

Progress Monitoring



Mark's Reading Annual Goal #1:

When given a 2nd grade reading passage, Mark will answer 5 inferential questions with 85% accuracy on 4 out of 5 occasions as measured with teacher-made tests and weekly checklists.

Characteristics of Effective Methods of Measurement (IEP Guidance Document, page 46)

- Measures the **behavior** outlined in the **goal**; provides objective measurement or description of the behavior(s) or skill(s) outlined in the goal(s)
- Provide for **regular** and **frequent** data collection
- Uses an **equivalent** measure each time
- **Allows** for analysis of performance **over time** (e.g., create graph of data to determine progress toward goal)
- Require a short amount of time for **recording** information; easy to **implement**
- May involve the **student** in data collection and **analysis** of performance, as appropriate
- Data collection **tools** should represent **different** types of measurement in order to provide a **clear picture** of **student progress**

Example Analysis of Mark's Reading Goal

Mark's baseline of answering inferential questions at the 2nd grade level was 40%. His goal was to answer 5 inferential questions at 2nd grade level with 85% accuracy on 4 out of 5 occasions as measured with teacher-made tests and checklists. During the first 6 weeks of his IEP cycle, Mark made steady progress with explicit instruction, modeling, and visual strategies answering 4 out of 5 inferential questions with explicit teacher assistance. As teacher assistance was faded, his progress of answering inferential questions decreased with 3 data points below the aim line. SDI was changed to increase scaffolded instruction including teacher modeling, one to one feedback, and visual strategies (story map). With this in place, Mark began to make progress once again. Steady progress continued with Mark meeting his goal of answering 4 out of 5 inferential questions at 85% accuracy.