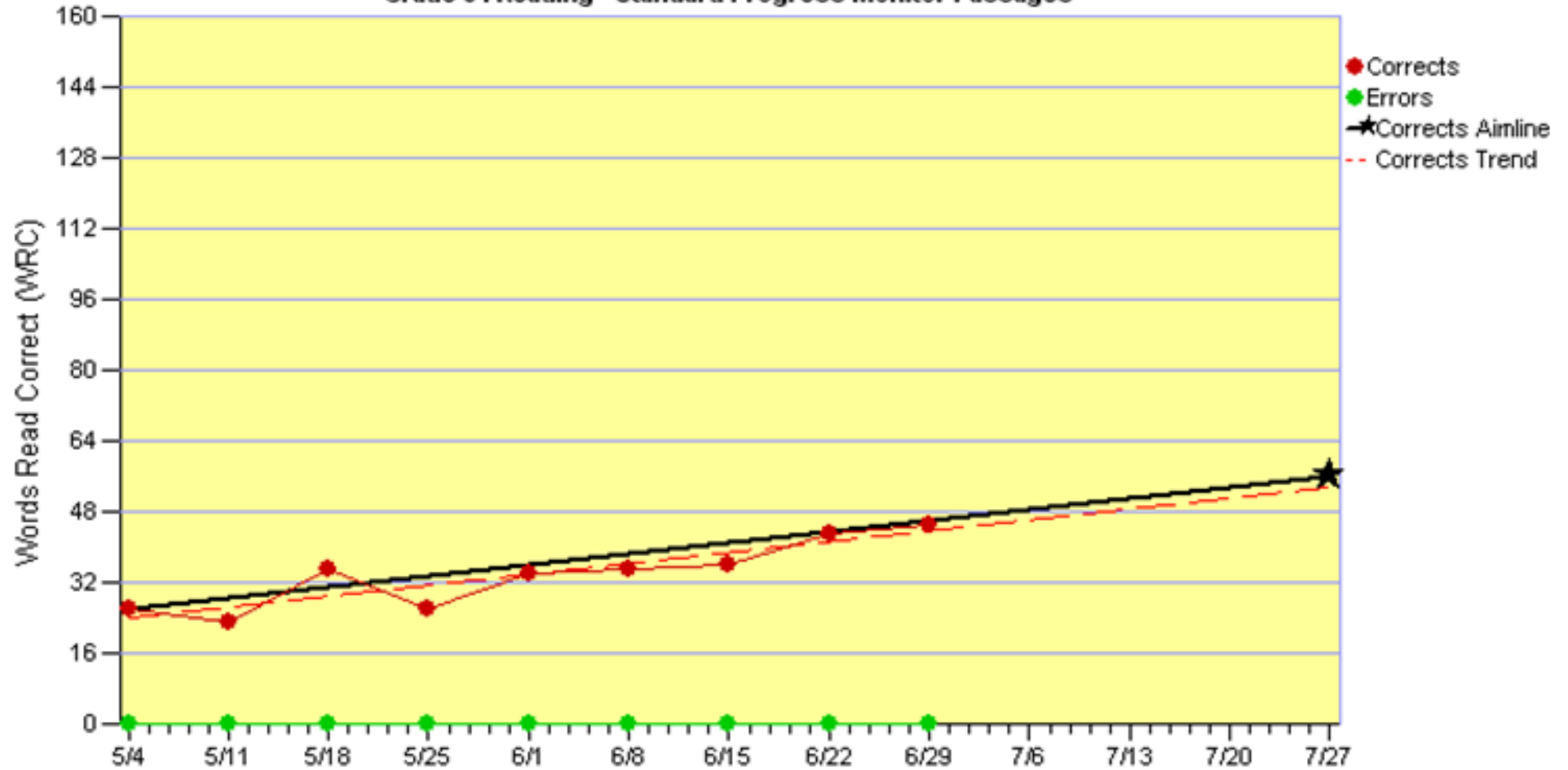Consider each graph and the story it tells. The following questions might help prompt your thinking:
