LPC Booklet

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Lesson Progress Charts (LPCs)
Rationale and Directions

Who uses LPCs?

- Project Directors
- Implementation Managers
- Principals
- Coordinators
- Coaches
- Teachers and Assistants

Why use LPCs?

*Project Directors, Implementation Managers, Principals, Coordinators, and Coaches:*
- to analyze the overall status of an implementation
- to continuously monitor mastery and lesson progress
- to determine areas that require change, and to identify solutions

*Teachers and Assistants:*
- to summarize and report lesson gains, mastery tests, and results
- to communicate questions or comments to building and NIFDI personnel
LPCs—Overview

Teachers in NIFDI implementations collect three major forms of data on all students: Lesson Progress, In-program Tests, and Independent Work. The first of these is recorded on Lesson Progress Charts that are maintained by classroom teachers and instructional assistants.

Lesson Progress Charts are completed weekly, submitted to DI building coordinators, duplicated, and sent to NIFDI project directors and implementation managers prior to weekly conference calls. Lesson Progress Charts summarize the majority of what is discussed during a conference call.

By referring to a single Lesson Progress Chart, conference call participants can glean a great deal of information about the instruction, testing, and mastery that has (or has not) occurred in a classroom. Lesson Progress Charts also report group compositions, specific DI programs in use, exercises that presented problems for students, and comments from the teacher.

Current Lesson Progress charts are usually kept in a binder, on a bulletin board, or in another prearranged location, and are updated by teachers on a daily basis. That way, district or NIFDI personnel making a classroom visit can gain an overall instructional picture without interrupting teaching.

LPCs — Teacher Directions

I. Setting up the form:
(This information stays the same most weeks and changes only with occasional adjustments in program, level, or group composition. To save time, many teachers find it helpful to set up the form and make several copies.)

1. Write your name, school name, and coach’s name in the blanks at the top of the form (During Year 1, the building coordinator is your coach until you receive a peer coach).

2. Under “Grade” write the grade levels of students in each group. If students represent more than one grade level, split the box and indicate all grades. (Ex: 4/5 or K/1/2)

3. Under “# in group” write the number of students in each group. If students represent more than one grade level, split the box and indicate how many are from each grade. (Ex: 4/7 — rather than 11 total)

4. Under “Subject / Level” write the names (or abbreviations) and levels of the DI programs you teach for each group. (Ex: RM II, Spelling Mastery A, CMC D, R&W C, Exp.Wr. 1) If applicable, also write each group’s name. (Ex: Purple People Eaters, Triangles, Sharks)

5. Under “Performance Level (H, M, L)” label your groups high, medium, or low by writing H, M, or L. If you are in a site that groups students within classrooms, these indicate levels within your own class only, not levels relative to the rest of your grade or other groups being taught the same program elsewhere. If you are in a site that groups across classrooms and/or across grades, these labels are relative to all students with a grade level.
II. Completing the form for today and this week:

1. At the top of the form, write the start and end date of the week represented by this LPC.

2. Under “M, T, W, T, F” write the lesson number taught to each group each day. Where applicable, include both a.m. and p.m. lesson numbers. If a partial lesson was completed, write the number of the last exercise taught (e.g., 115 task 7 or 115 T7). If a lesson was repeated, write “R” next to the lesson number (e.g., 45R).

3. Under “# of lessons taught / # of school days” indicate the total number of lessons completed for the week over the number of instructional days that were available to the group that week. (A normal week will have 5 instructional days. Snow days, professional development days, and other days when students are not in school may reduce the number to 4 or even fewer.) Do not count repeated lessons toward the total number of lessons completed for the week.

4. Under “Test or √ out” write the number of the mastery test and/or checkout given to any group. (Ex. 1: A RM I group completed L. #125. Write MT 24, CO 10 to indicate that mastery test 24 and checkout 10 were given. Ex. 2: A CMC B group completed L. #90. Write T9 and Cum. Test 3 to indicate that the test at L. #90 and the cumulative test for L. #1—90 was given.)

5. Under “# of students passing (A)” write the number of students who passed the test and/or checkout on the first try over the number of students in the group.

