



## 2022-23 Buffalo Public Schools Grades K-4 Reading Progress Monitoring Schedule

	M	T	W	T	F			
Sep 2022				1	2			
	5	6	7	8	9			
	12	13	14	15	16			BOY
	19	20	21	22	23			BOY
	26	27	28	29	30			BOY
Oct 2022	3	4	5	6	7			
	10	11	12	13	14			
	17	18	19	20	21			
	24	25	26	27	28			
	31	1	2	3	4			
Nov 2022	7	8	9	10	11			
	14	15	16	17	18			
	21	22	23	24	25			
	28	29	30	1	2			
Dec 2022	5	6	7	8	9			
	12	13	14	15	16			
	19	20	21	22	23			
	26	27	28	29	30			
Jan 2023	2	3	4	5	6			MOY
	9	10	11	12	13			MOY
	16	17	18	19	20			MOY
	23	24	25	26	27			MOY
	30	31	1	2	3			
Feb 2023	6	7	8	9	10			
	13	14	15	16	17			
	20	21	22	23	24			
	27	28	1	2	3			
Mar 2023	6	7	8	9	10			
	13	14	15	16	17			
	20	21	22	23	24			
	27	28	29	30	31			
Apr 2023	3	4	5	6	7			
	10	11	12	13	14			
	13	14	15	15	17			
	17	18	19	20	21			
	24	25	26	27	28			
May 2023	1	2	3	4	5			
	8	9	10	11	12			EOY
	15	16	17	18	19			EOY
	22	23	24	25	26			EOY
	29	30	31	1	2			EOY
Jun 2023	5	6	7	8	9			
	12	13	14	15	16			
	19	20	21	22	23			

*Effective progress-monitoring measures are short, easily administered, fluency-based probes in deficit areas of reading. DIBELS 8 probes measure students' goals by comparing expected and actual rates of learning. Teaching is adjusted as needed. Thus, the student's progression of achievement is monitored, and instructional techniques are adjusted to meet the individual student's learning needs.*

**Benchmark BOY DIBELS should not begin until after testing teams or classroom teachers have been "normed" by the building literacy coach.**

### Benchmark (Tier I) Monitoring Window

Assess all students within the benchmark windows (BOY, MOY & EOY). Meet with your grade level team immediately following the benchmarking window to determine the health of your core program. Progress monitor monthly. ■

### Strategic (Tier II) Monitoring Window

Students in the strategic range should be progress monitored **every other week**. ■

### Intensive (Tier III) Monitoring Window

Students in the intensive range should be progress monitored **every other week**. Remember to use probes that are appropriate for the current reading level of the student and match the intervention. ■