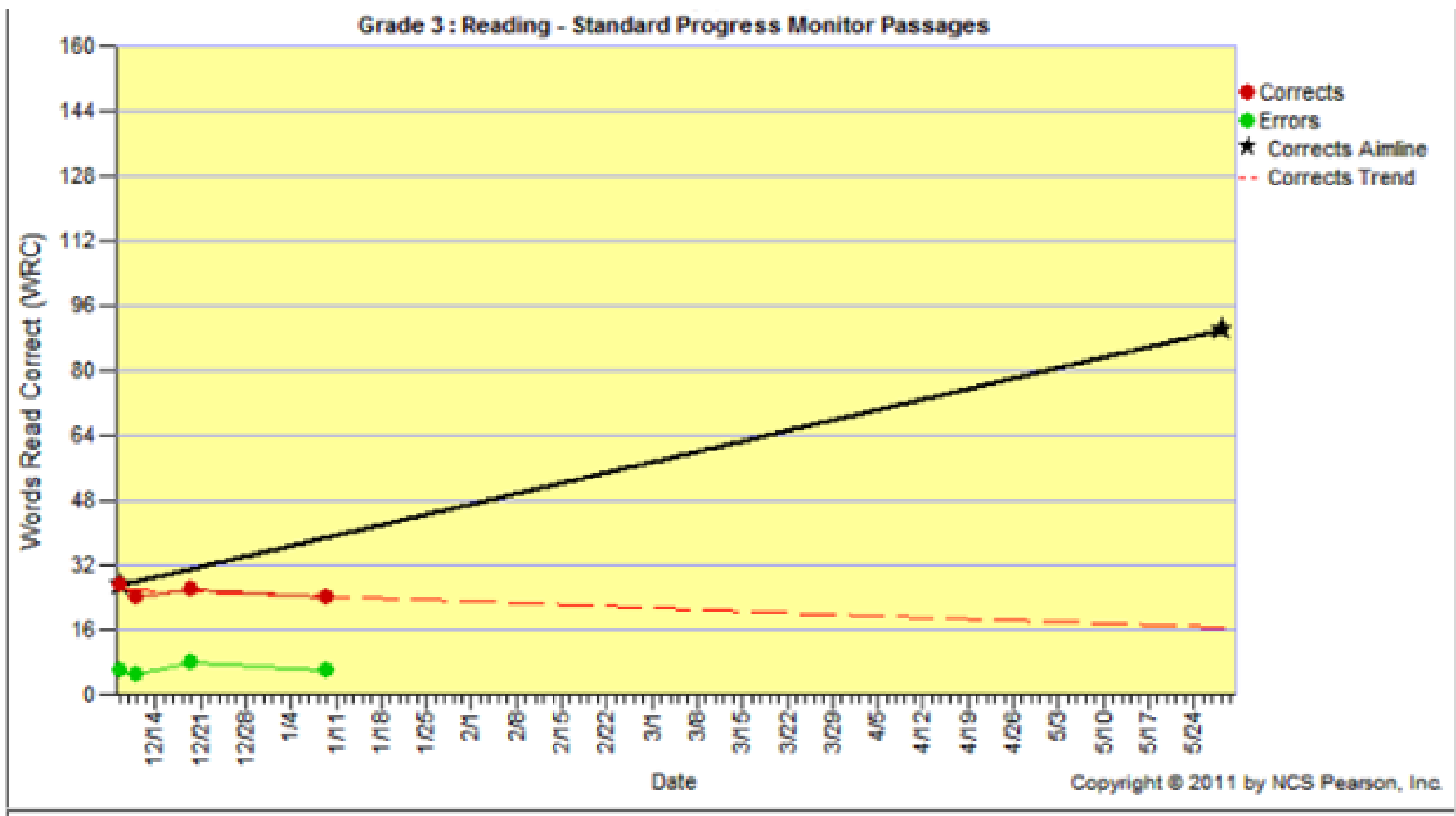
- **Duration:** Has enough data been collected to make informed decisions?