6. Under “List names of students absent (B)” write the names of students who were not present for the test.

7. In the next column, write the following information after any student fails a mastery test or checkout:
   - “List names of students not passing (C)” Write the names of students who did not pass and therefore require retests.
   - “List type of items missed” List the specific items students missed (like sounds a, d, g in RM I) or a brief description of the problem exercises (like rhyming, division word problems, spelling with ou/ow). Note: In the case of widely distributed errors on language and math tests, simply write “see STS form.”
   - “If √ out, write time/errors” Report failed checkout results by writing only the names of students who did not pass, and their rates and errors. (Ex.: On a checkout with criteria of 2 minutes and 4 errors, write “Erin: 2:44/7, Juana: 3:05/0, Mike: 2:35/4.”)

Note: The total of A, B, and C, (the number of students who passed, were absent, and did not pass) should equal the “# in group” for that row.

8. Next to “Comments” write any other information relevant to student performance or lesson progress. You might use this area to report results of an intervention that was tried, identify a problem for or ask a question of the project director or implementation manager, clarify test results, or indicate additions or other changes in group composition.
## Lesson Progress Chart (LPC)

**Teacher:** J. Davis  
**School:** Jefferson Elementary  
**Start Date:** 1/18/13  
**End Date:** 1/22/13  
**Coach's Name:** K. James

### Lesson Progress

<table>
<thead>
<tr>
<th>Group</th>
<th>Grade</th>
<th># in Group</th>
<th>Subject Level</th>
<th>Performance Level (H, M, L)</th>
<th>M a.m.</th>
<th>M p.m.</th>
<th>T a.m.</th>
<th>T p.m.</th>
<th>W a.m.</th>
<th>W p.m.</th>
<th>T a.m.</th>
<th>T p.m.</th>
<th>F a.m.</th>
<th>F p.m.</th>
<th># lessons taught</th>
<th># of school days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lions</td>
<td>3</td>
<td>6</td>
<td>RMSE 1 L</td>
<td>a.m. 70 71 x9 72 73 74</td>
<td>5/1</td>
<td>14</td>
<td>10/1</td>
<td>10</td>
<td>3/5</td>
<td>5/7</td>
<td>6/10</td>
<td>10/1</td>
<td>3/5</td>
<td>5/7</td>
<td>6/10</td>
<td>10/1</td>
</tr>
<tr>
<td>Red</td>
<td>2/3</td>
<td>3/4</td>
<td>RMSE 1 L</td>
<td>a.m. 71 x10 72 x7 73 74 76</td>
<td>6/15</td>
<td>15</td>
<td>5/7</td>
<td>7</td>
<td>10/15</td>
<td>5/7</td>
<td>6/10</td>
<td>10/1</td>
<td>3/5</td>
<td>5/7</td>
<td>6/10</td>
<td>10/1</td>
</tr>
<tr>
<td>Wolves</td>
<td>3</td>
<td>22</td>
<td>CMC C L</td>
<td>a.m. 28 29 30 MT x3 76</td>
<td>3/5</td>
<td>19/22</td>
<td>Sadie</td>
<td>Matt</td>
<td>Taylor</td>
<td>M 3</td>
<td>19/22</td>
<td>Sadie</td>
<td>Dominic</td>
<td>2:40/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hogs</td>
<td>3</td>
<td>13</td>
<td>Lang L</td>
<td>a.m. 16 17 18 19 20 21 22</td>
<td>6/15</td>
<td>10/15</td>
<td>10/15</td>
<td>10/15</td>
<td>6/15</td>
<td>10/15</td>
<td>10/15</td>
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<td>10/15</td>
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<td>10/15</td>
</tr>
</tbody>
</table>

### Mastery Test or Checkout Summary

<table>
<thead>
<tr>
<th>List names of students not passing (A)</th>
<th>List names of students missed (B)</th>
<th>List type of items missed (C)</th>
<th>If √ out, write time/errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sadie</td>
<td>Matt</td>
<td>2:40/4</td>
<td></td>
</tr>
</tbody>
</table>

### Comments

Sadie was tested on Friday. She passed VOUT #15: MT 3 in math. Matt failed 2nd VOUT attempt. Taylor: Dominic -> still remediating.

