

1



To review student progress in an intervention, we'll first use the filters to find the group of students we are looking for.

Test 2025-01-24

Screening Tier 1 Reports Progress Monitoring

Student Grade ELL SpEd

No interventions selected

Student Filter...

**Intervention**  
To edit an individual student interven

- Alomari, Reem K. 324515 10/14 ECRI
- Appleby, Wesley J. 324391 10/02 IMSE

2



Once we have filtered the group, we can get a quick overview of their current progress.

tionist Curriculum Reset Reload

Show closed Trend data Graphs Read Only Edit Mode

Level	DIBELS8 PSF	DIBELS8 NWF-CLS	DIBELS8 NWF-WRC
		41 +0.15	
		34 +0.08	
		28 -0.07	
		42 +2.75	
		45 +0.10	
		29 +1.75	
		38 +2.41	

<p>3</p> <p>In this example, 41 is the <b>last score</b> the student received.</p>	<p>Interventionist Curriculum</p> <p>Show closed Trend data Graphs Read Only Edit Mode</p> <table border="1"> <thead> <tr> <th>PM Level</th> <th>DIBELS 8 PSF</th> <th>DIBELS 8 NWF-CLS</th> <th>DIBELS 8 NWF-WRC</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td></td> <td>41 +0.15</td> <td></td> </tr> <tr> <td>1st</td> <td></td> <td>34 +0.08</td> <td></td> </tr> <tr> <td>1st</td> <td></td> <td>28 -0.07</td> <td></td> </tr> <tr> <td>1st</td> <td></td> <td>42 +2.75</td> <td></td> </tr> </tbody> </table>	PM Level	DIBELS 8 PSF	DIBELS 8 NWF-CLS	DIBELS 8 NWF-WRC	1st		41 +0.15		1st		34 +0.08		1st		28 -0.07		1st		42 +2.75	
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<p>4</p> <p>The yellow <b>colored background</b> represents the threshold level of the last score.</p>	<p>Interventionist Curriculum</p> <p>Show closed Trend data Graphs Read Only Edit Mode</p> <table border="1"> <thead> <tr> <th>PM Level</th> <th>DIBELS 8 PSF</th> <th>DIBELS 8 NWF-CLS</th> <th>DIBELS 8 NWF-WRC</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td></td> <td>41 +0.15</td> <td></td> </tr> <tr> <td>1st</td> <td></td> <td>34 +0.08</td> <td></td> </tr> <tr> <td>1st</td> <td></td> <td>28 -0.07</td> <td></td> </tr> <tr> <td>1st</td> <td></td> <td>42 +2.75</td> <td></td> </tr> </tbody> </table>	PM Level	DIBELS 8 PSF	DIBELS 8 NWF-CLS	DIBELS 8 NWF-WRC	1st		41 +0.15		1st		34 +0.08		1st		28 -0.07		1st		42 +2.75	
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<p>5</p> <p>The thin vertical <b>line</b> shows how close or far the score is from other thresholds.</p> <p>In this example the student score is at some risk level, any score below the current one would fall under the highest risk threshold.</p>	<p>Interventionist Curriculum</p> <p>Show closed Trend data Graphs Read Only Edit Mode</p> <table border="1"> <thead> <tr> <th>PM Level</th> <th>DIBELS 8 PSF</th> <th>DIBELS 8 NWF-CLS</th> <th>DIBELS 8 NWF-WRC</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td></td> <td>41 +0.15</td> <td></td> </tr> <tr> <td>1st</td> <td></td> <td>34 +0.08</td> <td></td> </tr> <tr> <td>1st</td> <td></td> <td>28 -0.07</td> <td></td> </tr> <tr> <td>1st</td> <td></td> <td>42 +2.75</td> <td></td> </tr> </tbody> </table>	PM Level	DIBELS 8 PSF	DIBELS 8 NWF-CLS	DIBELS 8 NWF-WRC	1st		41 +0.15		1st		34 +0.08		1st		28 -0.07		1st		42 +2.75	
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<p>6</p> <p> In the smaller colored bar the number represents the current rate of improvement.</p>	<p>6</p> <p>Reset Relo</p> <p>Show closed Trend data Graphs Read Only Edit Mod</p> <table border="1"> <thead> <tr> <th>PM Level</th> <th>DIBELS8 PSF</th> <th>DIBELS8 NWF-CLS</th> <th>DIBELS8 NWF-WRC</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td></td> <td>41 +0.15 ↗</td> <td></td> </tr> <tr> <td>1st</td> <td></td> <td>34 +0.08 ↗</td> <td></td> </tr> <tr> <td>1st</td> <td></td> <td>28 -0.07 ↘</td> <td></td> </tr> <tr> <td>1st</td> <td></td> <td>42 +2.75 ↗</td> <td></td> </tr> <tr> <td>1st</td> <td></td> <td>45</td> <td></td> </tr> </tbody> </table>	PM Level	DIBELS8 PSF	DIBELS8 NWF-CLS	DIBELS8 NWF-WRC	1st		41 +0.15 ↗		1st		34 +0.08 ↗		1st		28 -0.07 ↘		1st		42 +2.75 ↗		1st		45	
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9



If we want to view student's information in more detail, we can click on their name.

Student Grade: 1st Grad | Homeroom Teacher: [dropdown] | ELL: [dropdown]

No interventions selected

Student Filter...

	Intervention	Date	Action
<input type="checkbox"/>	[blurred]	10/14	[edit] [info]
<input type="checkbox"/>	[blurred]	10/14	[edit] [info]
<input type="checkbox"/>	[blurred]	10/15	[edit] [info]
<input type="checkbox"/>	[blurred]	10/25	[edit] [info]

10



A new page will pop up on the side. Click on the graph to learn how to read it.

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[blurred student name]

**1st Grade**

◆ Student Specific Goal ◇ Grade Level Goal ▲ Screening ● Progress Monitoring --- Pr

4 progress monitoring points per intervention are needed to render a trend line

**Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)**

Month	Score
Sep	30
Oct	30
Nov	30
Dec	30
Jan	35

Weekly Rate of Improvement +1.41 ↗

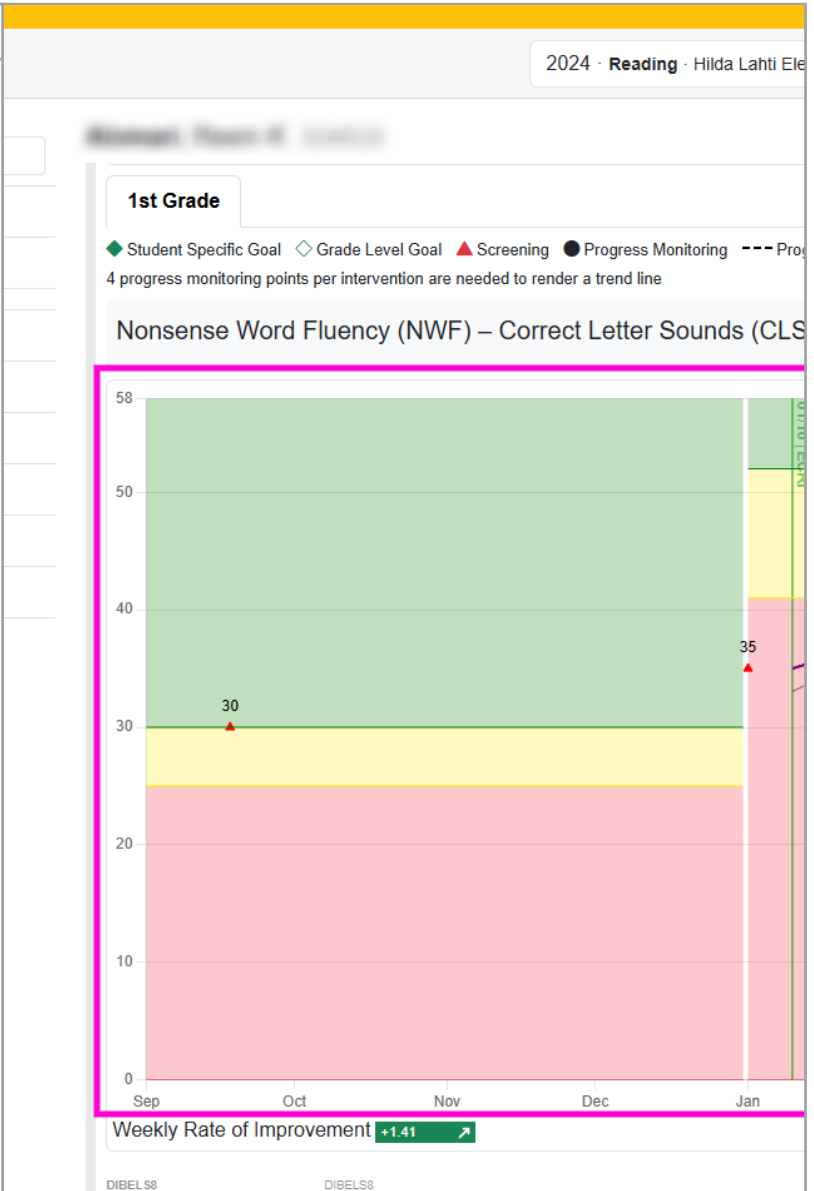
