



200 West Baltimore Street, Baltimore, Maryland 21201

# Technical Assistance Bulletin

MarylandPublicSchools.org



Division of Early Intervention and Special Education Services | Supplement to TAB #20-03



Date: July 14, 2020

## Tips for Monitoring Student Progress through Alternative Service Delivery Models

This document has been created as a supplement to Technical Assistance Bulletin (TAB) #20-03, *Providing Continuity of Learning to Students with Disabilities during COVID-19*. Please refer to TAB #20-03 for additional information and guidance on the provision of special education services to students with disabilities and their families during this unprecedented time.

Strategies for collecting data and information to form and guide the learning cycle is essential when providing instruction to students with disabilities. It is critical for the teacher to know where the student is, where the student is going, and what will be next for the student to learn. A well-developed formative assessment process continuously evaluates and assesses the impact of instruction on student learning.

Effective informed instruction:

1. Establishes and communicates clear learning targets or outcomes for the student,
2. Establishes and communicates clear criteria for student success,
3. Builds in opportunities for students to self-assess and ask questions,
4. Provides the student and teacher with clear feedback about student learning based on the established criteria, and
5. Provides the student with opportunities to revise or re-do similar assignments based on the feedback.

Below are some suggestions for formative assessment strategies for various methods of instruction that may be found in the distance learning model, the face-to face model, or a hybrid model. These strategies can be used to monitor ongoing daily learning. Each service provider is responsible to monitor progress aligned with the Individualized Education Program (IEP). The IEP goals and objectives inform the teacher/service provider as to the conditions, behavior, criteria, method of measurement, and timeframe for student achievement related to IEP progress. The suggestions below are in addition to IEP guidance and is intended for daily instruction and learning. This is not an exhaustive list.

Method of Instruction	Tips for Monitoring Student Learning
<p><b>Work Packets</b></p> <p>Packets may be a primary mode of instruction for students with limited access to technology in the distance model. In a hybrid model, the student may complete packets on distance learning days, supplementing the face-to-face instructional model.</p>	<ul style="list-style-type: none"> <li>● Design packets with monitoring of learning and data analysis in mind. Include specific directions for each task explaining how the feedback will be shared with the teacher. Ensure parent training, as necessary.</li> <li>● Build a collaborative and ongoing partnership with parents. Work to promote authentic and active <a href="#">partnerships</a> with parents.</li> <li>● Assess how and what the student is learning; know what will be taught next.</li> <li>● Provide activities that encourage engagement, build in <a href="#">rewards</a>, and include activities that promote self-monitoring.</li> <li>● Record, video, or take pictures of work (remember parental consent).</li> <li>● Design rubrics or task response sheets aligned to assignments.</li> <li>● Provide answer sheets and guides for parents or students to self-check.</li> <li>● Provide scheduled check-ins with teacher or paraeducator.</li> <li>● Chunk activities, allowing the teacher to collect small step learning and provide context for re-teaching before the student has gone too far astray in the work.</li> <li>● Ensure opportunity for the student to ask questions, listen to and analyze questions to inform next steps for instruction. (regular telephone check-ins)</li> <li>● Use U.S. Mail, email, or drop-off sites for returning data sheets/rubrics.</li> <li>● Ensure follow-up packets include feedback for the student and opportunities to revise/re-do work as needed.</li> </ul>
<p><b>Commercial Third Party Learning <a href="#">Apps</a></b> (e.g., iReady, Lexia Core 5, Prodigy, TeachTown)</p> <p>Apps maybe used to support instruction and practice of skills during distance learning days.</p>	<ul style="list-style-type: none"> <li>● Evaluate/investigate the type of <a href="#">data</a> that is collected through the app prior to implementing it.</li> <li>● Identify gaps in instruction and/or data collection that will need to be addressed through other modalities.</li> <li>● Consider the student’s familiarity with the app interface and level of accessibility based on the student’s individual needs.</li> <li>● Regularly review and <a href="#">analyze</a> the data collected by the app.</li> <li>● Supplement the apps’ data collection with skills reviews. Use video conferencing to gather more in-depth skill information or asynchronous tasks to measure learning or progress on IEP goals.</li> <li>● Analyze patterns of errors, gather more skills information when gaps arise.</li> <li>● Use screen sharing to observe the student engaged in the work or app.</li> <li>● If possible, make the use of the app consistent across the class/school/district.</li> </ul>

**Teacher Directed Instruction for a Class Synchronous Learning (Google Meets/Zoom)**

In a well-developed synchronous learning activity, the learning objective or targeted outcome is clearly defined and communicated. The activities and strategies to measure student learning is purposeful and aligned with the instruction.

