

Evaluating Progress Monitoring Tools

Does your school currently utilize an out-of-program generalized progress monitoring tool? If so, answer the questions below. When answering questions, use information available with the assessment tool, but also consider what you think, especially if the tool does not provide the necessary information, to answer the question. If your school does not currently utilize an out-of-program generalized progress monitoring tool, what specific steps can your school take to implement a progress monitoring program? Refer to the resource “Resource #1: National Center on Response to Intervention’s Users Guide to Progress Monitoring Tools Chart” for guidance.

- What progress monitoring tool(s) does your school use?
- How often does your school administer progress monitoring measures? Is the frequency different for different grades or instructional groupings?
- Does your school’s progress monitoring tool provide reliability and validity information for level of performance? Is this information different for different grades or different groups of students? Is the reliability and validity different for students with very low skills?
- Does your school’s progress monitoring tool provide information regarding reliability and validity of slope? Is this information different for different grades or students with very low skills?
- Are alternate assessment forms available with your school’s progress monitoring tool? Is there evidence that the alternate forms are of equivalent difficulty and reliability?
- Is there evidence that the progress monitoring tool is sensitive to student improvement? Is the sensitivity different at different grade levels or for different groups of students?
- Does the progress monitoring tool provide end-of-year benchmark goals or a method of determining individual student goals? What evidence is provided that the goals or goal setting process is appropriate at each grade level?
- Does the progress monitoring tool specify expected rates of improvement?
- Does the progress monitoring tool provide information that is useful in planning instruction? Does the tool give guidance for instructional planning?
- What skills are assessed in your school’s progress monitoring program? How appropriate are these skills? Are there any skills that should be added? Taken away?
- Does your school use graphs and decision rules to assist with progress monitoring? What are your school’s decision rules? Do you feel the decision rules are adequate? Why or why not?