

# Standards for Judging High-Quality Progress Monitoring

**Directions:** Read each of the standards, which have been identified as mechanisms for judging high-quality progress monitoring. The checklist is formatted so that you can indicate current and planned implementation.

- If the practice has been implemented, indicate that with a checkmark .
- If the practice has been implemented, indicate effectiveness: 1 = high quality, 2 = needs refinement, 3 = needs substantial improvement
- If the practice is not being implemented, rank its priority: 1= highest priority through 3 = lowest priority.

Standard	In place <input checked="" type="checkbox"/>	Effective ness (1/2/3)	Priority (1/2/3)
Scientific, research-based instruction includes the continuous progress monitoring of student performance across all tiers.			
Teachers follow a designated procedure and schedule for progress monitoring and for regrouping students as needed.			
Measures are administered frequently to inform instruction and curricular placement decisions (i.e., in Tier 1, at least every 3-4 weeks; in Tier 2 at least once per week; in Tier 3 1-3 times per week; in special education, 3-5 times per week).			
Progress monitoring occurs in all tiers.			
Progress monitoring measures are appropriate to the curriculum, grade level, and tier level.			
Data resulting from progress monitoring is documented and analyzed.			
Progress monitoring uses a standardized benchmark by which progress is measured and determined to be either sufficient or insufficient.			
Teachers use progress monitoring data to evaluate instructional effectiveness and to be informed about the potential necessity for changing the instruction.			
An established data-management system allows ready access to students' progress monitoring data.			
After progress monitoring, a graph is completed to display data for analysis and decision-making and to indicate percentages of students in need of targeted and more intensive intervention.			
Staff members receive training in the administration and interpretation of progress monitoring measures.			
School designates reasonable cut points and decision rules for the level, slope, or percentage of mastery to help determine responsiveness and distinguish adequate from inadequate responsiveness.			
Cut points are reviewed frequently and adjusted as necessary.			
A rationale is provided for the cutpoints and decision rules (e.g., normative or criteria referenced.)			

Adapted from NRCLD