DIBELS8 DIBELS8

<p>11</p> <p> This is the intervention grade level. If a student is being monitor under grade level that information will be found here.</p>	<p>Progress Monitoring</p> <p>202</p> <p><b>1st Grade</b></p> <p>◆ Student Specific Goal ◇ Grade Level Goal ▲ Screening ●</p> <p>4 progress monitoring points per intervention are needed to render</p> <p>Nonsense Word Fluency (NWF) – Correc</p> <p>58</p> <p>50</p>
<p>12</p> <p> This is the name of the measure we are looking at.</p>	<p>Progress Monitoring</p> <p>202</p> <p><b>1st Grade</b></p> <p>◆ Student Specific Goal ◇ Grade Level Goal ▲ Screening ● Progress Monitoring --- Prog</p> <p>4 progress monitoring points per intervention are needed to render a trend line</p> <p><b>Nonsense Word Fluency (NWF) – Correct Letter Sounds (CLS)</b></p> <p>58</p> <p>50</p>

13



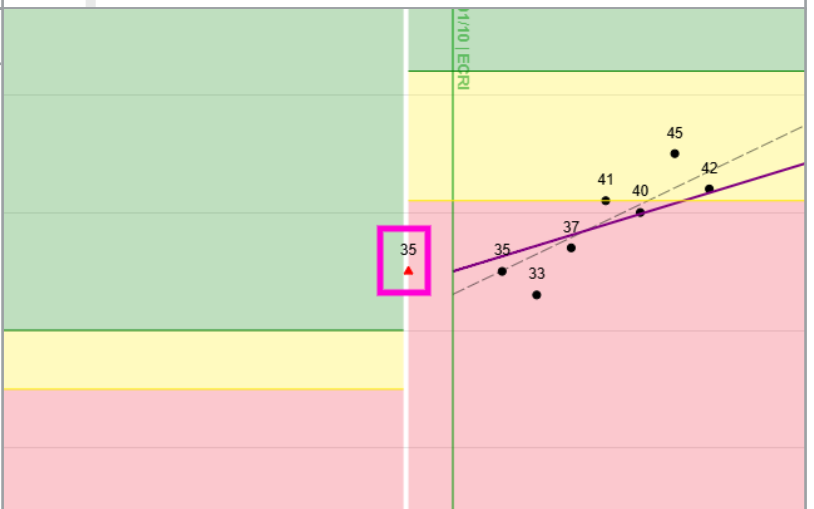
The graph is color-coded based on the indicator band ranges for the measure across multiple screening windows.

