



Progress Monitoring

The Legal Requirement

The regulations for the Individuals with Disabilities Act (IDEA) requires the individualized education program (IEP) to describe how the student’s progress toward meeting the established goal will be measured and when progress will be reported to the parents (34 C.F.R. 300.320)

**Progress Monitoring
Is
More Than a Report!**

The Evidence Based Practice

Developing a good system for progress monitoring requires measuring academic or functional behavior by counting the number of occurrences (words correct, 5/5 intervals, etc.) The data can be graphed, analyzed, and used for decision-making. The staff collecting the data should be trained to give the assessment and know strategies for when and how to respond. IEP team members should always be clear about the data collection tool that will be used to measure progress and the instructional decisions that will be made based on data. Using guiding questions can assist teams in ensuring understanding of the progress monitoring process.

[To Learn More About AASC
https://academicalliancesc.org/](https://academicalliancesc.org/)

Guiding Questions

- Can the measure be reported in numbers?
- How frequently will the data be collected?
- What data collection tool will be used ?
- Who will collect the data and do they have training to use the measure?
- Where and when will data collection occur?
- How will decisions be made about when to change instruction ?

Reference: The IRIS Center. (2019). IEPs: Developing high-quality individualized education programs. Retrieved from <https://iris.peabody.vanderbilt.edu/module/iep01/Body>