

LIFT PROGRESS MONITORING

Teacher Guide to Progress Monitoring

How to measure, record, and respond to student data — lesson by lesson

This guide explains how to use the LIFT Progress Monitoring spreadsheet to track student progress, interpret scores, and make instructional decisions. Each measure is built into the lesson — no separate testing time required.

1 Teach Deliver the lesson as planned.	2 Measure Use built-in checkpoints in Steps 2, 5, 6, and 7.	3 Record Both students <i>and</i> teachers enter data.	4 Adapt Use the thresholds in this guide to decide next steps.
--	---	--	--

Measure	On Track	Approaching	Below Threshold
Irregular Word Reading	14–16	12–13	< 12
Regular Word Reading	14–16	12–13	< 12
Dictation	5–6	4	< 4
Comprehension	2/2	1/2	0/2
WCPM	> 149	100–149	< 100
Prosody	2	1	0
Query	2	1	0
Written Response	7–8	5–6	0–4

DECODING PATHWAY

Irregular Word Reading · Regular Word Reading · Dictation · Comprehension

Irregular Word Reading

WHEN & WHERE

Step 2: Irregular Word Practice · Step 7b: Dictation · Scored out of 16

What it measures

Evaluates the automatic recognition of words that do not follow standard phonics patterns. Assesses word recognition skills and automaticity — the student's ability to identify high-frequency and sight words without relying solely on decoding. Because these words don't follow predictable patterns, which words a student misses matters as much as the score itself.

How to measure

- During Step 2, listen to students read from the grid. Note any words read inaccurately.
- In their workbooks, have students highlight the words they read correctly.
- Record the number out of 16 in the Irregular Word Reading column for that lesson.
- Record any words missed more than once in the Review Words column.
- After Step 7b (Dictation), record any irregular words spelled incorrectly in Review Words.

Score	What it means	What to do
14–16 / 16	Student reads with accuracy and automaticity.	Proceed with the next lesson.
12–13 / 16	Student is close — a few gaps remain.	Proceed, but use corrective feedback during Step 2. Weave review words into Steps 1 and 2 in the next lesson.
< 12 / 16	Student needs targeted support.	Add review words to a word bank. Encourage review before the next lesson. Weave into Steps 1 and 2. After 3 lessons, examine trends and re-teach as needed.

Regular Word Reading

WHEN & WHERE

Step 5: Regular Word Practice · Step 7b: Dictation · Scored out of 16

What it measures

Measures decoding proficiency by assessing the student's ability to apply grapheme-phoneme correspondence, use flexible syllabication and blending skills, and apply knowledge of syllable types. Evaluates how accurately and automatically students read words that follow taught phonics patterns.

How to measure

- During Step 5, listen to students read from the grid. Note words read inaccurately.
- In their workbooks, students highlight the words they read correctly.
- Record the number out of 16 in the Regular Word Reading column for that lesson.
- Record missed words in the Review Words column. Look for phonics patterns in those words.
- After Step 7b (Dictation), record any regular words spelled incorrectly in Review Words.

Score	What it means	What to do
14–16 / 16	Student decodes accurately and automatically.	Proceed with the next lesson.
12–13 / 16	Student has pattern-specific gaps.	Identify phonics patterns in missed words. Proceed, but use corrective feedback during Steps 3, 4, and 5.
< 12 / 16	Student needs re-teaching of phonics patterns.	Look for patterns in the Review Words. Re-teach Step 3 as needed. Use the "Whiteboard Work and Additional Scaffolds" section in the Educator Manual.

Dictation

WHEN & WHERE

Step 7b: Dictation · Scored out of 6 words

What it measures

Assesses encoding abilities and orthographic memory. Evaluates a student's capacity to apply phonics knowledge and syllable strategies to written expression, covering both regular phonics patterns and irregular high-frequency words.

How to measure

- When students self-correct, have them use a different color pen so corrections are visible.
- Collect student workbooks at the end of the lesson.
- Count only the 6 irregular and regular words (not the sentence) for scoring.
- Record the score out of 6 in the Dictation column for that lesson.
- Note misspelled words in the Review Words column and look for phonics patterns.

Score	What it means	What to do
5-6 / 6	Student spells accurately without corrective feedback.	Proceed with the next lesson.
4 / 6	Student has isolated spelling gaps.	Proceed, but look for phonics patterns in the misspelled words. Support students in marking syllable types (see Syllable Types poster in the LIFT Educator Resource Hub).
< 4 / 6	Student needs support with phonics patterns in writing.	Use the "Whiteboard Work and Additional Scaffolds" section in the Educator Manual to support students with color-coding patterns and syllable types on the whiteboard.

Comprehension

WHEN & WHERE

upLIFT+ Extension Activities · Assessed cumulatively after each unit · Scored out of 2 per skill

What it measures

Evaluates the student's ability to understand and analyze core texts based on grade-level standards. Key skills include identifying themes, summarizing, citing evidence, and understanding point of view.

