

## Activity 2

Review the Progress Monitoring domain of the SSN Quality Indicators

### Rubric for Evaluation

Score	FI (3)	PI (2)	EI (1)	NI (0)
Domain	Fully Implemented - Every <b>indicator</b> in the domain is implemented at the fully implemented level.	<u>Partially Implemented</u> – Every <b>indicator</b> is addressed with at least one indicator not at the FI level.	<u>Emerging Implementation</u> – Not all <b>indicators</b> are addressed but at least one <b>indicator</b> is at the PI or FI level.	<u>Not Implemented</u> – No evidence of <b>domain</b> being implemented.
1.Indicator	Every <b>component</b> of the <b>indicator</b> is fully implemented.	Every <b>component</b> is addressed with at least one <b>component</b> not at the FI level and no more than one at the EI level.	Not all <b>components</b> are addressed but at least one is at the PI or FI level.	No evidence of <b>indicator</b> being implemented.
a)component		Every <b>aspect</b> is addressed, with at least one <b>aspect</b> not at the FI level and no more than one item at the EI level.	Not all <b>aspects</b> are addressed but at least one is at the PI or FI level.	No evidence of <b>component</b> being implemented.
INSTRUCTIONS: Read each section, and begin scoring from the component level, then move on to indicator level, and finishing with the domain. Mark the appropriate box with an <u>X</u> in the column to indicate the score / level of proficiency.				

CONNECTIONS



<b>Quality Indicators - Progress Monitoring</b>	FI (3)	PI (2)	EI (1)	NI (0)	TOTAL	As Evidenced By:
<b>PROGRESS MONITORING:</b> is “keeping track of students’ progress in meeting these goals enables teachers to better plan for instruction,” through assessment and collection of data. (Roach, Elliott, 2006; Stecker, Lembke, & Fogen, 2008).					<b>27</b>	
1. Assessment data is collected on a regular basis.	FI (3)	PI (2)	EI (1)	NI (0)	<b>0</b>	
a) Research based, scientifically validated instruction and interventions are used for the targeted skills or behavior.						
b) Frequent and on-going quantitative data are collected.						
c) Frequent and on-going qualitative data are collected.						
d) A balance of both summative and formative assessment strategies are used.						
e) Meaningful data are collected, analyzed and discussed on an on-going basis (e.g., IEP goals, learner outcomes, behavior).						
2. Data driven decisions are based on assessment data.	FI (3)	PI (2)	EI (1)	NI (0)		
a) A collaborative decision making process is used by the IEP team to inform instruction and program decisions						
b) Data are used to analyze individual student's response to the intervention.						
c) Interventions are developed and implemented based on data.						
d) Decisions are made in a timely manner if student is not making progress with the intervention.						
NOTES OR COMMENTS:						

