Six-Step Protocol: Progress Monitoring Performance Feedback and Goal-Setting Instructional Routine

Introduction

According to the Individuals with Disabilities Education Act Regulations (2018), each child's individualized education program must describe how progress toward meeting the student's annual goals will be measured and periodically shared with parents [Sec. 300.320 (a)(3)]. In addition, within a multi-tiered system of supports, students who perform below grade-level expectations are identified, targeted academic or behavioral interventions are implemented, and student progress is monitored regularly (National Center for Intensive Intervention, 2021). Formal progress monitoring measures can be used to assess students' performance, quantify a student's rate of responsiveness toward measurable annual goals, and evaluate the effectiveness of instruction using reliable and valid measures (Center on Multi-Tiered System of Supports, 2021).

Research shows that actively involving students in progress monitoring through performance feedback and goal setting can lead to improved academic outcomes, yet many students who are at risk for academic failure and students with disabilities who have their progress monitored on a weekly or biweekly basis remain unaware of their progress (Furey & Loftus-Rattan, 2021). Teachers and other specialized staff can address this missed opportunity to engage students in their learning by implementing a brief six-step performance feedback and goal-setting instructional routine, described in this resource, with students following each progress monitoring session (Furey & Loftus-Rattan, 2021).

This six-step routine offers a quick reference guide that enhances typical progress monitoring procedures. The goal is to improve student outcomes in, for example, reading, writing, or mathematics, as well as bolster student motivation and self-efficacy. The materials in this document, plus the companion note-taking log and fidelity checklist, will support teachers and other specialists who are implementing academic progress monitoring with students in kindergarten through the secondary grades. An adapted version of this protocol can be applied for behavior or other skills.

For more information, please review "Actively Involving Students With Learning Disabilities in Progress Monitoring Practices" in *Intervention in School and Clinic* (Furey & Loftus-Rattan, 2021).

Materials Needed

Materials	Notes
☐ Progress monitoring administration and scoring materials	• Examples might include reading, writing, spelling, or mathematics curriculum-based measures.
☐ Progress monitoring line graph or bar graph	• If using a data management system instead of a paper graph, bring a laptop/device.
☐ A pencil, marker, or small stickers for the student to mark their score on the graph	• If using a data management system instead of a paper graph, log into the system so that the student can enter the new score and view the updated graph.
☐ Script and instructions for Session 1: Six-Step Protocol for the Progress Monitoring Performance Feedback and Goal-Setting Instructional Routine	• This script is for the first session only. Print one copy to use during the first session.
☐ Script and instructions for Sessions 2+: Six-Step Protocol for the Progress Monitoring Performance Feedback and Goal-Setting Instructional Routine	• This script is for sessions 2+. Print one copy to use each time.
☐ Note-Taking Log and Fidelity Checklist for each session	• Make one copy for each session and staple together into a packet. Use the Note-Taking Log and Fidelity Checklist to track fidelity and record student responses, goals, and self-efficacy ratings.

