

## Appendix 2.3. Evaluating Progress Monitors

The table below can be used to (a) take stock of how you are able to track student progress at your school and (b) make comparisons with alternative assessments that could be used for the same purpose. The quality of a progress monitor is determined by the following:

- **The skill it measures:** A useful progress monitor needs to measure a skill or a set of skills that is closely related, if not identical to, the skills being taught.
- **How well it measures that skill:** Can the measure give you data that are reliable enough for instructional planning?
- **Its sensitivity to change in skills over time:** If the test is measuring the right skills, and can do so reliably (accurately), then it should also be able to detect changes in those skills as students make progress with an intervention.

Information about a large set of instruments commonly used for progress monitoring in multi-tiered systems of support can be found here.

Assessment	What Does It Measure?	Correlation With Important Outcome?	Scores Reliable?	Alternate Forms?	Cost in \$ per Student	Administration Time	Administration Schedule
Reading; English/Language Arts							
[Measure in current use.]	[examples: broad reading, oral reading fluency, letter-sound fluency]	[Indicate validity evidence (ex: correlation with NJ SLA).]	[Indicate reliability evidence (indices such as test-retest reliability or internal consistency).]	[How many probes available?]	[Add cost per student here.]	[Estimate administration time per student here.]	[Can it be administered repeatedly in a school year? If so, can the scores be compared?]
[Alternative A]							
[Alternative B]							
Mathematics							
Social-Emotional and Behavioral Functioning							