The term "progress monitoring" means that a teacher measures how a student is doing. Progress monitoring happens every day for students through quizzes, standardized tests, homework assignments, group work, and projects. Although students are being monitored throughout the year, parents still may not know how their child is doing compared to his/her peers. The purpose of progress monitoring in RtI is to figure out what a child needs to progress. This process gives teachers information on effective teaching strategies so that students can learn better and faster.

What is Student Progress Monitoring?

Progress monitoring is a very important piece of the RtI puzzle. The point of progress monitoring is to see how a student is doing. Is the extra help (or intervention) enough for the student or does he/she need more or a different kind of help? The information that the teachers gather when doing progress monitoring is used to help them decide how to best assist students.

How often should progress be monitored?

How often a student 's progress is monitored depends on what Tier (or level) of support a student is receiving. At Tier 1, all students are tested about three times a year with what's called the "universal screening and benchmarking process". This is testing that is done for the entire student body. Its purpose is to identify any students who are struggling with math or reading. It gives information about how a student is performing academically compared to his peers and grade level.

At Tier 2, progress is monitored more regularly so that there is enough data to see whether interventions are working. This is typically done about twice a month. In Tier 3, the monitoring is usually increased to once a week. When the information is gathered and put into a graph, it is easy to see whether the interventions are working. With this information the teachers decide whether a student needs more or less help or if the amount of help they are receiving is appropriate as is.

Screenings vs. Evaluations
Screenings
Screenings are done for all students, and because of that, are often referred to as "universal screenings". The purpose of screenings is to determine which students are at risk of falling behind academically, or which ones are struggling with behavior.

Evaluations
Evaluations are done for students who are suspected of having a learning disability or of needing Special Education Services. If students have been receiving supports and haven't made adequate progress, an evaluation to determine whether he or she qualifies for Special Education services may be appropriate.

Family Matters is one of the Illinois Parent Training and Information Centers. Our mission is to build upon families' strengths, to empower parents and professionals to achieve the strongest possible outcomes for students with disabilities, and to enhance the quality of life for children and young adults with disabilities. For more information, contact Family Matters at 866-436-7842 or on our website: http://www.fmptic.org. Stop in and visit us at 1901 S. 4th Street, Suite 209, Effingham, Illinois.

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Terms You May Hear:

CBA stands for "curriculum-based assessment". This general term means an assessment that measures a student on skills that are taught in the class curriculum.

CBM or "curriculum-based measurement" is a type of CBA and is a series of short standardized tests that assess a student's progress in basic skills areas.

CBE stands for "curriculum-based evaluation," which is another type of CBA. It is a set of measurements that are normally short but are good at showing even small changes in a student's progress. It is used to inform the RtI team so they can make decisions and assess a student's strengths and weaknesses.

Structured, Classroom-based Observations help give information as to a particular behavior. This information should help the team in deciding what sorts of interventions would be most helpful. The focus of these observations should be on the student and his interaction with his environment. Observations should be done in multiple environments and times throughout the school.

Types of Assessments:

In order for RtI to be successful, good, reliable data (or information) needs to be collected on students' performance from many different sources. There are a variety of assessments and ways to collect this data. They include:

- **Report Cards**—provide information about how a student is performing in his various classes.
- **Standardized tests**—give important data that shows how a student is performing compared to his peers.
- **Teacher/Parent/Student rating scales**—these scales (or questionnaires) give data as to how a student is behaving in class or at home. This information is valuable when a student is receiving RtI for behavior.
- **Attendance information**—gives information about why a student may be struggling. (Is illness a factor? Is tardiness or truancy keeping a student from getting all the instruction they need?)
- **Disciplinary records**—offer information on whether a student's behavior is getting in the way of his learning or that of his classmates.
- **Classroom observation**—provides information on how a child learns and how he is responding to the curriculum and the environment. It can also give information on what learning style a particular student favors.
- **Curriculum-based Measurement (CBM)**—is a standardized test that keeps track of a student's progress in a specific area.
- **Informal Assessments**—provide a lot of important information about how a child learns. These can be things like observations, checklists, and portfolios.
- **Class work samples**—actual samples of work a student has done in class, like writing assignments, projects, or homework.
- **Screening data**—is information collected from the screenings that are done on all students in the school. This should be used in deciding whether a student requires more help and intervention.
- **Behavior logs**—offer helpful data as to a student's behaviors and what might be affecting them.