

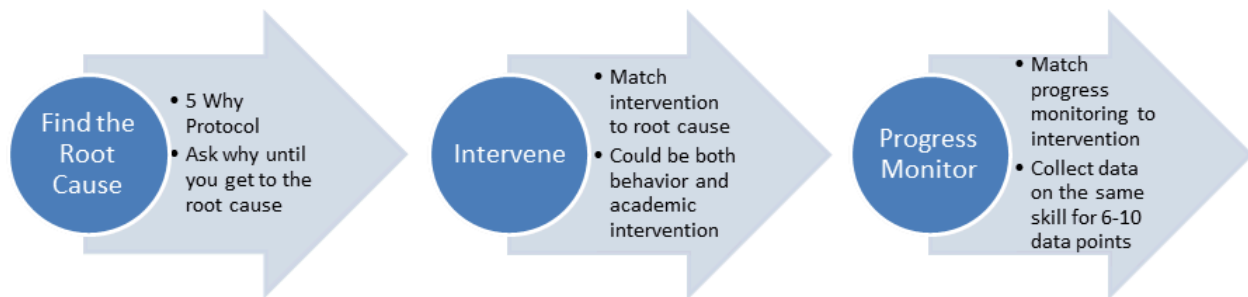
### What is progress monitoring and why is it important?

Progress monitoring assessments are quick probes that provide teachers with on-going information about students' response to intervention. The goal of these assessments is to provide teachers with data to answer two questions:

1. is she making progress towards a grade-level expectation or long-term goal?
2. is she making progress towards mastery of a targeted skill?

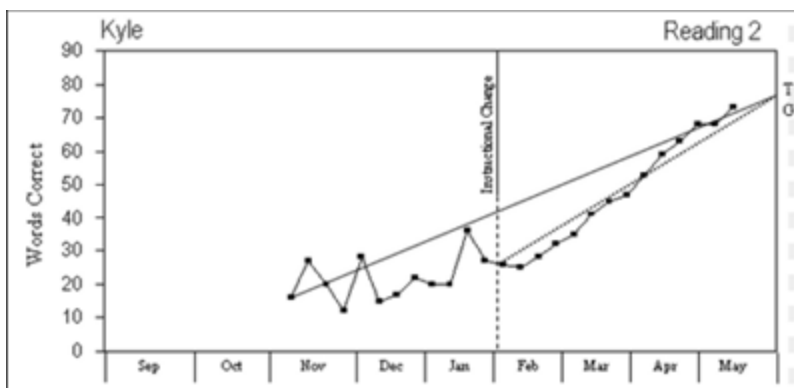
- Behavior:
  - Use [Alpine Achievement Progress Monitoring Tool](#) to graph behavioral goals
- Math:
  - [aimsweb](#) Math Computation (MCOMP) or Math Concepts and Applications (MCAP)
  - Galileo Quizzes
  - easyCBM.com
- Reading:
  - [aimsweb](#) Reading- Curriculum Based Measurement (oral reading fluency)
  - easyCBM.com
- Writing:
  - Error Analysis of Writing Samples
  - [aimsweb](#) CBM scored for correct writing sequence
  - 6 Trait Rubric: [Primary](#), [Intermediate](#)
- Create a simple data collection tool and have the students either graph or review their results regularly
  - [Excel Progress Monitoring Data Forms](#)
  - [Using the Progress Monitoring Feature in Alpine Achievement](#)
  - Use graph paper and do it the ol' fashioned way!
  - Remember if it is too hard to get the data into a usable format while you are teaching, just be sure to have it noted somewhere and then you can get it into the format you want later
    - [Jim Wright's RTI: Teacher-Friendly Methods for Tracking Student Progress: Packet 2](#)
    - [File Folder Data Collection Example](#)
    - [Clipboards: A Tool for Informal Assessment](#)- Teaching Channel Video
    - [The Formative Classroom](#)- video

For the students identified based on universal screening data, we put an intervention in place and then begin to monitor progress using AIMSweb. It is very important that we find a possible root cause and match the intervention to that root cause/specific skill deficit. Our progress monitoring tool then needs to align with the intervention we have implemented.