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Lesson Progress Chart (LPC)

Teacher: Sarah P.  
School: Washington  
Start Date: Jan 17  
End Date: Jan 21

<table>
<thead>
<tr>
<th>Grade</th>
<th># in group</th>
<th>Subject/Level</th>
<th>Performance Level (H, M, L)</th>
<th>AM</th>
<th>PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/8</td>
<td>B2</td>
<td>Dec</td>
<td>X X 57 58 59 3/4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/8</td>
<td>B1</td>
<td>Comp</td>
<td>a.m. X X MT4 Review 18 FG4 MT 4 3/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>p.m. X X 16/17 Review 19/20 Retake MT4 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mastery Test or Checkout Summary

- Dylan: 3, 5, 7, 10, 11 analogies
- Rachel: 3, 4, 8, 10, 11, 12 parts of speech
- Lindsay: 3, 8, 10, 11, 12 nouns
- Erica H: 4, 7, 9, 10, 12 adjectives
- Justin: 3, 4, 8, 11
- Levi: 7, 8, 11, 12
- Stephen: 8, 10, 11, 12
- John: 8, 10, 11
- Anthony: 8, 10, 11

No School: Right after so many failed MT 4, we started reviewing.

Field Trip: Failed MT 4, we started reviewing.

Comments: Decoding is going well. Comprehension is a real frustration. We reviewed 16-20. Many students still not ready to proceed in a few more. What should I do?

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## Lesson Progress Chart (LPC)

**Teacher**: Mrs. Evensen  
**School**: Clear Bluff Elementary  
**Start Date**: April 15, 2013  
**End Date**: April 19, 2013  
**Coach's Name**: Mrs. Ranger

### Lesson Progress

<table>
<thead>
<tr>
<th>Group</th>
<th>Grade</th>
<th># in Group</th>
<th>Subject/Level</th>
<th>Performance Level (H, M, L)</th>
<th># lessons taught</th>
<th>Test or checkout summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rice</td>
<td>1st</td>
<td>9</td>
<td>RMSE K L</td>
<td>a.m. 67 68 69 70 MT13</td>
<td>5/15 MT13 8/9</td>
<td></td>
</tr>
<tr>
<td>North Carolina</td>
<td>1st</td>
<td>9</td>
<td>RMSE K L</td>
<td>a.m. 132 133 134 135 COB MT29</td>
<td>5/15 COB 7/19 MT29 9/9</td>
<td></td>
</tr>
<tr>
<td>Baylor</td>
<td>1st 2nd</td>
<td>7</td>
<td>RMSE K L</td>
<td>a.m. 147 148 149 150 MT29</td>
<td>5/15 CD 11 8/18 MT29 7/18</td>
<td></td>
</tr>
<tr>
<td>Ball State</td>
<td>1st</td>
<td>6</td>
<td>RMSE I M</td>
<td>a.m. 155 156 157 158 MT30</td>
<td>3/4 CD 12 5/10 MT30 5/10</td>
<td></td>
</tr>
<tr>
<td>Florida</td>
<td>1st</td>
<td>12</td>
<td>RMSE I H</td>
<td>a.m. 81 82 83 84 MT40</td>
<td>4/4 CD 10 12/12</td>
<td></td>
</tr>
<tr>
<td>USC</td>
<td>1st 2nd</td>
<td>9</td>
<td>RMSE I H</td>
<td>a.m. 81 82 83 84 MT40</td>
<td>3/4 CD 10 13/13</td>
<td></td>
</tr>
</tbody>
</table>

### Mastery Test or Checkout Summary

<table>
<thead>
<tr>
<th>Test days</th>
<th># of students passing (A)</th>
<th>List names of students not passing (B)</th>
<th>List names of items missed</th>
<th>List type of items missed</th>
<th>If ¦out, write time/errors</th>
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### Comments:

North Carolina will be moved back to 1.21 on 4/21 upon IMS's request. Giving extra individual turns to Serben and Florence. Extra individual turns and intervention to Lisa from Ball State. Will test Angelica on Monday. Alma passed MT30 on retest.

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## Lesson Progress Chart (LPC)

**Teacher**  
__________________________________________

**School**  
__________________________________________

**Start Date**  
__________________________

**End Date**  
__________________________

**Coach’s Name**  
__________________________

### Lesson Progress

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<th>Grade</th>
<th># in Group</th>
<th>Subject/L</th>
<th>Performance Level (H, M, L)</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th># lessons taught</th>
<th># of school days</th>
<th>Test or √out</th>
<th># of students passing</th>
<th>List names of students passing (A)</th>
<th>List names of students not passing (B)</th>
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### Mastery Test or Checkout Summary

- # of students passing
- List names of students passing
- List names of students not passing
- List type of items missed
- If √ out, write time/errors

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**Comments:**  
__________________________________________

__________________________________________

__________________________________________

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