

TPRI newsletter

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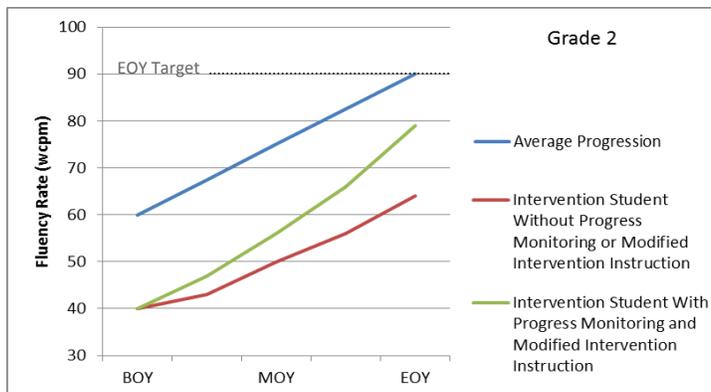
Monitoring Progress Between BOY and MOY

By now you have completed Beginning-of-Year (BOY) administration, carefully analyzed your classroom data, grouped students for targeted instruction, and have likely also set Middle-of-Year (MOY) goals for students. To ensure that students are making adequate progress toward those goals, it is important to monitor student progress regularly.

Progress monitoring takes place both informally and formally. Informal progress monitoring occurs on a daily basis as teachers work with students in large group and small group settings. Teachers note which students are improving, and constantly gather information about what students are learning and able to do.

Formal progress monitoring is used with students who receive extra help to determine if the intervention support they are receiving is working. Ideally, formal progress monitoring is brief,

occurs approximately every two weeks and targets the skills being taught. Formal progress monitoring provides teachers with information to help determine whether students are responding to instruction at an appropriate rate in order to meet the goals set for them.



The green line demonstrates the progress made by a student as the teacher adjusted or intensified the instruction provided based on the data collected through regular progress monitoring. The red line illustrates how a student might improve with intervention but without making adjustments to instruction based on information gathered from progress monitoring.



Increasing the Intensity of Instruction

“Progress monitoring data are used to determine when a student has or has not responded to instruction at any level of the prevention system. Increasing the intensity of an intervention can be accomplished in a number of ways such as lengthening instructional time, increasing the frequency of instructional sessions, reducing the size of the instructional group, or adjusting the level of instruction. Also, intensity can be increased by providing intervention support from a teacher with more experience and skill...”

National Center on Response to Intervention (March 2010). *Essential Components of RTI – A Closer Look at Response to Intervention*. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention.

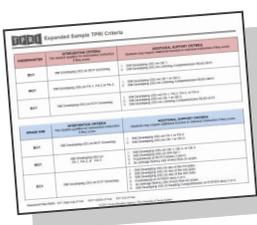


TPRI Progress Monitoring Kits

TPRI Progress Monitoring kits are a quick and easy way to track how students are responding to intervention. For ordering information, [click here](#).



Setting Goals for MOY



If you need assistance setting goals for your students at various time points, TPRI has a tool that might help you. The *Expanded Sample TPRI Criteria* can assist teachers and schools in determining reasonable student expectations for each time point. This tool can also be used to set goals for progress monitoring. [Click here](#) to learn more about the Expanded Sample TPRI Criteria.

