

Steps in Progress Monitoring with Fidelity

Step 1: Create or select appropriate tests (i.e. probes) for the student's grade and/or skill level. Each probe/test/assessment contains different but equivalent items **(DO NOT GIVE THE SAME TEST EACH TIME)**. **Using the probe**, assess the targeted skills identified on the IEP and taught in class. As the year progresses and the student receives *Specially Designed Instruction*, the student should get more items correct on each subsequent probe.

Step 2: Administer and score probes at regular intervals (i.e. weekly or monthly). Probes are administered and scored the same way every time to ensure that the scores are *reliable* (that is, suggest that a student will achieve a similar score if the test was re-administered) and *valid* (that is, that the targeted skills are the ones being tested).

Step 3: Graph the scores. Graphing is an integral part of progress monitoring. By watching the progress in such an easily understood format, students can see the relationship between their effort and their increased academic proficiency. Teachers are also able to make quicker instructional decisions by looking at a student's graph rather than relying on a list of scores.

Step 4: Set education goals at least annually based on accurate data provided in the Present Level of Performance. It is crucial to indicate the expected level of proficiency that students will demonstrate by the end of the education program. (i.e. When presented with 20 content related vocabulary words, Mary will orally define 16 out of 20 words correctly for 4 consecutive probes as measured by weekly frequency count.) The expected level of proficiency for Mary is 80% accuracy as identified in the goal - on four consecutive probes. The probes are the assessment(s).

Step 5: Make instructional decisions based on progress data. Teachers (general and special educators) can determine whether an educational intervention is working or needs to be changed.

Step 6: Communicate progress. Provide students, parents, and other educational professionals with information about student progress throughout the school year as aligned to the progress reporting indicated on the individual education program (IEP)