Progress Monitoring for Secondary ELLs **Implementation Checklist**				
Develop a progress monitoring plan.	What is in place?	What needs to be done?	Who is responsible?	Other comments
Our school has a plan for progress monitoring implementation as part of the ESL program.				

We plan for progress monitoring.
❐ We consider the cultures in the classroom (ecology).
❐ We ensure high quality opportunities to learn for all students.
❐ Assessment is considered in systematic ways.
❐ Expectations for the rate and quality of student progress are based on ongoing assessment of student learning.
❐ Decisions about instruction are grounded in interpretations of data.
❐ Begin with written planned instruction
❐ Teacher groups establish:
   ➤ steps toward meeting standards
   ➤ measures and rubrics (formative assessments)
   ➤ timelines for measuring progress
❐ Who will review formative assessments and tweak them for ELP?
❐ Who will monitor for fidelity of implementation?
❐ Target *need* of student				

Our school plan includes: ❐ Instruments and observations ❐ How often and in what areas ❐ Interpreting and utilizing data				

Implementation of data collection methods, interpretation, and decisions about what to do in light of data interpretation				
☐ Establish qualitative (or observational) and quantitative (numerical) methods of <u>gathering data</u> on student achievement and rate of progress. ☐ Establish qualitative and quantitative ways of <u>interpreting data</u>.				
Develop or select appropriate progress monitoring tools.				
☐ Begin with learning outcomes. ☐ Make those learning outcomes clear and explicit to the students themselves. ☐ Consider student's cultural and linguistic experiences.				
Determine what and how often to monitor.				
☐ Focus on progress in all 4 domains: listening, speaking, reading, and writing. ☐ Focus on progress in literacy skills. ☐ Examine skills strategically and routinely.				
Choose formative assessments that will support progress monitoring.				
☐ Utilize performance assessments. ☐ Utilize curriculum-based measurements.				
Utilize formative assessments, as defined in the PA Standards Aligned System that:				
☐ allow teachers to monitor and adjust their instructional practice in order to meet the individual needs of their students				

☐ can consist of formal instruments or informal observations ☐ provide information to adapt instructional practices to meet individual student needs, as well as providing individual students corrective feedback that allows them to "reach" set goals and targets ☐ serve as an integral part of effective instructional routines that provide teachers with the information they need to differentiate and make adjustments to instructional practice in order to meet the needs of individual students ☐ integrate results to shape teaching and learning.				
Formative assessment encompasses:				
☐ **questioning strategies** ☐ **active engagement check-ins, (such as response cards, white boards, random selection, think-pair-share, popsicle sticks for open-ended questions, and numbered heads)** ☐ **analysis of student work based on set rubrics and standards including homework and tests**				
Literacy assessment tools may include those found at pattan.net: *Assessment Tools for Secondary RtII* (*for use with students Grades 4-12) http://pattan.net-website.s3.amazonaws.com/images/2011/12/30/RtII_SecAssessTools_122111.pdf **The selection of one or more of the literacy assessment tools found within this site should be used with the understanding that student progress is monitored according				

to the norms set by the teacher.				