Continuous Progress Monitoring

Continuous progress monitoring is an evidence-based practice in K-12 special and general education programs in the USA. Reports indicate that teachers who use progress monitoring versus those who do not make more individualizing changes to students’ instructional interventions, report a more accurate sense of what individual students know and need to learn, and their students make measurably superior academic progress over time in school. A similar knowledge base for progress monitoring in early childhood with infants, toddlers, and preschoolers with and without disabilities is just emerging. The authors have played a principal role in this development.

In the course completed and ongoing work, the presenters have developed and published (a) a set of technically adequate measures for infants and toddlers, birth to age 3 designed to measure individual children’s progress over time, and (b) a national website technology capable of supporting access and services (project management, collection entry, and reporting,) at scale. They have also collaborated with colleagues at the University of Minnesota who have developed similar measures for preschoolers in support of language and early literacy. These measures are technically adequate and the website technology exists making them accessible and usable by practitioners’ world-wide.

Sharing the presentation, the two presenters will address conceptual background and the special challenges developing General Outcome Measures for children younger than kindergarten; the specific measures that are available including their details of their application in local programs, technical soundness, and results of their use. Implications, need for future research, and limitations will be discussed; and addressed further in Q & A.