Purpose:

The Progress Monitoring Graph is developed in Microsoft Excel as a tool for Learning Strategy implementers to monitor student progress toward mastery. (At this time, it will not be translated into Google Docs.) Using this spreadsheet will allow you to record and monitor progress on your computer for each class in which you instruct the strategy, You will be able to produce graphs to show individual 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 the 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 asked, DO NOT Edit or Update links**

1. Once you download the spreadsheet, save a clean copy in a folder on your computer. Open the spreadsheet, perform a *‘Save As’* and rename the document to store the work on your computer. You will benefit from giving each class a unique file name to easily access it later.
2. Open the *Student Information Tab* at the bottom of the page of your newly named document if your sheet did not open to this tab.
3. Note the ‘Clear Data” buttons. Use the “Clear Data” button to clear data. If you clear data in tabulating cells without using the “Clear Data” button, the auto fill functions may be erased. You do not need to use this button for cells that do not tabulate totals.
4. *Janice Example* is at the top of each table. She is an 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: Attendance**

1. Enter each date of strategy instruction.
2. Mark an “X” for each date that the students are in attendance for the strategy instruction.

**Tab: PrePost**

1. Pretest – enter the date the test was administered and the scores for the strategy pretest as well as the any accompanying quiz scores. Some strategies have a strategy score and a comprehension score. Writing strategies have multiple scores to be entered. Each spreadsheet is tailored for a specific strategy, so be sure to enter all scores. Enter the date using the following format: ##/##/##.
2. Posttest – enter the date the test was administered and the scores for the strategy posttest as well as any accompanying quiz scores.
3. Once the posttest data is entered, the spreadsheet will calculate the number of days the student was enrolled in strategy instruction.

**Tab: Dates of Stages**

This tab provides a place for you to record the **completion** date of each stage of instruction.

**Tab: CP – Controlled Practice**

This tab provides a place for you to record each controlled practice attempt in sequential order. 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:

* Date of practice. Enter using the following format: ##/##/##
* Grade level of passage used. In some cases, it is most useful to note an “N” for Narrative text and an “E” for Expository text. As you make decisions based on each student’s data, the type of text (in the reading strategies) may provide additional information about progress.
* Strategy score (mastery and additional requirements are in the manuals.)
* Comprehension or other quiz.

This tab also provides a place to enter the date of the first controlled practice and the final controlled practice and will calculate the number of days a student was in this stage of instruction.

**Tab: AP – Advanced Practice**

This tab provides a place for you to record each advanced practice attempt in sequential order. 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:

* Date of practice. Enter using the following format: ##/##/##
* Grade level of passage used
* Strategy score
* Comprehension or other quiz score

This tab also provides a place to enter the date of the first advanced practice and the final advanced practice and will calculate the number of days a student was in this stage of instruction.

**Tab: MP – Maintenance Probes**

This tab provides a place for you to record each maintenance probe from Generalization Phase IV: Maintenance. The data entered on this tab populates the student tabs by graphing each student’s progress. For each maintenance probe, the following data will need to be entered:

* Date of practice. Enter using the following format: ##/##/##
* Grade level of passage used
* Strategy score
* Comprehension or other quiz score

This tab also provides a place to enter the date of the first maintenance probe and the final maintenance probe and will calculate the number of days a student was in this stage of instruction.

**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 students in your group.

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