**Progress Monitoring**

**Overview**

Progress monitoring is a set of assessment procedures for determining the extent to which students are benefiting from classroom instruction and for monitoring effectiveness of curriculum. A fundamental assumption of education is that students will benefit from high-quality instruction. That is, typically, students will learn and achieve the skills and content taught in the classroom. For students who are not responsive to classroom instruction, alternative interventions can be provided and again the students’ response to that instruction can be monitored. Progress monitoring is a valid and efficient tool for gauging the effectiveness of instruction, determining whether instructional modifications are necessary, and providing important information for eventual classification and placement decisions.

**Definition and Features**

Progress monitoring is the scientifically based practice of assessing students’ academic performance on a regular basis for three purposes:

1. To determine whether children are profiting appropriately from the instructional program, including the curriculum.
2. To provide more effective programs for the children who do not benefit; and
3. To estimate rates of student improvement.

**In Tier 2 and Tier 3**

The main purpose of progress monitoring of Tier 2 and 3 interventions is to determine whether the intervention is successful in helping the student learn at an appropriate rate. Timely decisions about student progress at these tiers are critical for the student’s long-term achievement. The following research-based recommendations are made to facilitate timely decision making:

1. Assess student progress using CBM in Tier 2 and beyond minimum of once every 2 weeks.
2. Chart these results and analyze student progress regularly.
3. Use the following guidelines to determine when a student is not adequately responding to an intervention.
	1. Three consecutive data points below the goal line warrant changes to the intervention.
	2. Four consecutive data points above the goal line warrant raising the goal.

**Progress monitoring will:**

1. Assess the specific skills embodied in state and local academic standards.
2. Establish a goal and aim line using the current assessment information (baseline).
3. Be sensitive to small increments of growth over time.
4. Be administered efficiently over short periods.
5. Be administered repeatedly.
6. Result in data that can be summarized in user-friendly data displays.
7. Be comparable across students.
8. Be applicable for monitoring an individual student’s progress over time.
9. Be relevant to development of instructional strategies and use of appropriate curriculum that addresses the area of need.