

Indicator: Instructional teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs. (5111)

Evidence Review

In order to meet the higher expectations of current standards-based systems, educators need information that can be used to project how students are doing against the grade-level standards throughout the course of the year so they can determine what needs to be done to accelerate student progress toward the proficiency standards and goals identified on students' IEP's. Progress monitoring techniques can provide that information. Although the promise of progress monitoring is great, the techniques are not universally used, nor are they universally understood in the context of standards-based reform.

Fuchs and Fuchs (1986) are among many (Fuchs & Deno, 1991; Helwig, Heath, & Tindal, 2000; Langenfeld, Thurlow, & Scott, 1997; Lindsey, 1990; Marston, 1989; Paulson, Paulson, & Meyer, 1991; Stecker & Fuchs, 2000; Stiggins, 2001; Wiggins & McTigue, 1998) who have emphasized that it is essential to have assessment that involves the ongoing collection and use of information to evaluate the effectiveness of instruction. The President's Commission on Excellence in Special Education (U.S. Department of Education, 2002) also emphasized the need for implementation of continuous progress monitoring. There seems to be growing recognition among educators, researchers, and policymakers of the need for more widespread use of progress monitoring with students with disabilities, that is, a set of techniques for assessing student performance on a regular and frequent basis.

Successful implementation of progress monitoring is not just a matter of picking an approach or a combination of approaches. Regardless of methods used, progress monitoring approaches in a standards-based assessment and accountability system must include defined strategies for scoring, analyzing, reporting and tracking data, and defined strategies for creating meaning from the data gathered across all sources to develop effective improvement plans.

Source: Quenemoen, R., Thurlow, M., Moen, R., Thompson, S., & Morse, A.B. *Progress Monitoring in an Inclusive Standards-based Assessment and Accountability System* (Synthesis Report 53). Minneapolis, MN: University of Minnesota. National Center on Educational Outcomes. February 2004.

References and other resources

National Center on Student Progress Monitoring – IDEAs that Work – U.S. Office of Special Education Programs

www.studentprogress.org

Marzano, Robert, *Classroom Assessment and Grading that Works*, Association for Supervision and Curriculum Development

Research Institute on Progress Monitoring <http://www.progressmonitoring.org>