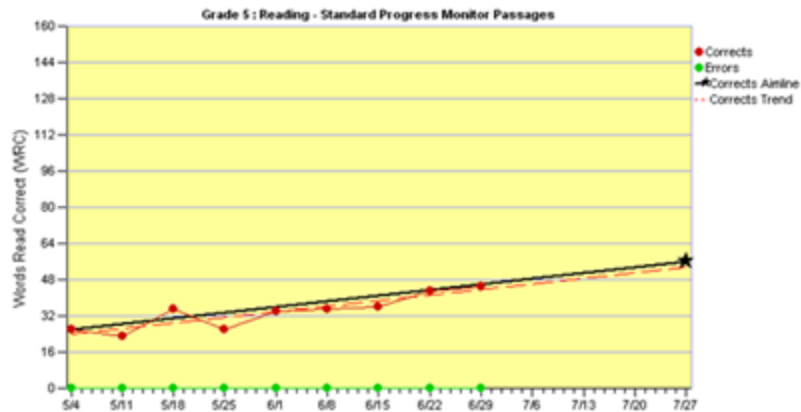


### Decision rules when looking at a progress monitoring graph:

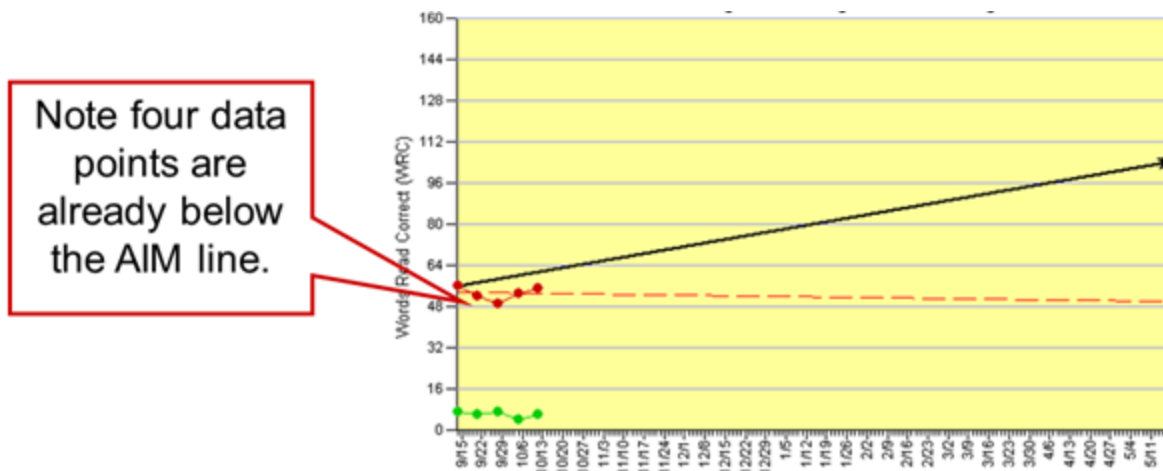
1. If there is a lot of variability in the data, consider collecting more data.



2. If the student has a trend line that is on target to meet the aim line for 6-10 data points, consider continuing until the student reaches grade level or consider discontinuing if the student has reached their goal.



3. If the student has a trend line that is going strongly negative, consider changing the intervention.



Graphs from AIMSweb Powerpoint

Sample questions to ask when reviewing data:

1. Has instructional program been provided with fidelity? (Has this been observed directly?)
2. Has student attendance been acceptable?
3. Is core instruction also being provided in reading? Or, is student missing core instruction?
4. Does instruction address student skill deficits?
5. What other factors could be impacting student's performance?

## COMMON ELEMENTS ACROSS MONITORING METHODS

Looking at the range of research on monitoring student learning, several attributes of effective monitoring are cited repeatedly across the different investigations:

**SETTING HIGH STANDARDS.** When students' work is monitored in relation to high standards, student effort and achievement increase. Researchers caution, however, that standards must not be set so high that students perceive them as unattainable; if they do, effort and achievement decrease. The definition of "high standards" differs across studies, but generally, researchers indicate that students should be able to experience a high degree of success (on assignments, during classroom questioning, etc.) while continually being challenged with new and more complex material.

**HOLDING STUDENTS ACCOUNTABLE FOR THEIR WORK.** Establishing expectations and guidelines for students' seatwork, homework, and other functions and following through with rewards/sanctions facilitates learning and enhances achievement.

**FREQUENCY AND REGULARITY.** Whether the topic is teacher monitoring of seatwork, administration of tests, checking homework, or conducting reviews, researchers cite frequency and regularity in carrying out monitoring activities as a major reason they are effective.

**CLARITY.** Clarity about expectations, formats, and other aspects of direction-giving bears a positive relationship to the achievement of the students doing the homework, participating in the classroom questioning session, etc.

**COLLECTING, SCORING, AND RECORDING RESULTS OF CLASSWORK, HOMEWORK, TESTS, AND SO ON.** These activities are positively related to achievement, because they produce useful information to teachers and students and because they communicate to students that teachers are serious about effort and completion of assignments.

**FEEDBACK.** Providing feedback to students lets them know how they are doing and helps them to correct errors of understanding and fill in gaps in knowledge. Some researchers focus on the ways in which feedback is provided, pointing out that students who are having learning difficulties require support, encouragement, and attention to their success if the feedback is to foster achievement of learning goals.