- **Frequency:** Is data being collected often enough to give an accurate picture of student growth?

- **"Noisy" Data:** Is there too much variance in the data? Why/why not?

- **Intervention Lines:** Are appropriate interventions identified?

- **Goal:** Are the goals appropriate and ambitious?

- **Fidelity & Standardization:** Is this the best measure and is administration being done correctly?

- **Other Factors?** What other information or data might influence your decision-making?

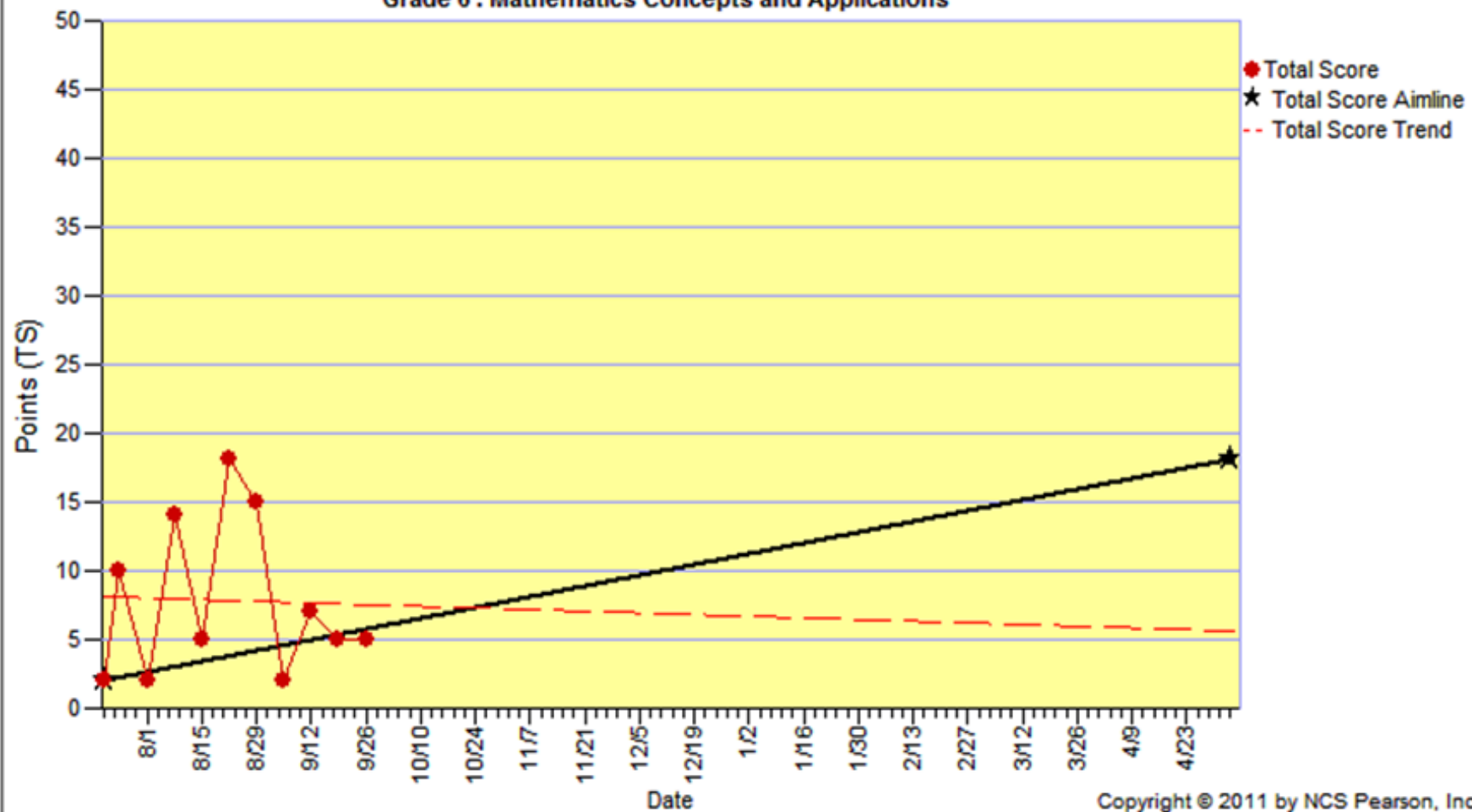# Grade 3 : Reading - Standard Progress Monitor Passages

Legend:
- ● Corrects
- ● Errors
- ★ Corrects Aimline
- – – Corrects Trend

Annotations on chart: SFA Tutoring, Tutoring Increase, Wilson, Wilson & Read Naturally

