Monitoring Progress

Progress monitoring is a scientifically based practice used to assess your child's academic progress and evaluate the effectiveness of instruction. Progress monitoring tells the teacher what your child has learned and what still needs to be taught. Progress monitoring can be implemented with individual students or an entire class. In progress monitoring, the teacher uses short tests to evaluate your child's progress in specific areas. The teacher may tests your child often - every week or two. The teacher creates progress graphs that show the child's progress toward the IEP goals. You may receive copies of these progress graphs every few weeks. If you do not, write a short letter to request your child's progress graphs.

Keeping up on a student's progress towards meeting their IEP goals and the curriculum standards can save valuable time. Be sure that you know how each goal and standard will be monitored and when instructional changes should be made.

Questions Parents Should Ask & Discuss

Regarding Strengths & Weaknesses

Ask: What do you see as my child's strengths, weaknesses– academically, behaviorally, and socially?

Discuss: Your own thoughts about their strengths, weaknesses, interests, what motivates your child, what behaviors you see at home, and how your child feels about him/herself as a learner.

Regarding Grade Level Skills

Ask: What skills/knowledge is my child expected to master in core and content area subjects? (Core– basic reading, writing, math; Content– social studies, science) How is my child doing in comparison with the rest of the class?

Discuss: What is done to support kids who don't achieve skills; what is done to challenge and accelerate the learning of kids who do? Talk about the use of accommodations to "level the playing field" when the child has a strength or interest in a content area but can't show knowledge on a test because of a reading/writing disability.

Regarding Grading

Ask: How are grades determined in both core and content area subjects?
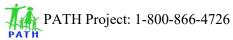
Discuss: What can be done at school and/or home to increase low grades; what is preventing success in a subject?

For more comprehensive information on progress monitoring, check out the following resources:

Progress Monitoring: Procedures – Progress Monitoring procedures guide how data will be collected in order to make instructional decisions about the progress of the student and establish a decision making plan for examining the data collected; visit the Center on Response to Intervention: *www.rti4success.org/essential-components-rti/progress-monitoring*

Progress Monitoring: What This Means for Your Child – This section offers resources about progress monitoring, written in family-friendly language, explaining the benefits of implementing student progress monitoring for the student, the teacher and the family; visit: *www.rti4success.org/sites/default/files/whatthismeans.pdf*

Progress Monitoring Omissions: Reporting Progress to Parents – This brief focuses on the importance of sharing progress monitoring data with parents to help support student progress; visit: *www.osepideasthatwork.org/parentkit/14%20-%20Monitoring%20Student%20Progress%20in%20IEPs%20using%20CBM.pdf*

Progress Monitoring and IEPs: Applications of Progress Monitoring to IEP and Program Development – (PowerPoint pdf) This presentation by Dr. Pam Stecker and Michelle Hosp (January 2005) describes progress monitoring procedures for elementary grades in reading and mathematics and illustrates how data can be translated into meaningful statements for IEPs. In addition to using data for monitoring progress toward annual goals, the presentation describes how teachers can use this information for strengthening instructional programs for struggling learners; *www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Co-Teaching%20Modules/Module%204/25%20Progress_Monitoring_and_IEP_Development.pdf*

Monitoring Student Progress in IEPs Using Curriculum-Based Measurement – The IEP must include assessment information pertaining to the student's individual needs, educational programming that addresses those needs, and a system for monitoring student progress. Curriculum-Based Measurement (CBM) encompasses an assessment methodology that can be used to develop goals, benchmarks, or short-term objectives for individualized educational programs for students with disabilities. Teachers also use curriculum-based measurement as a means for monitoring student progress across the year; by Pamela M. Stecker, Clemson University: *www.osepideasthatwork.org/parentkit/14%20-%20Monitoring%20Student%20Progress%20in%20IEPs%20using%20CBM.pdf*

Behavior Progress Monitoring Tools – from the National Center on Intensive Intervention; visit *www.wrightslaw.com/info/progress.index.htm#sthash.52SuNiPU.dpuf*

Additional Resources:
- www.parentcenterhub.org/?s=progress+monitoring
- www.wrightslaw.com/info/progress.index.htm

PATH Project: 1-800-866-4726   PEN Project: 1-877-762-1435   TEAM Project: 1-877-832-8945

www.partnerstx.org