

Bachelor / Masterproject	Bachelor & Master project
Titel masterproject:	Are they improving? Monitoring the progress of secondary-school students in reading and second-language development.
Onderwerp:	Leerproblemen
Probleemstelling:	Students with learning disabilities experience difficulties in reading, writing, and language learning into and throughout their secondary-school years. In basic areas such as reading, little teacher attention is devoted to improving student performance, perhaps in part because teachers are not clear whether improvements are even possible for students with learning disabilities. In language learning areas (e.g., English or Dutch as a second language), attention often is devoted to ensuring that students receive passing grades, with less attention devoted to how much students have learned. In recent years, research has led to the development of a progress monitoring system called Curriculum-Based Measurement (CBM) that can be used to track the learning of students with learning disabilities in areas such as reading and language learning. Although research supports the validity and reliability of CBM progress monitoring system for elementary-school students, little research has been done with secondary-school students. In addition, little research has focused on the effects of implementation of CBM on student learning, or on teachers' ability to understand and interpret the progress data being generated by CBM. The research described here will focus on the (1) the validity and reliability of CBM progress monitoring in reading and language development for secondary-school students; (2) the effects of CBM progress monitoring implementation on student achievement; (3) teachers' understanding and interpretation of CBM progress monitoring data; (4) factors affecting teachers' ability to implement and use progress monitoring data in their instructional decision making.
Theoretisch kader	Our research is grounded in a large body of literature on the development of Curriculum-Based Measurement (CBM), a progress monitoring system developed to be used by teachers and other school personnel to follow the learning of students with learning disabilities.
Onderzoeksvragen	Our research will be guided by the following research questions: <ol style="list-style-type: none"> 1. What is the validity and reliability of measures for monitoring progress in reading and second-language learning for secondary-school students? 2. Does implementation of CBM progress monitoring system lead to improved student performance? 3. How well do teachers' understanding and interpret progress-monitoring data? 4. Do teachers use progress monitoring data for instructional decision making? What factors influence teachers' use of progress monitoring data?
Onderzoeksdesign	The research design will vary with the specific question addressed, but will be quantitative and experimental in nature.
Data verzameling	Data will be collected primarily secondary schools.
Opmerking	<i>Instruction and discussion will be conducted in Dutch. Scriptie may be written in Dutch or English.</i> A maximum of ten students may participate in this project.
Begeleiding	A combination of group and individual supervision will occur, depending on the research question addressed.
Docent	Prof Dr. Christine Espin
Periode	October 2011 until July 2012

Beoordeling	By the 1 st begeleider after discussion with the 2 nd reader, and based on the formal criteria outlined in the guidebook.
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