

Pre and Post Assessment

Please complete this assessment prior to and immediately after completing the Progress Monitoring: Overview module.

1. The definition of Progress Monitoring is . . . :
 - a. A way to monitor how a student is following their schedule independently
 - b. A way to keep track of a student's progress throughout the day
 - c. The collection of data to determine the effectiveness of an intervention
 - d. A graph that is complex and used to determine the order of steps of data collection

2. The progress monitoring components in the Quality Indicators include which of the following (select all that apply)?
 - a. Decisions are made during the student's IEP to determine if student is making progress with the intervention.
 - b. A collaborative decision-making process is used by the IEP team to inform instruction and program decision
 - c. Frequent and on-going qualitative or quantitative data are collected, but not both.
 - d. Research based, scientifically validated instruction and interventions are used for the targeted skills or behavior.
 - e. A balance of both summative and formative assessment strategies are used.

- 3.a. Match the "5 steps to data Collection" to their definitions.
- 3.b. Number the steps in the correct order of their occurrence.

The 5 Steps of Data Collection

Define the target

1. Select Method
2. Implement Collection
3. Analyze and Graph
4. Make Decisions based on data
5. Define the Target



Write the Step name next to the correct definition	Definition of the Step	Number the steps in the correct order
	<ol style="list-style-type: none"> 1. Select and operationally define the specific behavior or skill. 2. Formulate the specific question you want answered. <ul style="list-style-type: none"> ● Is it a behavior or an academic skill? 3. Select and train all staff who are involved in the data process. 	
	<ol style="list-style-type: none"> 1. Determine the type of data you need to answer your question. 2. Elements to think about to include. <ul style="list-style-type: none"> ● Who will take the data? ● What data sheet will you use? ● When will you take the data? ● How will you take the data? ● How will it be organized 	
	<ol style="list-style-type: none"> 1. Is the intervention working? 2. Determine is the student making growth <ul style="list-style-type: none"> ▪ Yes- Fast enough? ▪ No- What are you going to change? ▪ Prerequisite skill missing or not fluent ▪ Should you change the dosage of instruction ▪ Intervention- Instruction ▪ Change amount of practice 3. Decide to continue or change intervention. 	
	<ol style="list-style-type: none"> 1. After you have a plan of who, what, when where and how data will be collected, it is time to put it into practice. <ul style="list-style-type: none"> ● Establish the baseline ● Create the goal ● Select the intervention to be used ● Continue to take data 	
	<ol style="list-style-type: none"> 1. Compile and summarize the raw data. 2. Determine the trends in the data 3. Compare intervention data to baseline 	

