



FAIR: Hitting the Bullseye and DI Overview K-2

*Summer 2010
Great Teachers and Leaders*

Reading Coordinators Differentiated Accountability Region 5



Marie Izquierdo, Regional Executive Director

Nikolai Vitti, Deputy Chancellor

Dr. Eric J. Smith, Commissioner

Florida Department of Education

Objectives

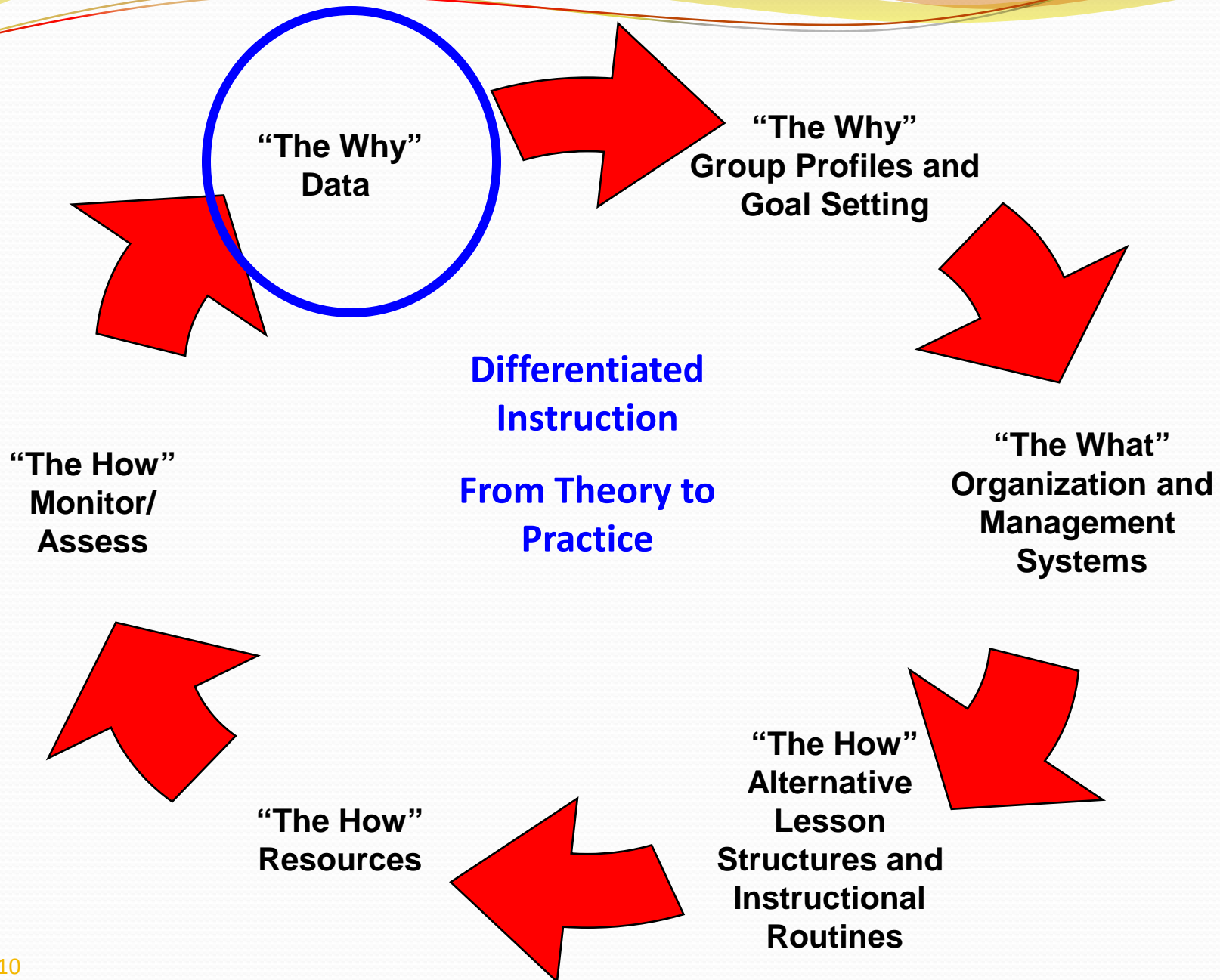
- Participants will analyze FAIR data to make instructional decisions in reading for initial instruction (whole group and small group differentiated instruction) and immediate intensive intervention.
- Participants will understand the theory of Differentiated Instruction.

Essential Questions

- How will FAIR data impact instructional decision making for planning and delivery of *initial instruction*?
- How will FAIR data impact instructional decision making for planning and delivery of *immediate intensive intervention*?
- How does understanding the theory of Differentiated Instruction guide a teacher to make instructional decisions which will optimize student learning?

