

Introduction to Academic Progress Monitoring in Intensive Intervention Workbook



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Introduction

Welcome to the workbook for the training session, Introduction to Academic Progress Monitoring in Intensive Intervention. This resource accompanies the training and provides space for note taking, reflection, and activities. The workbook mirrors the structure of the training session, and includes important resources from the training for future reference. As you engage with this workbook, we encourage you to actively participate, reflect on the presented material, and apply the concepts to your unique educational context.

By the end of this training, you will be able to:

- Define progress monitoring.
- Understand the role of progress monitoring in the data-based individualization (DBI) process.
- Describe the features of the progress monitoring process.

Introduction to Progress Monitoring

What Is Progress Monitoring?

Notes

Types of Assessment

Notes

Activity 1: Assessments in Your School

What summative, diagnostic, and formative assessments are used in your school?

Formative	Summative	Diagnostic

Monitoring Progress vs. Progress Monitoring vs. Screening

Notes

Why Is Progress Monitoring Important?

Notes

Activity 2: Benefits of Progress Monitoring Reflection

Benefits of Progress Monitoring: Teacher and Parent Perspectives

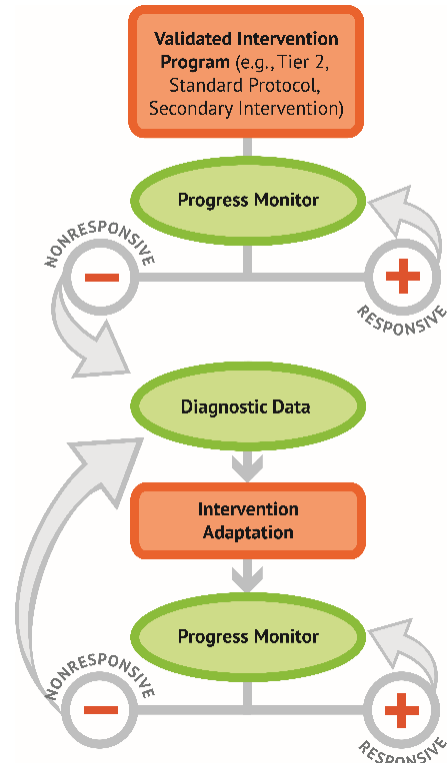
- “Being able to say, this is where you're at, this is where you're headed, and this is how you're going to get there is a really great communication tool. It helps them be able to say, ‘I can manage that. I can do that. That's something that's achievable for me.’”
- “I think it's really improved my relationships with students. Being able to talk to them about where they can improve and then have those same conversations with parents and other teachers.”
- “They understand the importance of what they need and how they're progressing and how they learn the best.”
- “Looking at her graphs with her, I feel like we're on the same page because it shows me what her progress is. It lets me know that she's not just staying at the same level; she's learning something, getting better, and starting to comprehend what she's doing day to day.”

As you reflect on the statements made above by teachers and parents on progress monitoring, consider the following question:

What about these quotes from teachers and parents resonates with you?

Progress Monitoring and the DBI Process

Notes



Identify Target Behavior and Select Tool

Target Behaviors

Notes

Progress Monitoring Measures

Notes

Establish a Progress Monitoring Plan

Considerations for Data Collection

Notes

Goal Setting Strategies

Notes

Collect and Graph Data

Graphing Progress Monitoring Data

Notes

Data Quality Considerations

Notes

Evaluate Student Responsiveness

Interpreting Graphs

Notes

Progress Monitoring Decision Rules

Notes

Conclusion

What's Next?

Notes

Summary Questions

Answer these summary questions to gauge your understanding of the session.

Question	Response
What are the different types of educational assessment, and how are they distinct?	
What type of assessment is progress monitoring?	
What are the key characteristics of a progress monitoring measure?	
Why is it important to graph progress monitoring data?	
What role does progress monitoring play within the DBI process?	

Sample Responses

This section presents sample responses to the questions provided. You may use these responses and compare them with your responses.

Question	Response
What are the different types of educational assessment, and how are they distinct?	<ul style="list-style-type: none"> ▪ Summative assessments measure what students have learned after instruction is complete. ▪ Diagnostic assessments evaluate students' current skills and knowledge to identify strengths, weaknesses, and gaps. They inform instructional planning and intervention selection. ▪ Formative assessments gauge student learning during instruction to determine how students are responding.
What type of assessment is progress monitoring?	<ul style="list-style-type: none"> ▪ Progress monitoring is a type of standardized and validated formative assessment.
What are the key characteristics of a progress monitoring measure?	<ul style="list-style-type: none"> ▪ A progress monitoring measure is brief and easy for teachers to administer repeatedly; is sensitive to change, which means it can pick up on improvements in student skills; meets standards of validity and reliability based on research; and follows standardized administration and scoring procedures.
Why is it important to graph progress monitoring data?	<ul style="list-style-type: none"> ▪ Graphing progress monitoring data allows you to visualize the student's progress over time, set goals, and make data-driven instructional decisions. ▪ Key features of a progress monitoring graph include a baseline, a goal, a trend line, and a phase line.
What role does progress monitoring play within the DBI process?	<ul style="list-style-type: none"> ▪ It is used in Steps 2 and 5 of the five-step DBI process to determine if and when instructional changes may be needed for a student.

Resources

To learn more about progress monitoring and access resources related to progress monitoring, visit the Progress Monitoring page on the NCII website and review the resources associated with this training.

- [What Is Progress Monitoring? | NCII \(intensiveintervention.org\)](#)
- [How Do I Select an Academic Progress Monitoring Measure? | NCII \(intensiveintervention.org\)](#)
 - [Video Example: Number Identification Measure](#)
 - [Video Example: Using CBM Measures](#)
- [Graphing and Analyzing Academic Progress Monitoring Data | NCII \(intensiveintervention.org\)](#)

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