



Ensure Automatization Through Practice and Review

The complexity of reading skills requires that educators track progress consistently to provide necessary instruction. Below are suggestions for how to monitor progress using the tools discussed in the Free Landmark Teaching Strategy, [Measuring Reading Progress](#).

How to Monitor Progress

Educators should choose a specific skill to evaluate before determining materials to use. Once the skill is identified, appropriate materials can be selected. The most important element of progress monitoring is ensuring that the same type of material is used each time. For example, if an educator utilizes a [list of 2-3 syllable words](#) in one assessment, then a similar list of 2-3 syllables should be used each time until the student demonstrates mastery. Then, the educator can incorporate a list of 4-5 syllables.

When to Monitor Progress

At the very least, progress monitoring needs to take place at the beginning of the school year and the end of that same school year. This practice will allow educators to determine what progress, if any, has taken place over the course of the school year. Norm-referenced assessments, such as the Gray Oral Reading Test (GORT), cannot be given more than once or twice in a school year due to reliability criteria. In order for progress monitoring to drive instruction, it is recommended that educators provide students with [curriculum based progress monitoring](#) material at least during each reporting period. More consistent data will allow educators to shift instruction based on observations.

Ensuring Accuracy with Progress Monitoring

However educators monitor progress, it is imperative that they follow the same protocols each time. Educators should work with administrators to determine protocols when they are not explicitly outlined either by the administration or the company used when following a norm-referenced program. If explicit protocols are not outlined, educators should consider setting protocols based on the following elements:

- **Wait time:** Many progress monitoring programs outline a wait time of 3 seconds. If students cannot identify the target word within 3 seconds, it is wrong. Some students, however, require additional processing time, so a longer wait time may be beneficial.
- **Prompting:** Progress monitoring should be a reflection of what the student can do independently. Therefore, educators should not prompt or provide answers. However, if a student requires prompting that should be clearly noted.
- **Calculation of WCPM (Words Correct Per Minute):** When monitoring fluency progress, educators should [calculate words correct per minute the same way each time](#). Additionally, educators need to record miscues consistently and follow the same recording system. Most norm-referenced programs count [self-corrections, repetitions, substitutions, omissions, insertions, and reversals as errors](#).



Progress Monitoring Running Records

Because qualitative data can oftentimes drive instruction more so than quantitative data, it is important for educators to keep thorough running records for analysis and lesson planning. Running records should track deviations from the print, including the correct text as well as how the reader said it. What types of errors, the frequency of them, and how they impact overall meaning are all important considerations when discussing progress.

HOW DOES THIS CONNECT TO ENSURE AUTOMATIZATION THROUGH PRACTICE AND REVIEW

Research continues to support that oral reading progress happens through increased oral reading practice with specific instruction and feedback. Therefore, it is essential that educators provide structured opportunities for practice of oral reading skills. If practice is targeted, explicit, and repetitive, then students should show growth in oral reading skills during progress monitoring.