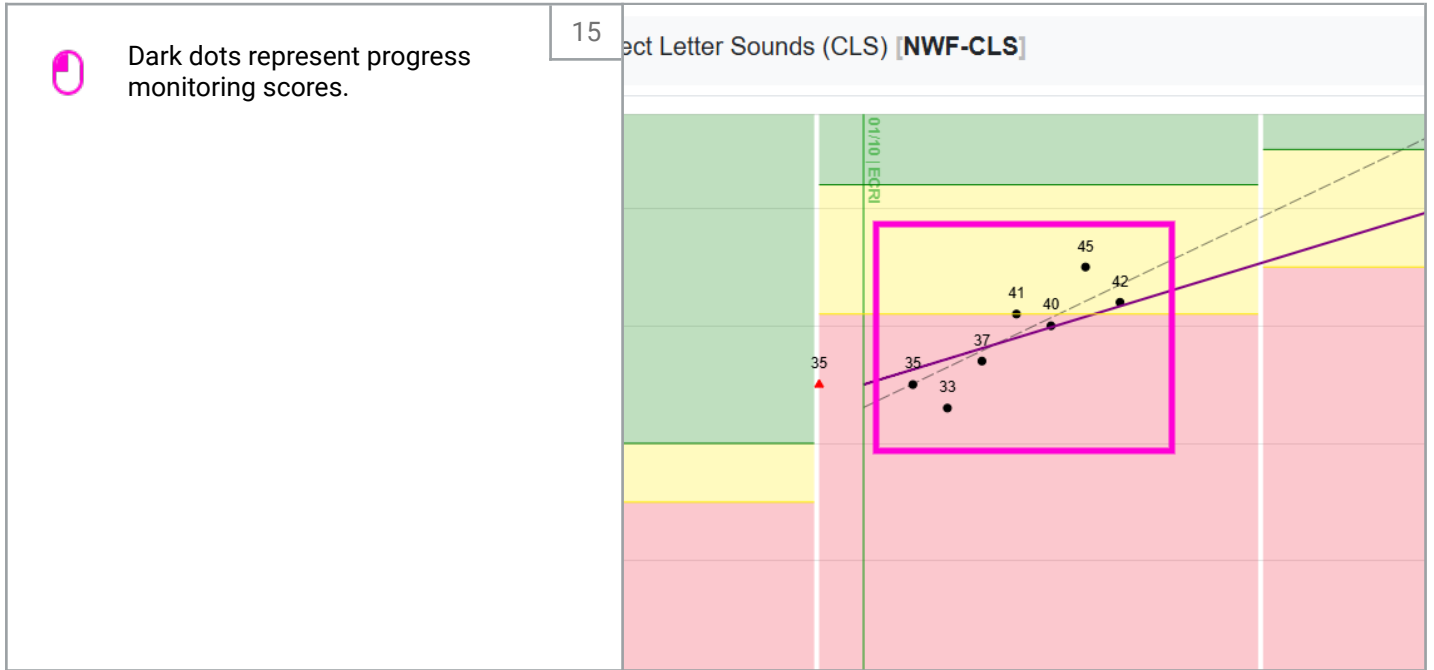


14



Red triangles represent screening scores.





16

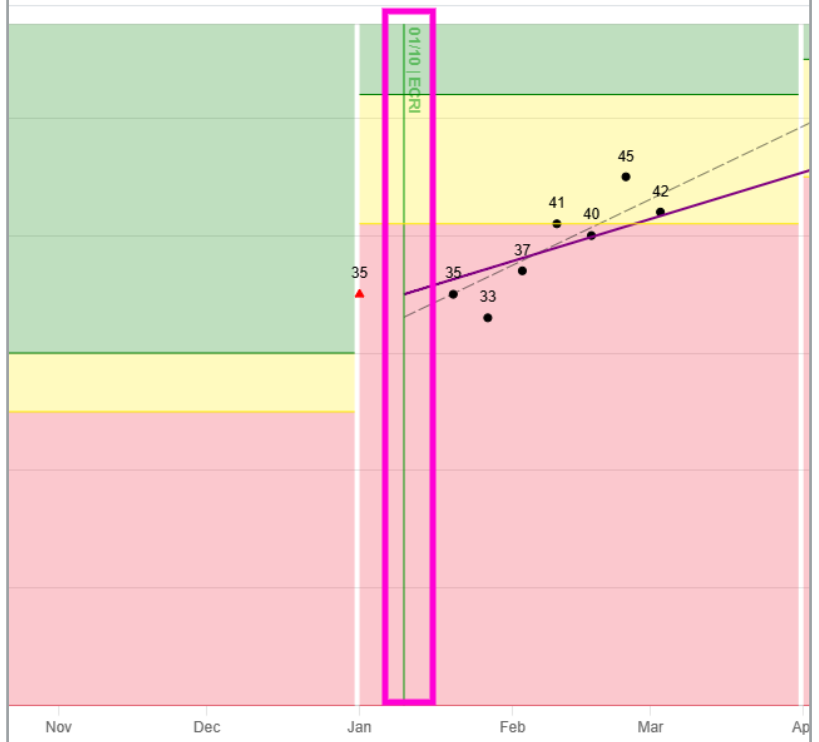
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The green line shows the start of an intervention

