



Progress Monitoring

To implement progress monitoring, the student's **current levels of performance are determined** and **goals are identified** for learning that will take place over time. The student's academic **performance is measured on a regular basis** (weekly or monthly). Based on these measurements, **teaching is adjusted as needed**.



Progress monitoring plays four critical roles within a multi-level prevention system, as listed here and detailed in the next section:

- Determine whether primary prevention (i.e., the core instructional program) is working for a given student.
- Distinguish adequate from inadequate response to the secondary prevention and thereby identify students at higher risk for having a learning disability.
- Inductively design individualized instruction programs to optimize learning at the tertiary prevention in students who likely have learning disabilities.
- Determine when the student's response to tertiary prevention indicates that a return to primary or secondary prevention is possible.

Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction.

Progress monitoring can be implemented with individual students or an entire class.

Some benefits include:

- accelerated learning because students are receiving more appropriate instruction;
- more informed instructional decisions;
- documentation of student progress for accountability purposes;
- more efficient communication with families and other professionals about students' progress;
- higher expectations for students by teachers; and
- fewer Special Education referrals.

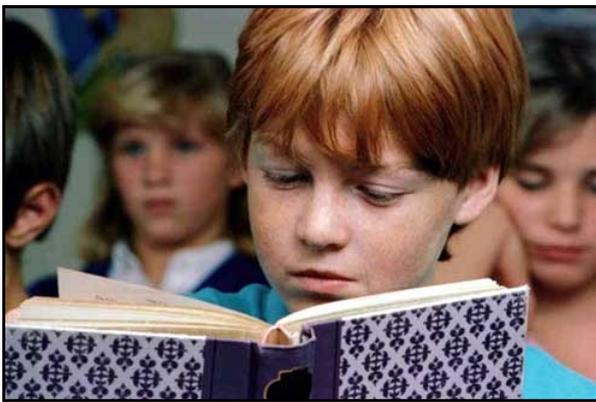
Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which together, move all students to faster attainment of important state standards of achievement.



Progress Monitoring in Reading



The most important purpose of Florida's *Progress Monitoring and Reporting Network* (PMRN) is to make reliable information about student progress in learning to read easily available to teachers.



The operation of the Progress Monitoring and Reporting Network can be summarized as a four-step process:

1. **Assess** – Assessment teams monitor progress three times a year, and teachers assist with some end of year outcome assessments.
2. **Enter** – Designated data entry personnel enter data into the user-friendly website of the PMRN.
3. **Compute**– The PMRN quickly aggregates the data and computes reports.
4. **Report** – Teachers can quickly obtain their reports from any computer with web access.



Progress monitoring tests keep the teacher informed about the child's progress in learning to read during the school year. They are a quick sample of critical reading skills that will tell the teacher if the child is making adequate progress toward grade level reading ability at the end of the year.

There are at least two important ways that student performance data can be used to help guide and focus professional development and teacher support. The first way involves the use of a set of student outcomes measures to describe **areas of instruction** that need to be improved across a broad group of teachers. The second way that student data can be used to help guide professional development is to use it as the basis for **differentiated training and support across teachers.**



Resources:

- <http://www.justreadflorida.com/>
- <http://www.fcrr.org/>
- <http://www.flreads.org/>
- <http://www.reading.org/>





Progress Monitoring in Math



Mini-Assessments

FOCUS mini-assessments are designed to provide a quick check of student mastery that teachers can use to inform instruction. Content consists of mini assessments for each focus in reading, each benchmark in math, and each annually assessed benchmark in science. Each mini-assessment offers a five-question evaluation on a particular benchmark. In addition, FOCUS offers a retest option for each benchmark. These assessments are designed to give teachers an instructionally sound tool for analyzing student strengths and weaknesses.

CPALMS portal

Curriculum Planning and Learning Management System (CPALMS) will be a widget-based web portal that allows you to create your own profile, to customize your settings, and to use a range of tools for curriculum planning and professional development. In addition, the CPALMS portal will remember your preferences, what you are teaching, and when you are planning to teach it. After the initial setup, CPALMS will act as your concierge that will automatically update your profile to show you the latest resources, events and other information related to your needs. Most importantly, all tools and resources will be based on the NGSSS and Course Code Directory.



Among the most important things that a teacher does is monitor and assess student progress. A historic and somewhat narrow view of assessment is that it is a paper-and-pencil test with one correct answer key. However, assessment should be integrated with teaching and contribute to the students' learning process.

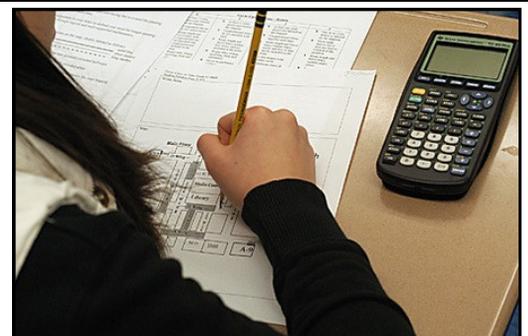
Valuable Resources from CPALMS include lesson planning tools and assessments.

Because different students show what they know and can do in different ways, assessment should allow for multiple approaches, thus giving a well-rounded picture and allowing each student to show his or her best strengths. (NCTM, 2000)



Resources:

- <http://www.floridastandards.org>
- <http://flpromise.org>
- <http://www.fcrstem.org>
- <http://www.cpalms.org>
- <http://nctm.org>





Choosing a Progress Monitoring Tool

Before choosing the best progress monitoring tool to use in your district or school, please consider your unique needs:

- What is your district or school looking for in a progress monitoring tool?
- What are some of the most important criteria you will consider when choosing a progress monitoring tool?

Completing this form will help your district answer these questions.

Evaluating Your Needs Based on:

Cost of tool:

Technology requirements:

Staff training:

Content area and grade level:

Frequency of administration:

Student accommodations:

Student needs:

Reliability/Validity:

Based on research, the expected amount of growth for the task/grade level being measured:

Sensitivity of the tool:

Other:

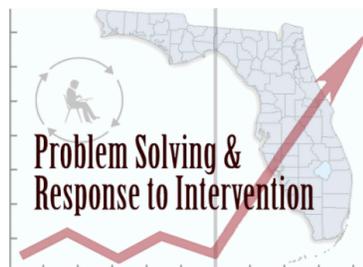


<http://www.studentprogress.org>



<http://www.progressmonitoring.net>

Provided by:



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