- Develop a simple data sheet to quickly record information about students' responses to questions during the live session. For example, list student names on the side and skills/topics across the top, use a tally mark as you gather individual student information.
- Encourage students to work collaboratively to brainstorm, record ideas, share a problem, or practice a skill in a shared document. If a homework assignment, this can be shared prior to the lesson.
- Begin the lesson with students formulating questions to be answered at the end of the lesson.
- Use chat features for questions, comments, or to submit emoji faces.
- Use survey-type technology/apps (such as Kahoot, Poll Anywhere, etc.) to evaluate understanding or to assess background knowledge/application level.
- For visual representation, create a document or slideshow that has an [embedded graphic organizer](#) anchored on the page. Use text boxes for student input, ideas, opinions.
- Create a virtual "4 corners" using a slideshow; students drag their name to a corner that represents the idea that they support. Use student responses to form break-out rooms for greater discussion with others that have similar thoughts. Drop into the discussions and actively listen, note student's interactions and concepts shared. Follow up individually with the quiet student. Consider an emotional status check-in for this student.
- Use break-out rooms to discuss with others, foster student dialogue.
- Utilize forms as exit tickets, quizzes, worksheets, or thumbs up/down. Evaluate responses to identify gaps in understanding. Incorporate accommodations, as necessary. Include visuals, multiple choice, interactive responses, etc.
- Use well-designed [questions](#) to elicit student feedback. A strong question has an intended response and allows the thinking process of the student to be explored.
- Provide formative, brief, and guiding feedback, "In this draft, you accomplished writing sentences using colorful adjectives effectively. When you revise try to vary your sentence structure to add interest for your reader."

<p><b>Direct One-to-One/ Small Group Online or Face-to-Face Instruction</b></p> <p>A direct instructional activity can be designed to address specific skills as outlined in IEP goals and objectives or to target gaps, missed learning, follow-up instruction, etc.</p>	<ul style="list-style-type: none"> <li>● Use the IEP goal/objective to guide assessment activities.</li> <li>● Engage the student in authentic discussion, listen carefully to comments and questions.</li> <li>● Use guided questions to have the student explain their work process and thinking.</li> <li>● Develop a <a href="#">simple data log</a>: identify goals, strategy and response, and notable behaviors.</li> <li>● Conduct skill reviews.</li> <li>● Ask the student what they noticed about their work, what was easiest, and what was hardest?</li> <li>● Identify and name a criterion for success met; identify and name a criterion to improve.</li> <li>● Provide chat features for students to submit questions, comments, etc.</li> </ul>
<p><b>Online Self-Directed Activities/Independent Assignments</b> Asynchronous Learning</p> <p>A well-developed asynchronous lesson will have all of the attributes of the synchronous learning opportunity and additional structures such as chunking and benchmarks to assist the student with independent work completion.</p>	<ul style="list-style-type: none"> <li>● Assign paraeducators to assist with check-ins and support.</li> <li>● Provide samples of what is intended for an outcome and what does not meet the criteria. “This is an insect, and this is not an insect?” Provide rationale to reinforce concepts.</li> <li>● Build-in self-assessment tools and benchmark reflection opportunities.</li> <li>● Provide chunking and pacing of activities to maintain engagement with subset rubrics for guided success.</li> <li>● Develop self-checking quizzes and flashcards.</li> <li>● Utilize <a href="#">Google Forms</a> as exit tickets or worksheets.</li> <li>● Ask students to write brief sentences or illustrate a prompted response.</li> <li>● Provide an opportunity for discussion boards for a group of students, require engagement, and monitor daily.</li> <li>● Provide opportunities and avenues for students to submit questions.</li> <li>● Design a work product that demonstrates learning, such as a game, a puzzle, flash cards, or quiz for another student.</li> <li>● With parent permission, use video recording.</li> <li>● Collaborate with <a href="#">parents</a> to provide opportunities for the student to replicate or apply skills that were taught in the week’s/day’s lessons.</li> <li>● Provide parent with a structured document or tool to communicate feedback.</li> </ul>

