



CHECKLIST FOR CONSIDERING PROGRESS MONITORING DATA

STUDENT:

DATE:

DATA USED FOR MAKING DECISIONS:

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

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

SUMMARY:

ACTION PLAN: Who? Do What? By When?

FOLLOW UP: