



Making Instructional Decisions with Progress Monitoring Data

Description

Progress monitoring is a standardized, validated, repeated measurement of student performance used to assess students' responsiveness to instruction and measure their rate of improvement toward a goal. When students are making ambitious progress toward meeting their goals, our instruction and intervention are effective. If students are not making ambitious progress and the intervention is implemented with fidelity, instructional and/or intervention changes will need to be implemented. Educators will need to utilize good diagnostic data to identify the needed changes.

Implementation Tips

- Use decision making rules to review and evaluate student's responses to instruction (e.g. 4 point or trendline). To learn more: [Graphing and Analyzing Academic Progress Monitoring Data](#).
- Determine if the intervention and instruction have been delivered with fidelity. If yes, move to the next step. If no, implement with fidelity and collect additional data. To learn more: [Identifying a Fidelity Measure](#).
- Use formal and informal diagnostic data to identify the needs of the student (e.g. error analysis on student work, in-program curriculum assessments, and formal diagnostic tools. To learn more: [Informal Diagnostic Assessment](#)
- Use diagnostic data to examine the current intervention and determine the needed changes. The changes can be to the approach or program, instructional adjustments, amount of time for intervention, number of students in a group, etc. To learn more: [Taxonomy of Intervention Modules](#) and [What is the Taxonomy of Intervention Intensity](#) two-pager.
- Select the needed change, implement it, and document it in your progress monitoring system. To learn more: [Progress Monitoring Brief #3 \(p. 3\)](#).
- Continue to collect progress monitoring data and respond to student learning.

Resources

- [EBPN Introduction to Progress Monitoring](#): Sarah Melton from the Oconee County school district shares information and tips on progress monitoring with curriculum-based measurement. ([Accompanying Resources](#)).
- Iris Center's [Data Based Individualization Module](#) provides an overview of the process with examples.
- Sarah Melton from the Oconee County School District provides helpful tips for using your progress monitoring data for decision making. To access the presentation and resources go to [Making Instructional Decisions Using Progress Monitoring Data](#) or [YouTube](#).

References

- National Center for Intensive Intervention. (n.d.) Data based individualization. <https://intensiveintervention.org/data-based-individualization>
- The IRIS Center. (2014). Evidence-based practices (part 3): Evaluating learner outcomes and fidelity. Retrieved from https://iris.peabody.vanderbilt.edu/module/ebp_03/