Grade 5 : Reading - Standard Progress Monitor Passages

Grade 3 : Reading - Standard Progress Monitor Passages

Grade 6 : Mathematics Concepts and Applications

Points (TS)

Legend:
- Total Score
- Total Score Aimline
- Total Score Trend

Date

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Grade 4 : Reading - Standard Progress Monitor Passages
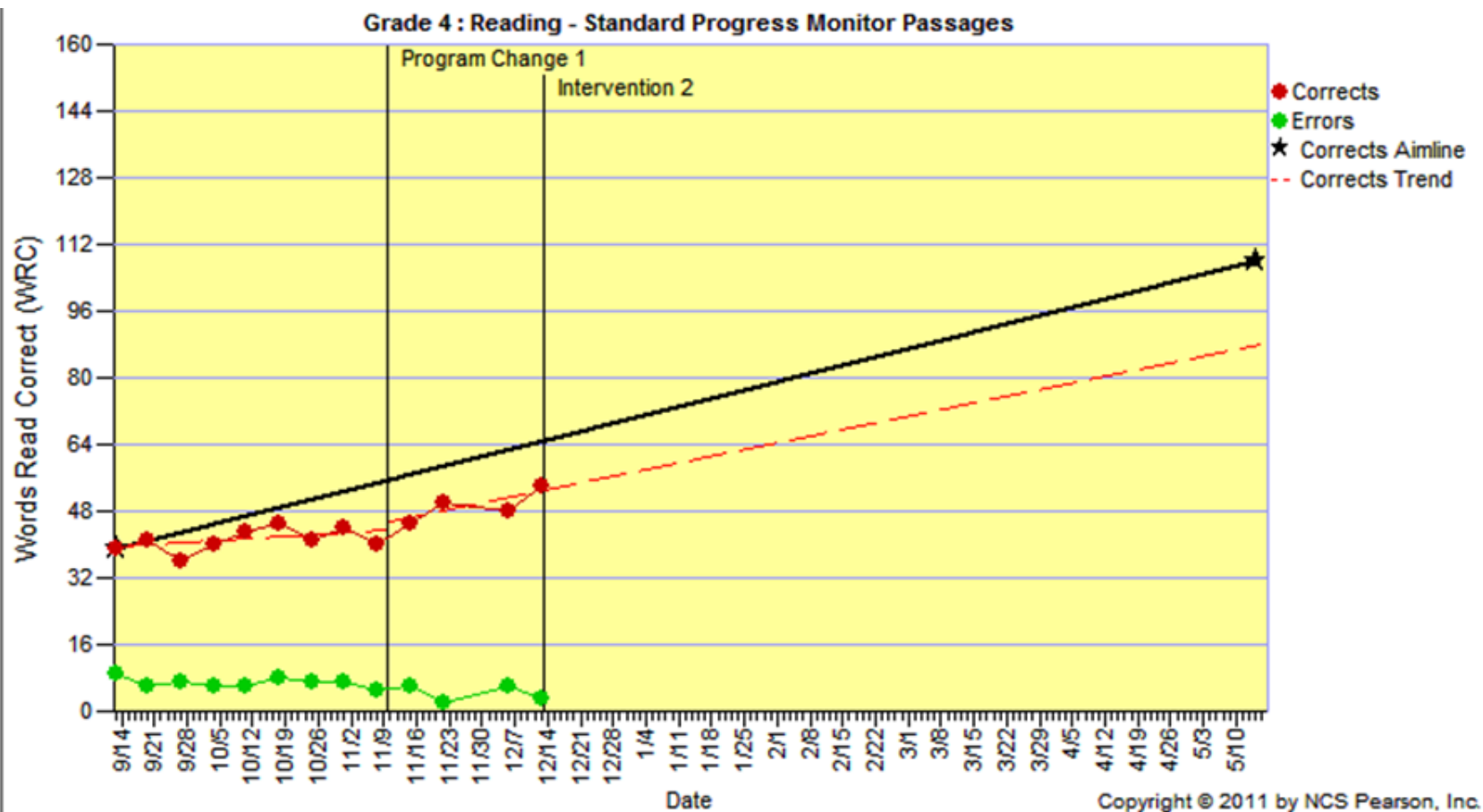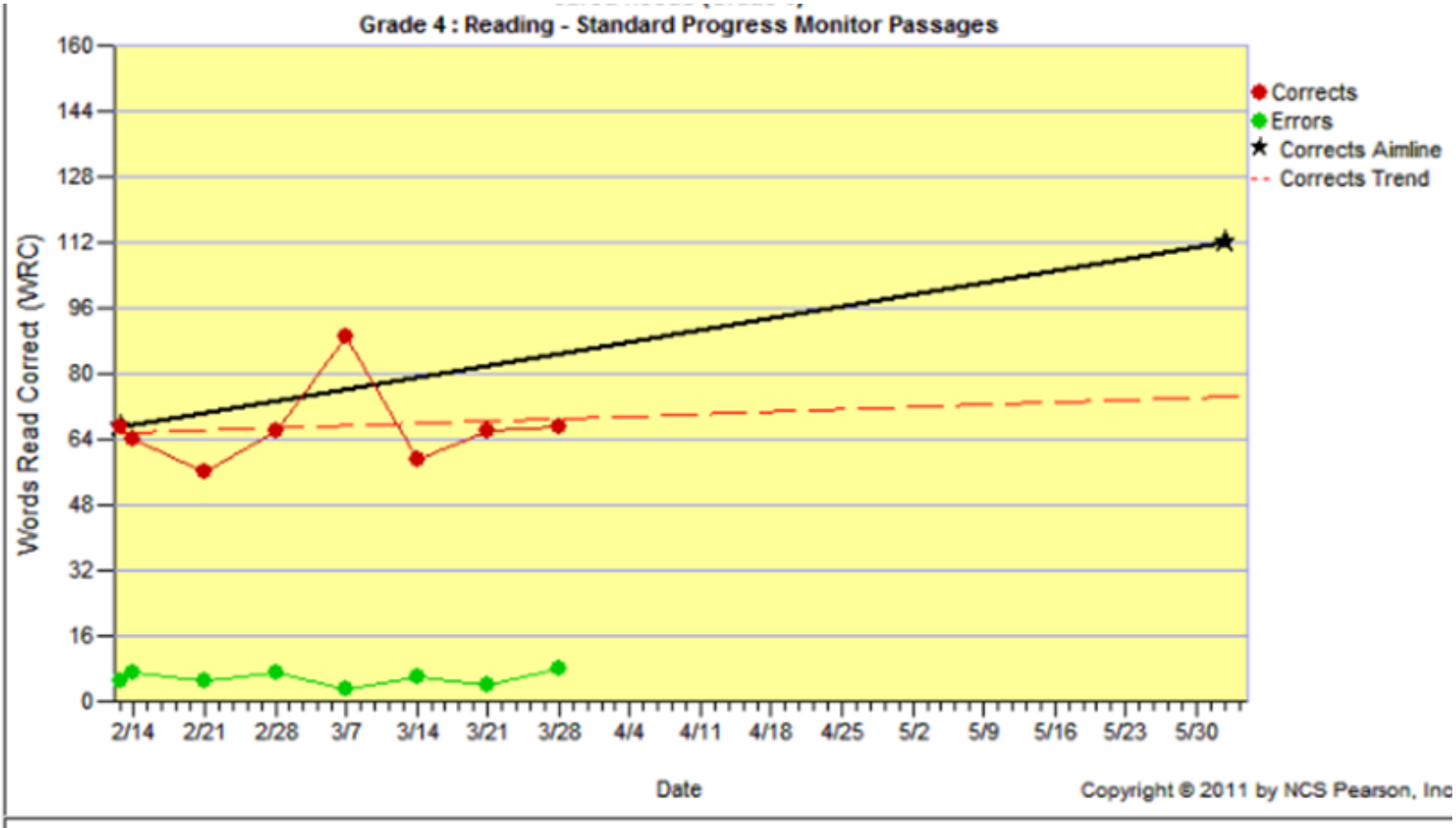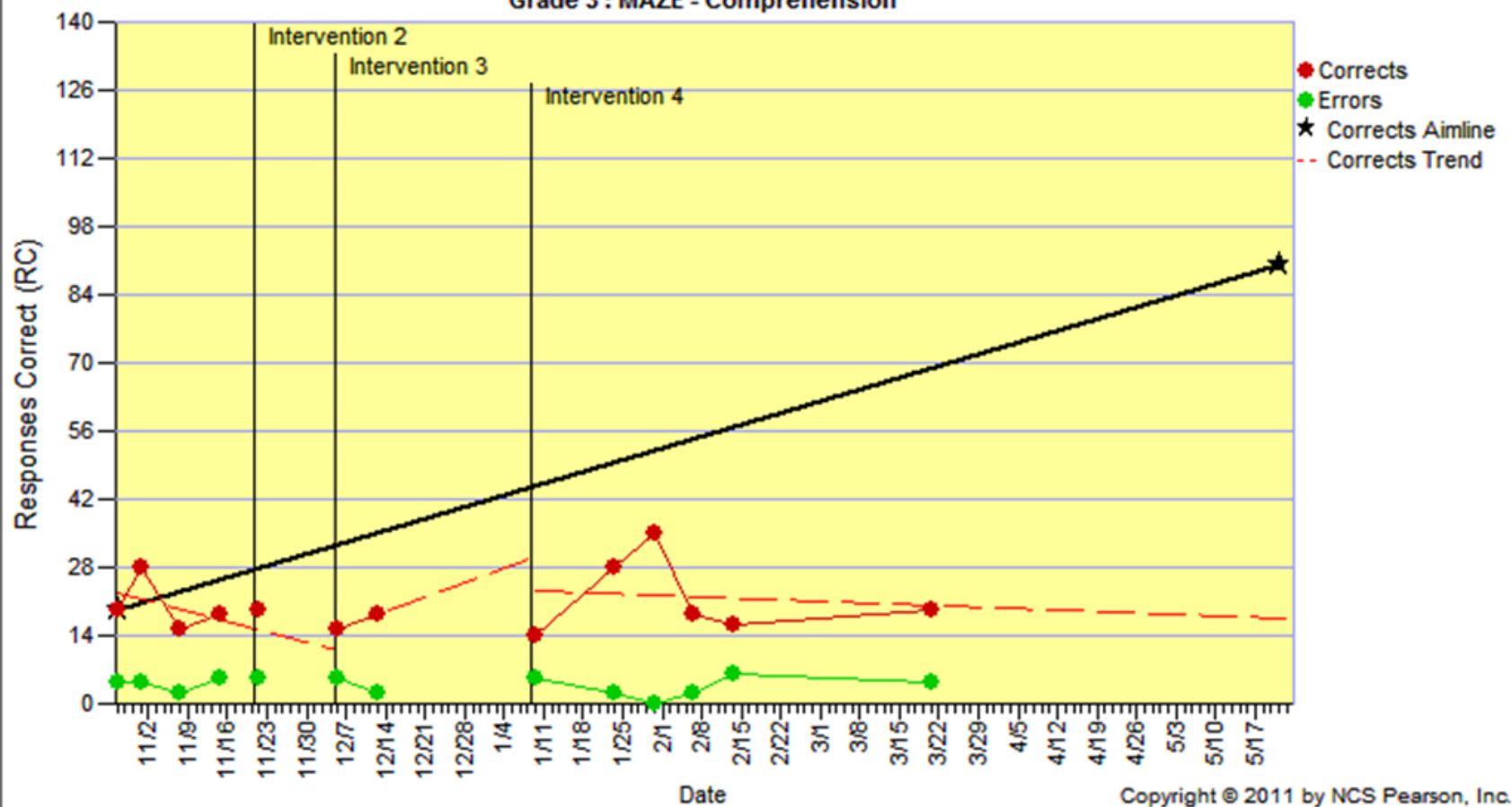
Grade 4 : Reading - Standard Progress Monitor Passages

Grade 3 : MAZE - Comprehension

Intervention 2
Intervention 3
Intervention 4

Corrects
Errors
Corrects Aimline
Corrects Trend

Responses Correct (RC)

140
126
112
98
84
70
56
42
28
14
0

11/2 11/9 11/16 11/23 11/30 12/7 12/14 12/21 12/28 1/4 1/11 1/18 1/25 2/1 2/8 2/15 2/22 3/1 3/8 3/15 3/22 3/29 4/5 4/12 4/19 4/26 5/3 5/10 5/17

Date

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Grade 6 : Mathematics Concepts and Applications