Questions to be addressed

- What do assessment results mean for my instruction?
 - What PMRN reports would be helpful for planning instruction?
 - How do I organize my students for small group and intervention?
 - What should my instructional focus be with particular students?
 - What resources help me address those needs?



Jeopardy

*Hosted
by
Alex FAIR*



7/3/2010

K-2 FAIR Updates

- Ongoing Progress Monitoring
- First Grade Word List

The K-2 “Big Picture” Map

<p>Broad Screen/Progress Monitoring Tool (BS/PMT) “All” students</p>	<ul style="list-style-type: none"> • Letter Naming & Sounds • Phonemic Awareness • Word Reading
<p>Broad Diagnostic Inventory (BDI) “All” students “Some” students for vocabulary</p>	<ul style="list-style-type: none"> • Listening Comprehension • Reading Comprehension • Vocabulary • Spelling (2nd grade only)
<p>Targeted Diagnostic Inventory (TDI) “Some” students</p>	<ul style="list-style-type: none"> • K = 9 tasks • 1st = 8 tasks • 2nd = 6 tasks
<p>Ongoing Progress Monitoring (OPM) “Some” students</p>	<ul style="list-style-type: none"> • K – 2 = TDI tasks • 1 – 2 = ORF

The K – 2 “Score” Map

BS/PMT	PRS = Probability of Reading Success
BDI	LC = Listening Comprehension <ul style="list-style-type: none">– Total questions correct (implicit/explicit) RC = Reading Comprehension <ul style="list-style-type: none">– Total questions correct (implicit/explicit),– Fluency, Percent Accuracy VOC = Vocabulary <ul style="list-style-type: none">– Percentile Rank SPL = Spelling <ul style="list-style-type: none">– Percentile Rank
TDI	ME = Meets Expectations BE = Below Expectations

Success Zones - Probability Scores

GREEN

85% or better probability of scoring at or above the 40th percentile at the end of the year on the SESAT or SAT-10

YELLOW

16-84% probability of scoring at or above the 40th percentile at the end of the year on the SESAT or SAT-10

RED

15% or less probability of scoring at or above the 40th percentile at the end of the year on the SESAT or SAT-10

K – 2 Reports and Documents to Guide Instruction

- *Class Status Report*
- Student Score Detail Box
- *Class TDI Report*
- Spelling Error Analysis Report (Grade 2)
- Vocabulary Error Analysis Report
- ***Target/Expectations Guidance Document***
- ***Hitting the Bullseye Guidance Document***
- ***Goal Setting Guidance Document***
- ***Grouping Templates***

Class Status Report

Progress Monitoring & Reporting Network Reports
















Class Status Report

District: School: Calendar: District-Wide
 Grade: Teacher: Class:
 Student(s): School Year: 2009-2010 Assessment Period:
 Assessment Type: All Task: All Score Type: All

Class List	PRS	Score Details	Reading Comprehension				Listening Comp.	Vocabulary	Spelling
			Passage #	Points (WCH)	Percent Accuracy	Total Correct (out of 5)	Total Correct (out of 5)	Percentile Rank	Percentile Rank
Student 1	81%		2.4	83	93%	2		29 th	30 th
Student 2	32% *		1.3	42 *	92% *	4 *		29 th *	9 th
Student 3	10%					2		24 th	1 st
Student 4	20% *					3 *		19 th *	3 rd
Student 5	10%					2		1 st	4 th
Student 6	21% *		2.1	37 *	92% *	3 *		53 rd *	15 th
Student 7	10%					0		15 th	3 rd
Student 8	90%		2.5	174	99%	4		85 th	93 rd
Student 9	14% *		2.1	89 *	97% *	1 *		19 th *	63 rd
Student 10	18% *		1.4	85 *	96% *	4 *		12 th *	9 th
Student 11	17% *					3 *		12 th *	1 st
Student 12	18% *		1.4	66 *	95% *	5 *		59 th *	6 th

Class TDI Report

Class TDI Report						
District: Dade	School:	Calendar: District-Wide				
Grade: 2nd Grade	Teacher:	Class:				
Student(s): All	School Year: 2009-2010	Assessment Period: 1				
Assessment Type: TDI	Task: All	Score Type: All				

Class List	Score Details	Targeted Diagnostic Inventory					
		Phoneme Deletion Initial	Phoneme Deletion Final	Word Building Consonants	Word Building CVC/CVCe	Word Building Blends & Vowels	Multisyllabic Word Reading
Student 1		BE	BE	ME	ME	BE	
Student 2		BE	BE	ME	BE		
Student 3		BE	BE	BE			
Student 4		BE	BE	ME	BE		
Student 5		BE	BE	BE			
Student 6		ME	BE	ME	ME	ME	BE
Student 7		BE	BE	ME	BE		
Student 8							
Student 9		BE	ME	ME	ME	ME	BE
Student 10		BE	ME	ME	ME	ME	BE
Student 11		BE	ME	BE			
Student 12		ME	ME	ME	ME	ME	BE
Student 13		BE	ME	ME	ME	BE	
Student 14		BE	BE	ME	BE		
Student 15		BE	BE	ME	BE		
Student 16							



