



# CHECKLIST FOR CONSIDERING PROGRESS MONITORING DATA

STUDENT:

DATE:

DATA USED FOR MAKING DECISIONS:

<p><b>APPROPRIATE “MATCH” OF INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Addresses student skill <b>STRENGTHS &amp; NEEDS</b> <ul style="list-style-type: none"> <li>○ Screening &amp; diagnostic assessment data</li> <li>○ Daily performance</li> <li>○ Other</li> </ul> </li> <li>• <b>PURPOSE &amp; FOCUS</b> of program appropriate</li> </ul>	
<p><b>QUALITY OF THE PROGRAM</b></p> <ul style="list-style-type: none"> <li>• <b>COMPREHENSIVE</b> <ul style="list-style-type: none"> <li>○ Addresses relevant standards</li> <li>○ Foundation and advanced skills</li> <li>○ Support for Tier 1 &amp; 2</li> </ul> </li> <li>• <b>SYSTEMATIC</b> <ul style="list-style-type: none"> <li>○ Well-designed scope &amp; sequence</li> <li>○ Easy-to-hard; scaffold for success</li> <li>○ Reviews built in</li> </ul> </li> <li>• <b>EXPLICIT</b> <ul style="list-style-type: none"> <li>○ Demonstration (I Do); Guided Practice (We Do); Collaborative Practice (Y’all Do); Independent Practice (You Do)</li> </ul> </li> <li>• <b>SUPPORT FOR INSTRUCTION</b> <ul style="list-style-type: none"> <li>○ Clear guidance for how to teach the lessons</li> <li>○ Guidance for placement, progress monitoring</li> </ul> </li> <li>• <b>EVIDENCE OF EFFECTIVENESS</b> <ul style="list-style-type: none"> <li>○ Research-supported components</li> </ul> </li> </ul>	
<p><b>FIDELITY OF THE INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Program <b>COMPONENTS</b> used <b>CORRECTLY</b> <ul style="list-style-type: none"> <li>○ Students placed appropriately</li> <li>○ Modifications for differentiation do not compromise program’s effectiveness</li> </ul> </li> </ul>	

<p><b>QUALITY OF THE INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• <b>ACTIVE ENGAGEMENT</b> <ul style="list-style-type: none"> <li>○ Less “teacher-talk”</li> <li>○ Frequent and varied student participation</li> </ul> </li> <li>• <b>INTENSIVE</b> <ul style="list-style-type: none"> <li>○ Sense of URGENCY; No wasted time; Well-organized</li> <li>○ Small groups used as appropriate</li> <li>○ “Perky pace”</li> </ul> </li> <li>• <b>RELENTLESS</b> <ul style="list-style-type: none"> <li>○ NO excuses</li> <li>○ Focus on ALL students</li> </ul> </li> <li>• <b>FOCUSED</b> <ul style="list-style-type: none"> <li>○ Data-driven instruction: WHO? WHAT? WORKING?</li> <li>○ KEY skills taught</li> </ul> </li> <li>• <b>HIGHLY QUALIFIED TEACHER</b> <ul style="list-style-type: none"> <li>○ Most experienced &amp; knowledgeable teachers teaching most challenged students</li> </ul> </li> </ul>	
<p><b>FREQUENCY &amp; DURATION OF INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• How OFTEN are lessons provided?</li> <li>• How LONG are the lessons?</li> <li>• How LONG has student received instruction? <ul style="list-style-type: none"> <li>○ Ready to “move on”?</li> <li>○ More time needed?</li> </ul> </li> </ul>	
<p><b>OTHER ISSUES TO CONSIDER</b></p> <ul style="list-style-type: none"> <li>• Home issues/concerns?</li> <li>• Social/emotional concerns?</li> <li>• Health-related concerns?</li> <li>• Motivation?</li> <li>• Other?</li> </ul>	

**SUMMARY:**

**ACTION PLAN: Who? Do What? By When?**

**FOLLOW UP:**