6 - 8 Progress Monitoring Recommendations
easyCBM

What is Progress Monitoring?

Progress monitoring is the practice of testing students briefly but frequently on the skill area(s) in which they are receiving instruction, to ensure that they are making adequate progress. Progress monitoring tools can be used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to identify if the instruction is effectively meeting the needs of the student. Progress monitoring can be implemented with individual students, a small group, or an entire class.

In progress monitoring, attention should focus on fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Who Should I Progress Monitor?

Students who are below the benchmark goal on one or more measures on easyCBM may receive progress monitoring in a targeted area that is the focus of instruction or intervention . Teachers may also choose to monitor other students if there are concerns regarding their progress. Review the individual PRF, MCRC, and Vocabulary scores to identify if a student should be monitored using that tool. Overall risk levels or composite results should not be used to identify which students should be progress monitored.

If many students within a classroom or grade score below or well below the benchmark goals, core instruction in the general education classroom should be analyzed and adjusted. For example, core instruction at the building-wide level may need to include more explicit instruction and opportunities around comprehension and vocabulary, such as the systemic use of comprehension strategies within content-area reading.

Decisions about the number of students to monitor at one time are based on local needs, resources, and priorities in alignment with the Multi-Tiered System of Support model.

What Skills Should I Progress Monitor?

In most cases, progress monitoring will focus on one measure at a time. This should represent the student's instructional level of the skill area targeted for intervention. Therefore, students should be monitored at their appropriate level (this may be out of grade level for a small number of students).

Students should only be monitored in material that matches the skill area targeted for instruction. For example, a seventh grader being progress monitored with Passage Reading Fluency (PRF) should receive instruction on accuracy and automaticity of fluent oral reading and should be monitored with the PRF tools.

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How Should We Set Progress Monitoring Goals?

We recommend setting ambitious but realistic goals. A progress monitoring goal must include the score to aim for in the selected material as well as the timeframe for achieving the selected goal. When monitoring a student with in grade-level materials, use the benchmark goals and the standard timeframe in which those goals should be reached (typically the end of the year).

How Frequently Should We Progress Monitor?

Students receiving progress monitoring should be monitored as frequently as needed to make timely decisions about the effectiveness of the instructional support. The frequency of progress monitoring should match the level of concern about the student's skill development and need for support. Students who need more support should be monitored more frequently.

easyCBM Measure	Risk Level	Suggested Frequency
Passage Reading Fluency (PRF)	High Risk	Twice a Month
Passage Reading Fluency (PRF)	Some Risk	Once a Month
Multiple Choice Reading Comprehension (MCRC)	High Risk	Every 4 Weeks
Multiple Choice Reading Comprehension (MCRC)	Some Risk	Every 4 - 6 Weeks
Vocabulary (VOCAB)	High Risk	Every 4 Weeks
Vocabulary (VOCAB)	Some Risk	Every 4 - 6 Weeks
If using out-of-grade level measure	N/A	Once a Week

*These are recommendations. Please plan progress monitoring to be responsive to individual student needs, which may mean that the recommendations need to be modified on a case-by-case basis.

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Do's and Don'ts of Progress Monitoring

Do	Don't
Select a measure that is the highest need to provide intervention for and progress monitor	Progress monitor a student on all measures
Progress monitor students who are at risk in your class based on their benchmark score	Progress monitor *all* students in your classroom (unless all students have a need based on scores of individual measures - PRF, Vocab, MCRC)
Provide high quality, core instruction (Tier I) to all students (including those receiving interventions)	Remove students from Tier I instruction and only provide other tiered interventions
Communicate/Partner with families about interventions in place for their students as well as student progress (using Parent Report feature in EasyCBM)	Only share information with building and classroom staff

Additional Resources

- For more information regarding easyCBM progress monitoring, please refer to the easyCBM Overview Manual (located under Resources tab).

- For more information on progress monitoring out of grade level, please refer to this guidance.

- Consider using Newsela as an additional, more frequent, formative assessment for comprehension. More information for utilizing Newsela can be found here.