Student Score Detail Box

Grade: 2 nd	Year: 2009-2010
Details of Student 12's scores for assessment period 1 on:	
<u>Broad Screen/Progress Monitoring Tool</u>	
Probability of Reading Success	18%
<u>Broad Diagnostic Inventory</u>	
Reading Comprehension	
Passage #	1.4
Explicit Correct (out of 3)	3
Implicit Correct (out of 2)	2
Total Correct (out of 5)	5
Percent Accuracy	95%
Fluency(WCPM)	66
Listening Comprehension	
Explicit Correct (out of 3)	
Implicit Correct (out of 2)	
Total Correct (out of 5)	
Spelling Percentile Rank	6 th
Vocabulary Percentile Rank	59 th
<u>Targeted Diagnostic Inventory</u>	
Phoneme Deletion - Initial	5/5 ME (1)
Phoneme Deletion - Final	5/5 ME (1)
Word Building - Consonants	6/6 ME (1)
Word Building - CVC/CVCe	5/6 ME (1)
Word Building - Blends and Vowels	5/6 ME (1)
Multisyllabic Word Reading	AS (1)

Spelling Error Analysis (Grade 2)

Grade 2 Spelling Error Analysis for AP 1

Photocopy this chart as a guide to categorize the types of spelling errors students made. 1) Take the student's spelling test and highlight the words on this chart that the student spelled incorrectly. 2) Look across the row of misspelled words to identify possible patterns of errors. 3) Circle the spelling pattern(s) represented within each word that the student misspelled. 4) Use this to help plan instruction by establishing which spelling patterns are still challenging for the student. For example, Student A misspelled *tall*, *stuff*, and *grass*. All three words require knowledge of the FLS rule (at the end of a one-syllable word, the consonants *f*, *i*, and *s* are usually doubled when they come directly after a short vowel sound). Additional instruction in this pattern/rule may be warranted.

Item	Word	Spelling Patterns Addressed		
1	fly	l blend	y	
2	tries	r blend	y to i	
3	tall	FLS rule		
4	lower	vowel team	r controlled	
5	chew	digraph	vowel team	
6	each	vowel team	digraph	
7	chairs	digraph	vowel team	plural /s/, /z/
8	moose	irregular plural noun		
9	planning	l blend	short vowel	lll doubling rule
10	city	soft c	short vowel	y
11	coin	hard c	diphthong	
12	draw	r blend	vowel team	
13	stuff	s blend initial	short vowel	FLS rule
14	grass	hard g	r blend	short vowel FLS rule
15	skirt	s blend initial	r controlled	
16	funny	short vowel	lll doubling rule	y
17	hugged	short vowel	lll doubling rule	3 sounds of -ed
18	bright	r blend	vowel team	
19	blaze	l blend	vowel consonant e	
20	stated	s blend initial	vowel consonant e	3 sounds of -ed
21	root	vowel team		
22	shout	digraph	diphthong	
23	scream	s blend initial	vowel team	
24	luck	short vowel	ck pattern	
25	swing	s blend initial	short vowel	

Note: Not all possible spelling patterns for the words are listed.

Vocabulary Error Analysis

First Grade Vocabulary Words								
Target Word	Acceptable Words	Responses To Prompt	Student's Response	POS	Student's response is related to Target Word	Student's response is NOT related to Target Word	Student's response is similar to Target word in another language	Is the word a known word, known word but new meaning, known context but unknown word?
blowing	blowing (bubbles)			V				
eyebrow				N				
pie	[type of]	dessert		N				
floating		float		V				
castle				N				
wrestling	combating, contending	fight (ing), wrestle, combat, contend		V				
goggles				N				
beaver				N				
instruments (category)		[specific kind]		N*				
desert				N				
sharp				A				
furniture (category)		[specific kind]		N*				
target				N				
crane				N				
hammock				N				
conducting	directing, leading	conduct, direct, lead		V				
tracks	imprints			N				
enormous	gigantic, jumbo, mammoth, massive	big, large		A				
nut	nut (& bolt)			N				
delivering		give (ing), leave (ing), deliver		V				
removing		taking off, remove		V				
cuff				N				
angle		corner		N				
diploma				N				
				Noun =	/14	Total =	Total =	Total =
				*Noun (Category) =	/2			
				Verb =	/6			
				Attribute =	/2			



TARGET/EXPECTATIONS GUIDANCE DOCUMENT

Revised 2010

Grade Level	Target Passage	Passage Number	Passage Title
1 st	AP 1	1	Sam the Pig
		2	Read with Me
	AP 2	3	Chores
		4	Cake
	AP 3	5	A New Ball Game
		6	Spiders are Arachnids
2 nd	AP 1	1	The Best Time of Year
		2	My Sister Looks Funny
		3	Our Cat Tom
	AP 2	4	The Butterflies are Coming
	AP 3	5	Bombs Away
		6	The Great Sphinx of Giza





Grouping for Instruction



Grouping for Instruction: 90 Minute Block

- Let's look at one way to use the results of the assessments to make groups for small group instruction during the 90 minute block.
- We will use the handout packet during this activity.



