



National Institute
for Direct Instruction

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



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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.



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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

Start Date

1/18/13

End Date

1/22/13

School

Jefferson Elementary

Coach's Name

K. James

Lesson Progress

Mastery Test or Checkout Summary

Group	Grade	# in Group	Subject/Level	Performance Level (H, M, L)		M	T	W	T	F	# lessons taught / # of school days	Test or √ out	# of students passing (A)	List names of students absent (B)	List names of students not passing (C)	List type of items missed	If √ out, write time/errors
Lions	3	6	RMSE 1	L		70	71 _{x2}	72	73	74	5/5	√ out 14	6/6				
						60/4	71	73 _{x2}	74 _{x10}	75 _{x9}							
Red Tails	2/3	3/4	RMSE 1	L		71 _{x10}	72 _{x7}	73	74	76	6/5	√ out 15	5/7	Sadie	Matt		2:40/4
						71	72	74 _{x10}	75	77 _{x3}							
Wolves	3	22	CMC C	L		28 _{20x2}	29	30	MT 3	rem.	3/5	MT 3	19/22	Sadie	Taylor	timed facts - small numbers of 2x10 ↓	
Ground Hogs	3	13	Lang. 1	L							6/5						
						63	64	66	67	68							
						64x5	65	66	68x6	69x5							

Comments: Sadie was tested on Friday. She passed √ out #15; MT 3 in math. Matt failed 2nd √ out attempt. Taylor; Dominic → still remediating.

Lesson Progress Chart (LPC)

Teacher Sarah P. Start Date Jan. 17 End Date Jan. 21
 School Washington Coach's Name _____

Lesson Progress

Mastery Test or Checkout Summary

Grade	# in group	Subject/ Level	Performance Level (H, M, L)	M	T	W	T	F	# lessons taught / # of school days	Test or ✓ out	# of students passing (A)	List names of students absent (B)	List names of students not passing (C)	List type of items missed	If ✓ out, write time/errors
7/8	8/16	Dec B2		X	X	57	58	59	3/4						
7/8	8/16	Comp B1		X	X	MT4 Review 16/17	Review 18	FG4 Retake 19/20 MT4	0/4 Review	MT 4	3/14	2 Lauren AJ	Dylan Rachel Lindsay Erica H.	3, 5, 7, 10, 11 3, 4, 8, 10, 11 3, 8, 10, 11, 12 4, 8, 9, 10, 11	analogies parts of speech (nouns, adj. verbs) body parts deductions
		No School		↑	↑	↑							Justin Levi Stephen John Anthony	3, 4, 8, 11 7, 8, 11, 12 8, 10, 11, 12 8, 11, 12 8, 10, 11	
		Field Trip													
															Retest on the retest, everybody passed
															deductions, only one person missed a body part. Majority of errors were analogies and parts of speech.

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

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											Mastery Test or Checkout Summary					
Group	Grade	# in Group	Subject/Level	Performance Level (H, M, L)	4-15	4-16	4-17	4-18	4-19	# lessons taught / # of school days	Test or √/out	# of students passing (A)	List names of students absent (B)	List names of students not passing (C)	List type of items missed	If √/out, write time/errors
					M	T	W	T	F							
Rice	1 st	9	RMSE K	L	a.m. √ 67	68	69	70	MT13 71	5/5	MT13	8/9	Angelica			
North Carolina	1 st	9	RMSE K	L	a.m. √ 132	133 x 10	133 134	135	COB MT26 136	5/5	COB MT29	7/9 9/9		Serben Florence		3:51/3 3:35/2
Baylor	1 st 2 nd	7 1	RmSE K	L	a.m. √ 147	148	149	150	CO11 MT29 151	5/5	CO11 MT29	8/8 7/8		soraya		said broom for room
Ball State	1 st	6	RMSE I	M	a.m. CO12 MT30				T	3/4	CO12 MT30	5/6 5/6		Lisa Alma		2:40/3 said could for cloud
Florida	1 st	12	RMSE I	H	a.m.					4/4	CO16	12/12				
USC	1 st 2 nd	9 4	RMSE I	H	a.m.					3/4	CO16	13/13				
					p.m. √ 81	82	82R	83	Half Day							

Comments: North Carolina will be moved back to 121 on 4/21 upon IMs 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 MT 30 on retest.

Lesson Progress Chart (LPC)

Teacher _____ Start Date _____ End Date _____

School _____ Coach's Name _____

Lesson Progress

Mastery Test or Checkout Summary

Group	Grade	# in Group	Subject/Level	Performance Level (H, M, L)	M	T	W	T	F	# lessons taught / # of school days	Test or ✓/out	# of students passing (A)	List names of students absent (B)	List names of students not passing (C)	List type of items missed	If ✓/out, write time/errors
				a.m.												
				p.m.												
				a.m.												
				p.m.												
				a.m.												
				p.m.												
				a.m.												
				p.m.												
				a.m.												
				p.m.												

Comments: _____
