

Tracking Curricular Progress with Precision

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When using any piece of structured curriculum it is often important to assess the rate students are progressing through that curriculum. Progress that is too fast may indicate that the student is ready to be moved to a more challenging curriculum or to a higher level within the existing curriculum. Progress that is too slow may indicate the presence of dysfluent component skills in need of redress or that another curriculum should be considered.

The chart, Figure 1, is an example of how we monitor the progress students make through Direct Instruction curricula. The chart represents Jon's progress. Jon was 10 years, 2 months old when he began working in the Comprehension B2, a 65 lesson corrective reading program targeting comprehension skills. Each lesson of Comprehension B2 is composed of 8-10 exercises. Jon worked in the curriculum daily during one on one instruction with his therapist, Kristin Schirmer. Jon was fully included in a general education fourth grade classroom for the remainder of his school day. The dots on the chart show the cumulative number of exercises completed within the curriculum, and the X's show the number of exercises completed per day.

As Jon's curricular needs changed, the amount of time he worked in Comprehension B2 changed as well. Initially, he worked in the curriculum for 10 -minutes. This amount of time varied, ranging from 10-minutes to 30-minutes daily. Across all the days of timed practice on the chart, Jon was allowed to skip an exercise in a lesson if, in the previous lesson, he completed that same exercise with no errors. As an example, if Jon completed exercise 3 of lesson 42 with no errors, he would skip that same exercise in lesson 43 and complete it again in lesson 44. This skipping procedure helped ensure Jon spent his time working on the parts of the curriculum that were difficult for him, while still ensuring he contacted the exercises frequently as they became more and more complex. It also provided an incentive for applying himself to each task. The better his performance, the fewer tasks he had to do in the subsequent lesson.

20 01 02

CALENDAR WEEKS

17 02 02

17 03 02

14 04 02

12 05 02

09 06 02



● = cumulative number of exercises completed
 ◇ = exercises completed per day per minute

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Jon 10.2 Asperger's

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