Hitting the Bullseye Guidance Document

FAIR Decision Tree for Reading Instruction Hitting the Bullseye 2nd Grade - AP1		
Profile A Students place at a reading passage of 2.2 or above		
Student Characteristics	Instructional Priorities (2nd Grade) * High Priority Skill	Programs/Resources (as per CRRP)
<ul style="list-style-type: none"> The student placed at a reading passage that is at or above the benchmark – Continue instruction at current level of intensity as per instructional priorities with the goal of increasing proficiency at higher text levels. 	<p><u>Comprehension (Literary)</u></p> <ul style="list-style-type: none"> * <i>Story elements: characters (actions, emotions, traits) settings, events,</i> * Making Predictions * <i>Main Idea/Details</i> * <i>Fact/Opinion</i> * <i>Cause/Effect</i> <p><u>Comprehension (Informational)</u></p> <ul style="list-style-type: none"> • Text Structure • Text Features <p><u>Comprehension Monitoring (metacognition)</u></p> <ul style="list-style-type: none"> • Read for Understanding • Reciprocal Teaching * Drawing Conclusions * Retelling explicit and implicit main ideas * Sequence of Events • Activating Prior Knowledge • Making connections between events, characters, actions, etc. • Make connections: text to self, text to text, text to world <p><u>Vocabulary through Explicit Instruction Routines</u></p> <ul style="list-style-type: none"> • Building Concepts • Structural Analysis • Clarify unfamiliar words • Synonyms • Antonyms * Increase vocabulary through independent reading • Expanding descriptive vocabulary • Word <u>inferencing</u> based on context clues • Structural analysis • Multiple Meaning words 	<p><u>Core - Houghton Mifflin</u></p> <p><u>Supplement to Core</u></p> <ul style="list-style-type: none"> • <i>Time for Kids</i> (or other informational text) • <i>Elements of Reading Vocabulary</i> • Novels (Classic & Contemporary Works) • Non-Fiction text, Biographies and Poetry to encourage wide reading <p><u>Small Group Instruction</u></p> <ul style="list-style-type: none"> • Houghton Mifflin Leveled Readers • Houghton Mifflin Challenge Workbook • Literature Circles • FCRR activities <ul style="list-style-type: none"> ✓ Comprehension ✓ Vocabulary ✓ Word building skills
Guiding Questions		
<ul style="list-style-type: none"> Is Vocabulary below the benchmark (40th percentile)? Is fluency progressing towards end of year benchmark (90 wcpm)? Is phonics impacting comprehension? Look at Spelling score and TDI if applicable. 		



Goal Setting Guidance Document

Tips for Setting COMPREHENSION and VOCABULARY Goals:

1. The current passage is the passage level that the student scored at the current Assessment Period.
2. To set the goal passage, take into consideration what the next benchmark passage is and how far away the students are from this passage. Look at the reading/listening passage range from Kindergarten (Listening Comprehension) to Second grade (2.6) as per the diagram below.
3. For students who are already at the benchmark passage or above, continue with the current level of instructional intensity.
4. For students below the benchmark passage, set a realistic goal keeping in mind that students that are far away from the target must receive intense and accelerated instruction to close the gap



Kindergarten	1 st Grade						2 nd Grade					
LC	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6

5. For students in Kindergarten, the comprehension goal should be based on the number of questions students answered correctly out of five.
 6. Since vocabulary has a powerful impact on comprehension, it is important to note the students' current vocabulary percentile score, in relation to the end of year vocabulary goal which is the 60th percentile.
- **The grouping template also indicates the students' current fluency Words Correct per Minute (wcpm) monitor whether students are moving towards the end of year benchmark (1st grade – 60 wcpm and 2nd gr: 90wcpm)



Profile Grouping Template



FAIR: Hitting the Bullseye

2nd Grade Profile Grouping Template

Teacher: _____ Assessment Period _____



Group _____ Student Names:	Fluency	Comprehension Goals		Vocabulary Goals EOY: 40-60 pct		Instructional Priorities	
	WCPM	Current Passage	Goal Passage	Current	End of Year	Teacher Led Center	Independent Student Activities
1. _____	_____	_____	_____	_____	_____		
2. _____	_____	_____	_____	_____	_____		
3. _____	_____	_____	_____	_____	_____		
4. _____	_____	_____	_____	_____	_____		
5. _____	_____	_____	_____	_____	_____		
6. _____	_____	_____	_____	_____	_____		
7. _____	_____	_____	_____	_____	_____		