Script and Instructions for Session 1

	Six-step protocol for the progress monitoring performance feedback and goal-setting instructional routine: Session 1
Introduction	Immediately following the progress monitoring session, say, "**What we just did is called progress monitoring. It helps us know how you are improving in your skills in (*reading/writing/math, etc.*). Each time we do progress monitoring, we get information that helps us think about what to do to make sure you're learning. Do you have any questions so far?**" Respond briefly to any initial student questions.
Step 1. Explicit performance feedback	After completing the progress monitoring measure, say to the student, "**Now I'm going to calculate your score by counting how many (*words you read/problems you solved, etc.*). Your score is ____.**" Record the score in the Note-Taking Log.
Step 2. Specific, true, and positive feedback	Next, give specific, true, and positive feedback on some meaningful aspect of student performance. Say, "**I liked/noticed that you _____.**" Record in the Note-Taking Log.
Step 3. Collaborative data graphing	Before showing the student the graph, explain how the graph works by using student-friendly terms. Say, "**Every time we do progress monitoring, we will add your score to this graph. First, we find today's date here (*point to the x axis*). Next, we find your score (*repeat the score*) over here (*point to the y axis*). We mark your score on the graph here (*point to the place where x and y meet*). This shows us that today (*point to the x axis*) your score was (*repeat the score and point to the y axis*).**"
Step 4. Collaborative data analysis	Say, "**The next time we do progress monitoring, we will add your new score to the graph. The graph will tell us if your score went up, went down, or stayed the same. If your score goes up, it shows us that you are improving, or getting better in your (*reading/writing/math, etc.*) skills.**"
Step 5. Reflective questioning	In a supportive and nonevaluative tone, ask, "**What have you been doing to improve your (*reading/writing/math, etc.*) skills?**" Listen and record in the Note-Taking Log.
Step 6. Collaborative goal setting	Say, "**I'm going to think about how I can help you keep improving. Do you have any ideas about what I can do to help you improve?**" Listen and record in the Note-Taking Log. Say, "**Let's set a goal you can work on so that you keep improving. What can you do from now until next time so that you keep improving?**" Listen and record in the Note-Taking Log. Provide sample goals if needed.
	Say, "**Good thinking. Your goal for (*this week*) is (*restate goal*). Using this scale, tell me how sure you are that you can reach your goal.**" Show/record response in the Note-Taking Log.
	0 1 2 3 4 5 6 7 8 9 10 I cannot Maybe I am sure do it. I can do it. I can do it. Say, "**With both of us working together, I know that you will continue to improve.**"

Script and Instructions for Sessions 2+

	Six-step protocol for the progress monitoring performance feedback and goal-setting instructional routine: Sessions 2+
Step 1. Explicit performance feedback	After completing the progress monitoring measure, say to the student, "**Now I'm going to calculate your score by counting how many (*words you read/problems you solved, etc.*). Your score is _____.**" Record the score in the Note-Taking Log.
Step 2. Specific, true, and positive feedback	Next, give specific, true, and positive feedback on some meaningful aspect of student performance. Say, "**I liked/noticed that you _____.** "Record in the Note-Taking Log.
Step 3. Collaborative data graphing	Show the student their paper or computer-generated progress monitoring graph. Say, "**Together, let's add the new score (*repeat the score*) to your progress graph.**" Prompt the student to mark/add their score.
Step 4. Collaborative data analysis	Say, "**Let's look at what the graph shows us. Did your score go up, go down, or stay the same since last time?**" Point to the previous data point and then point to the most recent data point. Record response in the Note-Taking Log.
Step 5. Reflective questioning	In a supportive and nonevaluative tone, ask, "**What have you been doing to help you keep improving?**" Listen and record response in the Note-Taking Log. Compare this response to the personal goal they set in Step 6 of the previous session. Say, "**Last time you set a goal to (*state previous goal*). Do you think you accomplished your goal?**" Record response in the Note-Taking Log.
Step 6. Collaborative goal setting	Say, "**I'm going to think about how I can help you keep improving. Do you have any ideas about <u>what I can do</u> to help you improve?**" Listen and record in the Note-Taking Log. Say, "**Let's set a goal you can work on so that you keep improving. <u>What can you do</u> from now until next time so that you keep improving?**" Listen and record in the Note-Taking Log. Provide sample goals if needed. Say, "**Good thinking. Your goal for (*this week*) is (*restate goal*). Using this scale, tell me how sure you are that you can reach your goal.**" Show the self-efficacy scale and record the response on the Note-Taking Log. 0 1 2 3 4 5 6 7 8 9 10 I cannot Maybe I am sure do it. I can do it. I can do it. Say, "**With both of us working together, I know that you will continue to improve.**"

References

Center on Multi-Tiered System of Supports. (2021). *Progress monitoring*.
https://mtss4success.org/essential-components/progress-monitoring

Furey, J., & Loftus-Rattan, S. M. (2021). Actively involving students with learning disabilities in progress monitoring practices. *Intervention in School and Clinic*. Advance online publication.
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