Progress Monitoring
The Inference Strategy
Management Spreadsheet Instructions

Purpose:
The Progress Monitoring Management Graph is developed in Microsoft Excel. Using this spreadsheet will allow you to record and monitor progress on your computer for each class in which you instruct the strategy and produce graphs to show student progress similar to the hard copy that you find in the back of your manual. Some practice with Excel will be useful.

This management spreadsheet is *not* meant to replace the progress chart in the manual but can be used by the teacher and student to set goals and next steps with the strategy.

This spreadsheet was created using Excel for Mac 2011 version of Excel. It is recommended that you have access to the 2011 version of Excel or a more recent version in order to benefit from all the bells and whistles.

Directions:
When you open the spreadsheet click *ENABLE MACROS*
If you are asked, do not Edit or Update links

1. Once you open the spreadsheet, perform a *'Save As'* to store the work on your computer. You may want to give each class a unique file name to easily access it later.
2. Open the *Student Information Tab* at the bottom of the page if your sheet did not open to this tab.
3. Use the 'Clear Data" buttons. If you clear data in tabulating cells without using the "Clear Data" Buttons, the auto fill functions may be erased. There is not a problem clearing data in cells that do not tabulate totals.
4. *Kendle Example* is at the top of each table. She is example student to show you how data should be entered.

Tab: Student Information
1. Click in the box marked *Show Data Form.* A dropdown menu will appear in which you will enter the requested information for each student: Name, Grade Level, IEP, Gender, Ethnicity, Lexile Level and Literacy Measure. The information you provide will populate the spreadsheet. A dropdown menu will allow you to select race/ethnicity. If you are unable to access the dropdown menu please enter one of the following: American Indian or Alaskan Native, Asian or Pacific Islander, Black, Not of Hispanic Origin, Hispanic, White, not of Hispanic Origin.

2. How to respond to *What is your Literacy Measure?* Fill in the name of the measure that your school uses as an adolescent literacy screener. Examples include: SRI, MAP, etc.

Tab: Describe and Model

While this tab is labeled Describe and Model, it is also where pretest and posttest data are entered.

1. Pretest – enter the date the test was administered and the score. Enter the date using the following format: ##/##/##.
2. Posttest – enter the date the test was administered and the score.
3. Once the posttest data is entered, the spreadsheet will calculate the number of days the student was enrolled in strategy instruction. This will be displayed in the top left corner of each student tab above the graphs.
4. Describe and Model Lessons 2-5:
    a. For each lesson there is a place to enter the date and the passage score. You will notice for each lesson scores can be entered for passages 2, 3 and 4. Passage 1 is completed as guided practice and an individual score is not entered. If a student meets mastery requirements with passage 2, no score is necessary for passages 3 and 4 within the given lesson.
    b. Scoring and mastery requirements can be found on the following pages of The Inference Strategy Instructor's Manual:
        i. Lesson 2: pages 30-31
        ii. Lesson 3: page 42
        iii. Lesson 4: page 50
        iv. Lesson 5: page 58

Tab: Controlled Practice

This tab provides a place for you to record each controlled practice attempt. This tab contains two charts. The top chart is for recording the controlled practice score. The bottom chart is for recording the date of each practice. The charts are set up to resemble the student materials in The Inference Strategy student materials book stages 5 and 6 beginning on page 37. You will need to navigate across the spreadsheet to locate the level and passage number of each controlled practice assignment. The data entered on this tab populates the student tabs by graphing each student's progress. For each controlled practice the following data will need to be entered:

- Inference score on the top chart (80% mastery, mastery requirement on page 71 of the Inference Strategy instructor's manual
- Date of practice on the bottom chart. Enter using the following format: ##/##/##

Tab: Advanced Practice

This tab provides a place for you to record each advanced practice attempt. This tab contains two charts. The top chart is for recording the advanced practice score. The bottom chart is for recording the date of each practice. The charts are set up to resemble the student materials in The Inference Strategy student materials book stages 5 and 6 beginning on page 37. You will need to navigate across the spreadsheet to locate the level and passage number of each advanced practice assignment. The data entered on this tab

populates the student tabs by graphing each student's progress. For each advanced practice the following data will need to be entered:

- Inference score on the top chart (80% mastery, mastery requirement on page 76 of the Inference Strategy instructor's manual
- Date of practice on the bottom chart. Enter using the following format: ##/##/##

Tab: Generalization

This tab provides a place for you to record each Generalization assignment. This tab contains two charts. The top chart is for recording the generalization assignment passage level and score. The bottom chart is for recording the date of each assignment. The data entered on this tab populates the student tabs by graphing each student's progress. For each generalization assignment, the following data will need to be entered:

- Date of practice. Enter using the following format: ##/##/##
- Grade level of passage used
- Inference score

Tabs: Students

These tabs are labeled "student" and contain data and graphs showing each student's progress in the learning strategy. See the Janice Example tab for a preview of what each student's page will look like. These are not meant to replace the progress chart in the learning strategy manual, but they can be used by both the teacher and the student to set goals and next steps with the strategy instruction. These charts may be printed or shared in IEP meetings, parent conferences, and for the teacher's evaluation portfolio. You may double click on each tab that says "student" and type in the name of the actual student in your group.

Notes: Please send feedback about the Management Chart to simpd@ku.edu