Legend:   
● Progress Monitoring   
--- Progress Monitoring Trend Line   
— Aim Line   
▲ Screening   
Note: Additional information are needed to render a trend line

(NWF) – Correct Letter Sounds (CLS) [NWF-CLS]

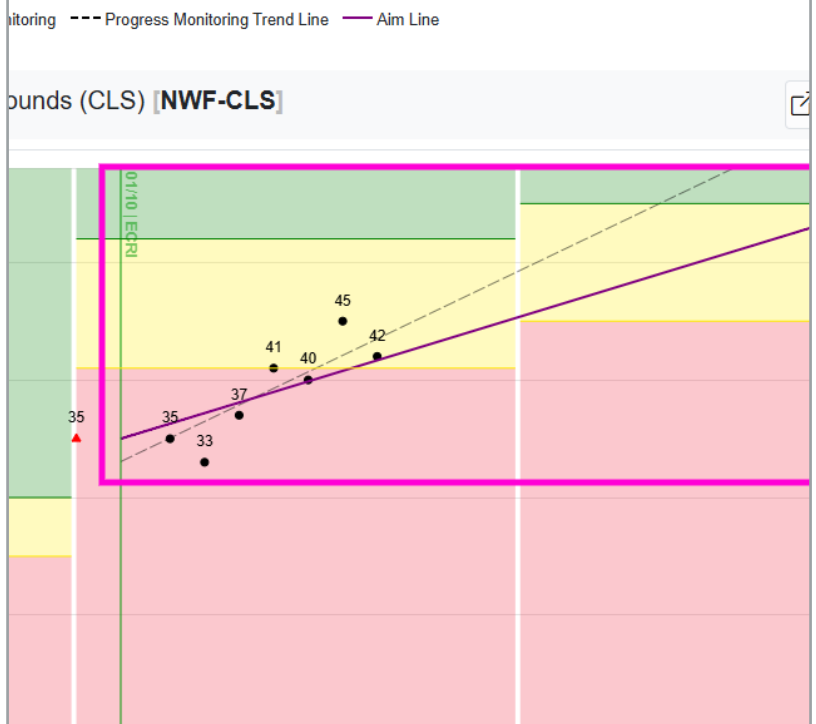


41

17



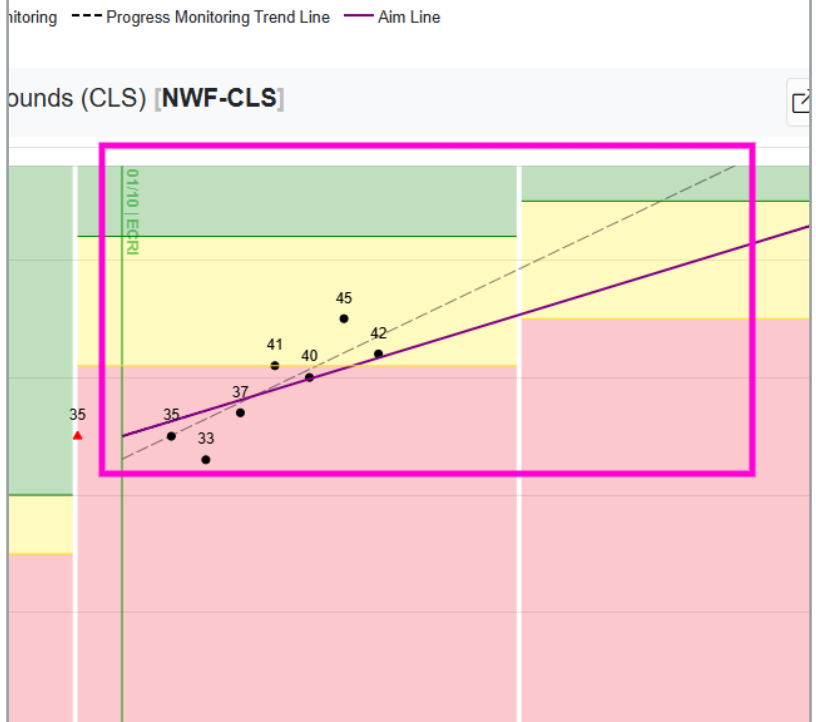
There are two additional lines: the solid purple line represents the aim line, which indicates the path to the end-of-year score needed to reach proficiency for the measure.