<p><b>Group Assignments/ Projects</b></p> <p>Students with disabilities participate in virtual and school-based group assignments to access general education curriculum and instruction.</p>	<ul style="list-style-type: none"> <li>● Provide initial opportunity to ask questions, ensure understanding of assignment, and criteria for success.</li> <li>● Provide opportunities for benchmark check-ins, individual and group reflections.</li> <li>● Use virtual student break-out rooms to meet, discuss, and collaborate.</li> <li>● Engage the paraeducator to monitor break-out rooms.</li> <li>● Have students re-state roles and assignments.</li> <li>● Provide chunking, timelines, check-out lists, and rubrics.</li> <li>● Used shared tools to complete assignments, documents, slide shows.</li> <li>● Record a virtual verbal or written group discussion.</li> <li>● Use a chat feature for students to check in with teacher.</li> <li>● Provide self-monitoring, group monitor, or peer assessment tools.</li> </ul>
<p><b>Televised Lessons</b></p> <p>Many systems provide large group instruction using public broadcast television and established schedules.</p>	<ul style="list-style-type: none"> <li>● Use 1:1 check-ins to review skill instruction with student.</li> <li>● Engage paraeducator in the check-in process.</li> <li>● Provide student with an avenue to submit questions.</li> <li>● Provide student with direct instruction aligned to the IEP.</li> <li>● Review progress on IEP goals as outlined in the IEP.</li> <li>● Provide additional drill and practice to review new learning.</li> <li>● Select specific formative assessments to complete with the student.</li> <li>● Establish collaborative partnerships with <a href="#">parents</a>.</li> </ul>

## Analyzing and Using Data to Inform Instruction and IEP Teams

Ongoing assessment of student progress and using the results to make instructional and IEP decisions remains a critical component of the collaborative evaluation process as students engage in a continuum of service delivery models like the ones listed above. Once multiple sources of data are collected, pattern responses and student learning is analyzed, it is important to consider any missing data points that may present challenges in making accurate and holistic decisions about what needs to be implemented in order for the student to make progress. It is expected that students with disabilities participate in the same screening tools and assessments used by general education to determine any gap in learning resulting from the period of remote instruction. Teams should consider how screening tools and assessments used in general education will support decision-making for students with disabilities as well as any need for additional assessments or data.

When analyzing the data gathered from the period of distance learning consider the following questions:

- What did the student learn?
- What was the student expected to learn?
- What new gaps in learning are evident? Have any gaps narrowed?
- How did the student learn?

- Are there patterns of behaviors or engagement challenges? What information is gathered about engagement, frustration, effectiveness of teaching for this student in the distance learning model through behavioral information?
- What are the effective teaching methods for a distance learning program for this student?

Using this analyzed data and the new knowledge about what the student has learned, how the student learns, behavioral patterns and the effectiveness of the distance learning plan for the student, teams may determine what adjustments are needed to students' specially designed instruction. If the data collected indicates that the student did not make the expected amount of progress, teams consider adjustments to the method, intensity and supports that were offered during the time of closure and how this information can be applied to the service delivery model(s) being implemented for the student. Teams may also consider how scheduling students and staff can support intensified instruction and intervention so that the student continues to make progress. Teams may wish to consider the following questions when using formative assessment data and other progress monitoring data to make decisions:

- If the student did not make the expected amount of progress on IEP goals and objectives, what type/frequency/duration of services may be needed to narrow the gap between expected and actual progress?
- What new or different services will be offered to all students and how can these additional services, with specially designed instruction as appropriate, support the individual needs of students with disabilities based on the data collected?
- If a hybrid model is in place, can the frequency or duration of live sessions with the special educator be increased? How can additional support be provided in the schoolhouse?
- If elements of distance learning are in place, how can the student be more effectively supported? Are different instructional methods or reinforcers to support increased engagement and progress necessary?

**Reminder:** Teams in collaboration with parents make individualized decisions for students with disabilities and document any new decisions in amended or revised IEPs.

## References

MSDE DEI/SES: *A Guide for Implementing Specially Designed Instruction within an Integrated Tiered System of Supports*

NCEO Brief: *Five Formative Assessment Strategies to Improve Distance Learning Outcomes for Students with Disabilities* <https://ici.umn.edu/products/iGMRTYKOREghvw6W9lhcRQ>

Strategies for Monitoring Progress <https://eleducation.org/resources/strategies-for-monitoring-progress>

For more information, call 410-767-0249  
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