Skills Grouping Template



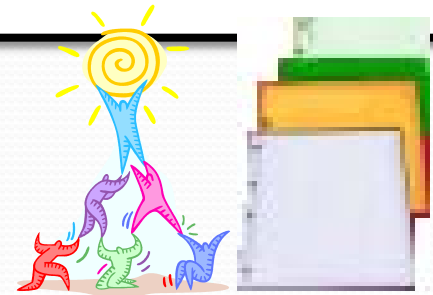
FAIR: Hitting the Bullseye 2nd Grade Skills Grouping Template





Teacher: _____

Assessment Period _____

Group ____	TDI Skill Goals		Instructional Priorities	
Student Names:	Current TDI	Goal TDI	Teacher Led Center	Independent Student Activities
1. _____	__Phon. Del. Initial	__Phon. Del. Initial		
2. _____	__Phon. Del. Final	__Phon. Del. Final		
3. _____	__WB Consonants	__WB Consonants		
4. _____	__WB CVC/CV <u>Ce</u>	__WB CVC/CV <u>Ce</u>		
5. _____	__WB Blends/Vowels	__WB Blends/Vowels		
6. _____	__Maltisyllabic WR	__Maltisyllabic WR		
7. _____				



2nd Grade – Differentiated Instruction Groups

Red Group		Yellow Group		Green Group		Blue Group	
	Student #3		Student #2		Student #1		Student #6
	Student #5		Student #4		Student #13		Student #9
	Student #11		Student #7				Student #10
			Student #14				Student #12
			Student #15				



Student #8 and Student #16

Colors = Skills Groups
Candies = Comprehension Groups



Intervention

From our activity, can we identify which students need immediate intensive intervention (iii)?

Intervention is...

“additional, targeted, and intensive reading instruction provided to students who continue to struggle with learning to read and write despite conventional instruction.”

What is Immediate Intensive Intervention (iii) in Miami-Dade?

- Voyager

- Think beyond a fixed level
- Modifications for ELL Students

- Beyond the program – Include in DI delivery

“For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.”

The Importance of Explicit Routines in Immediate Intensive Intervention

- Instructional delivery increases the probability of success because:
 - content is more accessible
 - content is remembered over time

Kame'enui & Simmons (1990)

Instruction must be made more powerful for students at risk for reading difficulties.

More powerful instruction involves:

More instructional time

Smaller instructional groups

} resources

More precisely targeted at right level

Clearer and more detailed explanations

More systematic instructional sequences

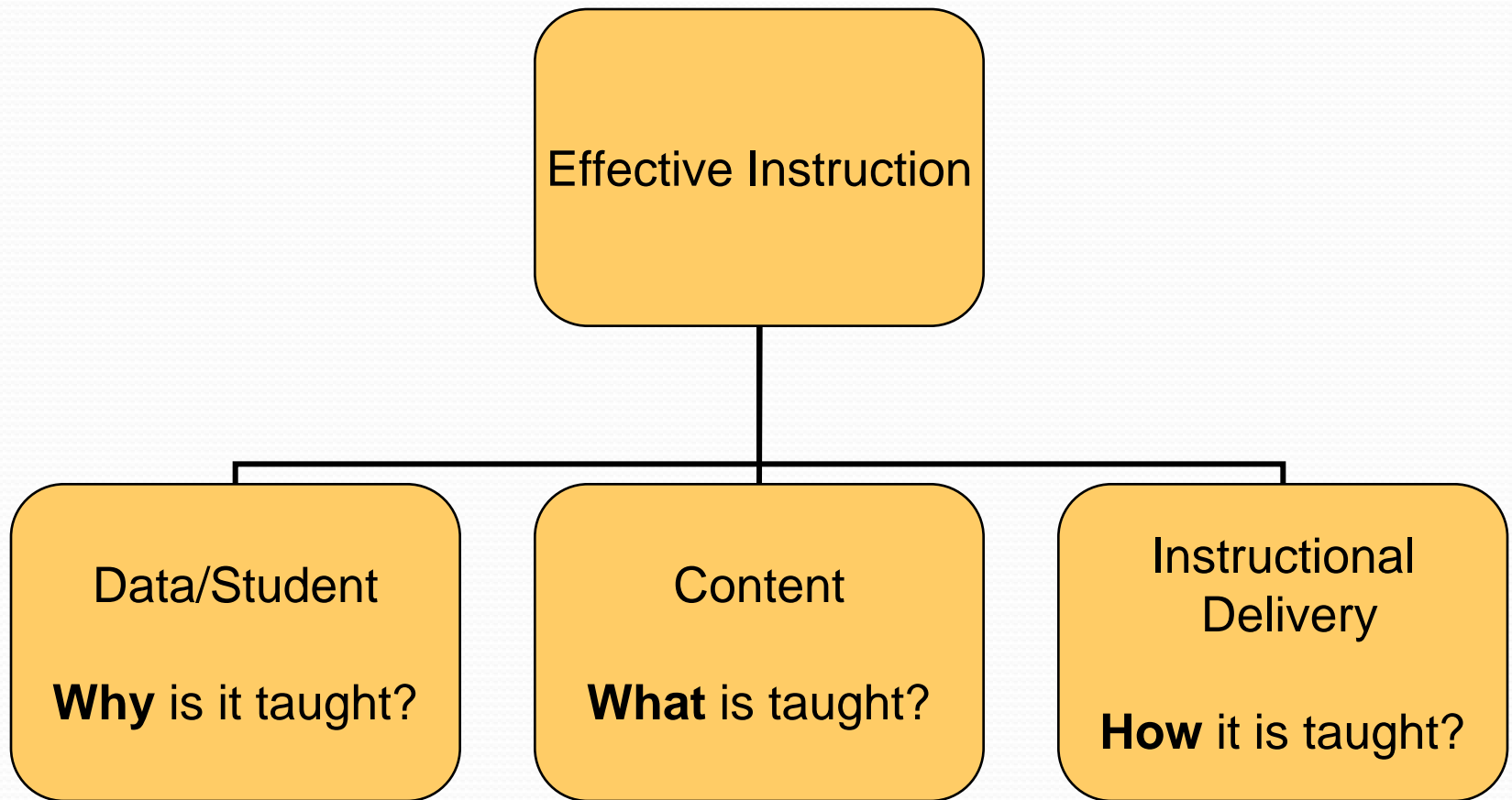
More extensive opportunities for guided practice

