

Checklist for Ongoing Assessment of Student Performance/Progress Monitoring

The questions below may be used to help educational professionals make decisions about student performance, programs and placement based on progress monitoring:

- Have all persons who will be involved in the monitoring of student performance been identified?
- Is student performance monitored across all appropriate settings and classrooms, including the health room, cafeteria, etc., and grade levels?
- Is documentation available to all members of the monitoring team?
- Are meetings scheduled regularly for members, including parents, to review progress and inform one another?
- Are data available that document academic, social, functional, personal and behavioral performance during the time period specified in the behavior intervention plan (BIP) or the individualized education program (IEP) (most recent grading period semester, year, period, etc.)?
- Do data include observations, anecdotal records, permanent products and interviews as well as informal and formal test scores?
- Are data reviewed at regular intervals, shared with parents/family and used to drive decisions regarding changes to the IEP, BIP and the least restrictive environment?
- Is student performance considered in the context of previously determined IEP goals and objectives?
- Do modifications consider all classrooms and educational settings in which the student functions?
- Do modifications and recommendations include timelines for both formative and summative measures?
- Are timelines developed with consideration for IEP review or reevaluation?
- Is the student's continued eligibility for special education services considered as part of the progress monitoring process?