18



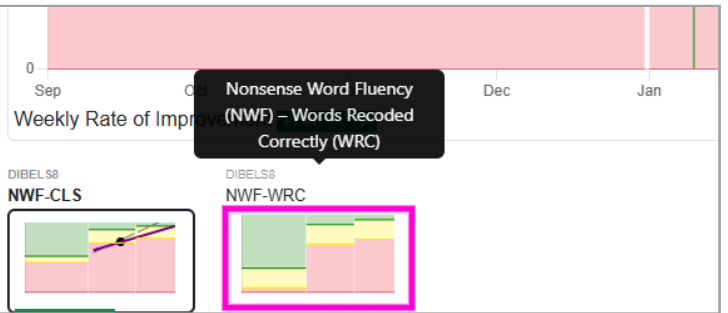
The dashed line shows the student's trend line based on their scores. In this example, if the student continues making progress at the current rate, they are projected to reach proficiency by the beginning of May.



19



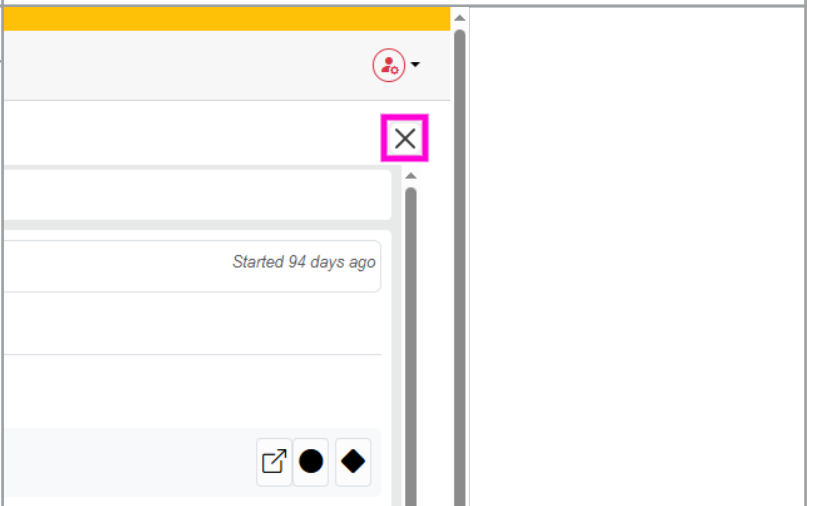
If the student is being monitored for more than one measure, you can access the additional measures by clicking on the small graphs located below the main graph.



20



Close the window to go back to the main page.



21



From here, you can choose to view additional students.

Student Grade: ELL SpEd

No interventions selected

Student Filter...

	Intervention
<input type="checkbox"/>	10/14 <a href="#">edit</a> <a href="#">EC</a>
<input type="checkbox"/>	10/14 <a href="#">edit</a> <a href="#">EC</a>
<input type="checkbox"/>	10/15 <a href="#">edit</a> <a href="#">EC</a>
<input type="checkbox"/>	10/25 <a href="#">edit</a> <a href="#">EC</a>
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<input type="checkbox"/>	10/25 <a href="#">edit</a> <a href="#">EC</a>
<input type="checkbox"/>	10/25 <a href="#">edit</a> <a href="#">EC</a>

[Show all 7 students](#)

22



You have completed the tutorial.

Continue with the next tutorial to learn how to make adjustments to an intervention.

If you need additional support please contact our team using the email address: [mtssupport@cascadetech.org](mailto:mtssupport@cascadetech.org)

## Tutorial completed.

Congratulations on finishing this tutorial.



Scan to go to the interactive player