More opportunities for error correction and feedback

} skill

Foorman & Torgesen (2001)

Effective Instruction



If I'd known they wanted me to use all this info - I would never have asked for it!



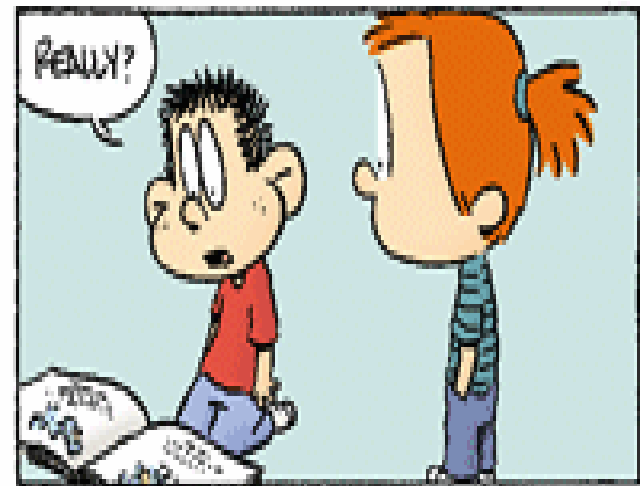
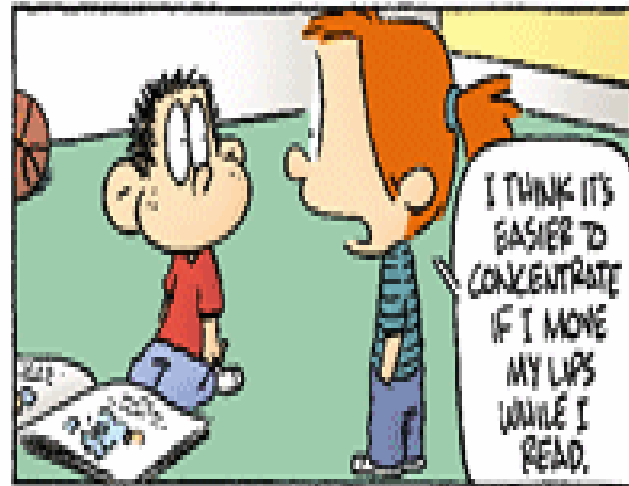


*Summer 2010
Great Teachers and Leaders*

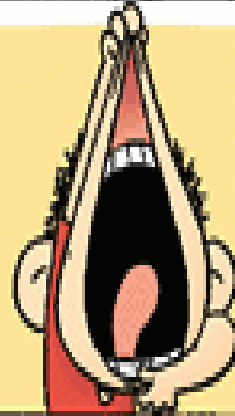


Differentiated Instruction





©2007, 2011 Rick Kirkman and Jerry Scott. All rights reserved. www.dinotopia.com



How familiar are you with differentiated instruction?