How to measure

- Assess cumulatively after every unit of decoding lessons (one unit = one decodable chapter book).
- Each written response is worth 2 points (see rubric) and should be itemized by skill on the spreadsheet.
- Record each skill score (Development of Point of View, Compare/Contrast Points of View, Summarizing) separately in the Comprehension Check columns.

Score	What it means	What to do
2 / 2	MC questions correct; written response shows clear understanding of events and the target skill.	Proceed with the next lesson.
1 / 2	One of two questions answered correctly based on events and inferences.	Ask follow-up questions and support the student in finding appropriate evidence from the text (selective re-reading). Then proceed.
0 / 2	Student demonstrates little to no understanding of the book's events.	Re-read the text or an excerpt aloud while the student follows. Model fluent reading. Pause every two pages to re-tell. Then have the student answer the questions again.

FLUENCY PATHWAY

WCPM · Prosody · Query · Written Response

Fluency: WCPM (Words Correct Per Minute)

WHEN & WHERE

Step 6: Text Reading · Scored in words correct per minute

What it measures

WCPM measures oral reading fluency — how many words a student reads aloud accurately within one minute. It captures two things simultaneously: accuracy (only correct words count; mispronunciations, substitutions, and omissions are excluded) and rate (the speed at which accurate reading occurs). Together, these measure automaticity: the degree to which word recognition has become fast and effortless.

How to measure

- Circulate and time students for one minute as they read the fluency passage in the Fluency Student Workbook.
- Note all errors (mispronunciations, substitutions, omissions).
- When the timer goes off, students mark the last word they read.
- Have students record the total number of words read. Subtract errors from the total.
- Record the WCPM score in both the student workbook and the spreadsheet.

Score	What it means	What to do
> 149 WCPM	Student meets grade-level fluency benchmarks (Hasbrouck & Tindal Norms).	Proceed with the next lesson.
100–149 WCPM	Student is approaching grade-level fluency.	Proceed, but model fluent reading with appropriate pacing.
< 100 WCPM	Student needs fluency support.	If more than 10 errors: do Step 3 (Vocabulary/Story Word Reading Practice). If fewer than 10 errors: do Step 4 (Phrase-Cued Text), focusing on reading rate.

Fluency: Prosody

WHEN & WHERE

Step 6: Text Reading · Scored out of 2

What it measures

Assesses the quality of oral reading through expression, rhythm, and phrasing. Prosody reflects the student's deeper understanding and interpretation of the text, going beyond speed and accuracy.

How to measure

- While tracking WCPM, simultaneously listen for the student's expression, rhythm, and phrasing.
- Score out of 2 using the prosody rubric.
- Record in the spreadsheet alongside WCPM for that lesson.

Score	What it means	What to do
2 / 2	Student reads with expression and pauses appropriately for punctuation.	Proceed with the next lesson.
1 / 2	Student reads with minimal expression or does not pause for punctuation.	Proceed, but model fluent reading with appropriate phrasing and intonation.
0 / 2	Student reads with little to no expression and ignores punctuation.	Proceed, but prioritize Step 4 (Phrase-Cued Text).

Query

WHEN & WHERE

Step 7: Written / Oral Response · Scored out of 2

What it measures

The query is a focused comprehension prompt delivered before and after reading to assess the student's ability to read with purpose and derive meaningful insights from the text.

How to measure

- During the discussion after text reading, assess the student's ability to answer the query using evidence from the text.
- Use the rubric to score out of 2.
- If the written response does not produce a clear answer, ask the query directly — this separates comprehension from writing ability.

Score	What it means	What to do
2 / 2	Response demonstrates clear understanding of the passage and the target skill.	Proceed with the next lesson.
1 / 2	Answer is mostly correct but lacks text evidence.	Ask follow-up questions to draw out evidence. Then proceed.
0 / 2	Student demonstrates little to no understanding of the passage.	Re-read the passage together. Model comprehension. Ask the query again before moving on.

Written Response

WHEN & WHERE

Step 7: Written / Oral Response · Proofreading checklist · Scored out of 8

What it measures

Evaluates the student's ability to respond to reading through writing. Assesses comprehension, use of textual evidence, and mastery of writing conventions — independently of basic encoding skills.

How to measure

- Use the proofreading checklist in the Fluency Student Workbook to assess the student's written response.
- Each item on the checklist is worth one point (8 points total).
- Record the score in the Written Response column of the spreadsheet.

Score	What it means	What to do
7–8 / 8	Most checklist items are met; writing conventions are strong.	Proceed to the next lesson, emphasizing the student's strengths.
5–6 / 8	Several checklist items are missing; pattern of errors emerging.	Proceed, but note trends in writing errors over time. Teach explicit mini-lessons on the skills students struggle with. Communicate with the ELA teacher.
0–4 / 8	Writing conventions need significant support.	Re-teach writing conventions. Consider using scaffolded response frames. Continue to track trends and communicate with the ELA teacher.