- 1) I am very familiar (green dot)
- 2) I am somewhat familiar (yellow dot)
- 3) I unfamiliar (red dot)

Agenda

- Define DI
- Three elements that teachers can differentiate
- Three important student characteristics
- Key principles of a differentiated classroom
- Do's and Don'ts
- Differentiated activity (comparing a traditional classroom with an instructionally differentiated classroom)

Differentiated Instruction

DI suggests that teachers concentrate on two factors:

The nature of the student

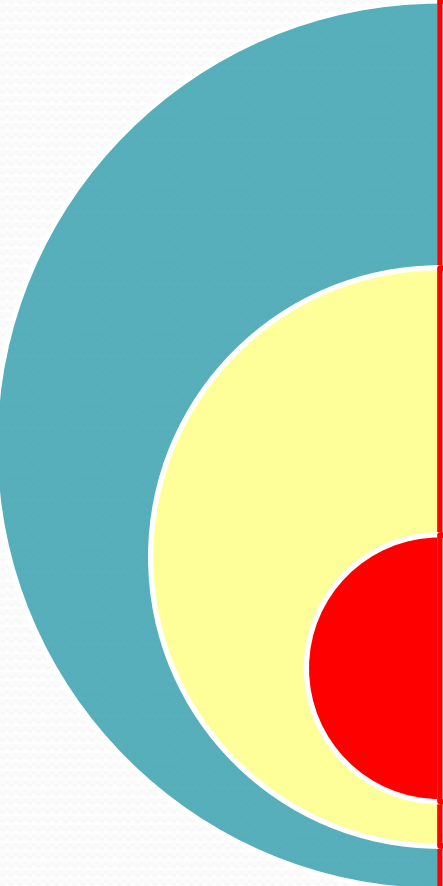
The essential meaning of the curriculum

Differentiated Instruction

If, as teachers, we increase our understanding of *who* we teach and *what* we teach, we are much more likely to be able to be flexible in *how* we teach.

(Tomlinson, 2003)

Three classroom elements that teachers can differentiate:



Content—What we teach and how we give students access to the information and ideas that matter.

Process—How students come to understand and “own” the knowledge, understanding, and skills essential to a topic.

Products—How a student demonstrates what he or she has come to know, understand, and be able to do as a result of a segment of study.

Three important student characteristics

Readiness:

The current knowledge, understanding, and skill level a student has related to a particular sequence of learning.

Interest:

What a student enjoys learning about, thinking about, and doing. Interest is a great motivator.

Learning profile:

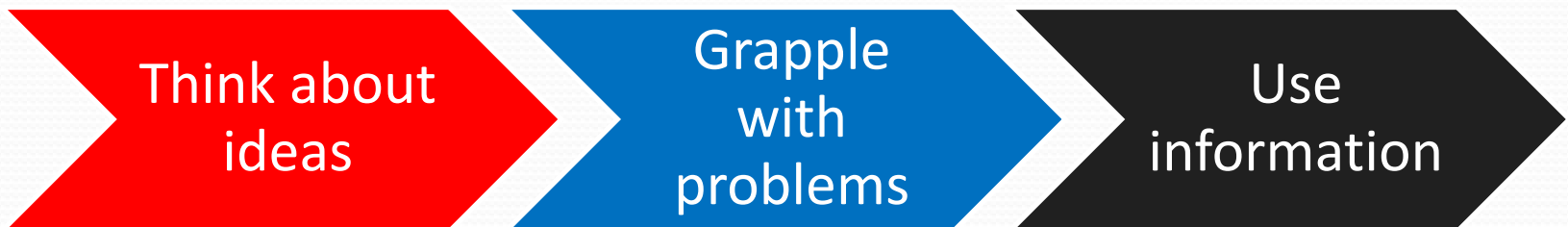
A student's preferred mode of learning.

Differentiating Content

- What are ALL the ways I can help my students gain access to the new knowledge?
- Some questions to ask yourself when differentiating content:
 - What matters most here?
 - What is this subject really about?
 - What will be of enduring value to my students?

Differentiating Process

- Process is when students begin **making meaning**.
- Process is often used as a synonym for “**activities**”.
- Requires the student to:



Differentiating Product

- Product is a major or culminating demonstration of student learning.
- If student shows the teacher that he/she has come to understand the non-negotiables of the unit, *how* he/she does so may be OPEN.

Key Principles of a Differentiated Classroom

- The teacher is clear about what matters in subject matter.
- The teacher understands, appreciates, and builds upon student differences.
- Assessment and instruction are inseparable.
- The teacher adjusts content, process, and product in response to student readiness, interests, and learning profile.

Key Principles of a Differentiated Classroom

All students participate in respectful work.

Students and teachers are collaborators in learning.

Goals of a differentiated classroom are maximum growth and individual success.

Flexibility is the hallmark of a differentiated classroom.

Tomlinson, 1999

PHILOSOPHY 101

OOPS...

PLATO

PLATO

PLATO

PLAY-DOUGH

PLATO

PLATO

MARK
FAR

Designing respectful activities

- Give some students more work and others less. **DON'T**
- Give students different work that matches their readiness, interests, and learning profiles. **DO**
- Dictate what some students do and allow other to make choice. **DON'T**
- Provide choice to all students whenever possible – humans respond well to choice. **DO**



Designing respectful activities

- Make some versions of an activity fun and engaging while other versions are dull and boring. DON'T
- Put yourself in the shoes of the students to whom you will assign varied work, and try to design each task so that it is highly interesting, engaging, and appropriately challenging. DO

Designing respectful activities

- “Dumb down” some versions of a task for struggling learners. DON'T
- Make sure all versions of the work lead to the same know, understand, and do goals. Be especially careful that all versions of the work require students to work with the big ideas of the unit. All students should be expected to work at the highest levels possible. DO

Designing respectful activities

- Expect advanced students to work and learn on their own. DON'T
- Provide appropriate scaffolding for all students, regardless of their readiness level. In other words, if you are asking advanced students to stretch, they will need support, just as struggling learners need support to work on tasks that are a bit too difficult. DO

Designing respectful activities

- Differentiate by asking advanced students to be tutors for those who struggle. DON'T
- Provide all students with opportunities to help and support others. Be sure that advanced students also get opportunities to stretch. DO

Designing respectful activities

- Assume you know everything there is to know about a student's interests, learning profile, and readiness. DON'T
- Engage in an ongoing dialogue with students about their perceived needs. Use your best judgment, but supplement the information you have with information that only the student (and/or his or her parent) can offer.
DO

Designing Respectful Activities

- Automatically put English as a second language (ESL) or special education students in the “struggling” group or automatically put identified gifted students in the “advanced” group. DON'T
- Remember that strong interest in a topic or a high degree of match between teaching and learning style can propel a student who normally struggles to a higher level of readiness. Conversely, lack of interest, matched with learning style, or proper experience can mean an advanced student belongs in a lower readiness group for a specific learning experience. DO

So Just What Is Differentiation?

“What we call differentiation is NOT a recipe for teaching. It is not an instructional strategy. It is not what a teacher does when he or she has time. It is a way of thinking about teaching and learning. It is a **philosophy**.”

-Carol Tomlinson, 2000

Let's Differentiate!



A Traditional Classroom Compared With An Instructionally Differentiated Classroom

Traditional

Differentiated

- | | | |
|---|---|---|
| 1. Student differences are masked or acted upon when problematic. | → | Student differences are studied as a basis planning. |
| 2. Texts, curriculum guides drive instruction. | → | Students interest, abilities, backgrounds, learning styles, shape curriculum. |
| 3. Pre-assessments are rare. | → | Pre-assessment is typical and guides learning options. |
| 4. A single text prevails. | → | Multiple learning materials are provided. |

Traditional

5. Whole class instruction is typical.



6. Single option classes predominate.



7. The teacher provides information.



8. Facts/information are focus of students' learning.



9. A single pace is standard.



Differentiated

Flexible use of many different small groups is typical.

Multi-option classes predominate.

The teacher helps students develop multiple ways of making sense of ideas.

Concepts and their connectiveness between personal experience and the discipline are focal.

Variable pacing is standard.

Traditional

Differentiated

10. Single (“Correct”) views/interpretations are promoted.



Multiple perspectives on ideas, events are sought.

11. Traditional “cooperative learning” may be key tool.



Cooperative learning is one of many key tools.

12. Teacher provides whole class standards which are used for assessment.



Students have a voice in establishing standards which are used for assessment.

13. A single “grading” standard is used.



Students are evaluated in multiple ways, with emphasis on personal growth.

14. A single definition of “excellence” exists.



Excellence is defined by individual effort related to capacity.

Traditional

15. Preparation for the future is a rationale for learning/teaching.



Differentiated

Personal reference is a rationale for learning/teaching.

16. Relatively narrower emphasis on intelligences is likely.



Focus on multiple expressions of intelligences is likely.

17. Fewer learning style options are likely.



Relatively larger variety of learning style options.

Session Wrap Up

3 List three things you learned during this session:

2 List two strategies you will implement in your classroom next school year:

1 Write one question you still have:



Home Learning

- T-Chart
- How do I organize and manage the learning environment for Differentiated Instruction?



Organization	Management

References

Foorman, B. & Torgesen, J.K. (2001), Critical elements of classroom and small-group instruction to promote reading success in all children. *Learning Disabilities Research and Practice*, 16.

Just Read, Florida! K-3 Intervention Academy, 2008.

Kame'enui, E. J., & Simmons, D. C. (1990). *Designing instructional strategies: The prevention of academic learning problems*. Columbus, OH: Merrill.

Miami-Dade County Public Schools, CRRP, 2010-2011.

Progress Monitoring and Reporting Network www.pmrn.fcrr.org

Tomlinson, C. (2000, August). Differentiation of Instruction in the Elementary Grades. ERIC Digest EDO-PS-00-7.