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MARYLAND STATE DEPARTMENT OF EDUCATION
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IMPLEMENTATION BEST PRACTICES & CONSIDERATIONS
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TIPs for Monitoring Student Progress through Alternative Service Delivery Models

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
Work Packets 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.	• 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. • Build a collaborative and ongoing partnership with parents. Work to promote authentic and active partnerships with parents. • Assess how and what the student is learning; know what will be taught next. • Provide activities that encourage engagement, build in rewards, and include activities that promote self-monitoring. • Record, video, or take pictures of work (remember parental consent). • Design rubrics or task response sheets aligned to assignments. • Provide answer sheets and guides for parents or students to self-check. • Provide scheduled check-ins with teacher or paraeducator. • 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. • Ensure opportunity for the student to ask questions, listen to and analyze questions to inform next steps for instruction. (regular telephone check-ins) • Use U.S. Mail, email, or drop-off sites for returning data sheets/rubrics. • Ensure follow-up packets include feedback for the student and opportunities to revise/re-do work as needed.
Commercial Third Party Learning Apps (e.g., iReady, Lexia Core 5, Prodigy, TeachTown) Apps maybe used to support instruction and practice of skills during distance learning days.	• Evaluate/investigate the type of data that is collected through the app prior to implementing it. • Identify gaps in instruction and/or data collection that will need to be addressed through other modalities. • Consider the student's familiarity with the app interface and level of accessibility based on the student's individual needs. • Regularly review and analyze the data collected by the app. • 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. • Analyze patterns of errors, gather more skills information when gaps arise. • Use screen sharing to observe the student engaged in the work or app. • If possible, make the use of the app consistent across the class/school/district.
Direct One-to-One/ Small Group Online or Face-to-Face	• Use the IEP goal/objective to guide assessment activities. • Engage the student in authentic discussion, listen carefully to comments and questions.

Method of Instruction	Tips for Monitoring Student Learning
Instruction 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.	● Use guided questions to have the student explain their work process and thinking. ● Develop a simple data log: identify goals, strategy and response, and notable behaviors. ● Conduct skill reviews. ● Ask the student what they noticed about their work, what was easiest, and what was hardest? ● Identify and name a criterion for success met; identify and name a criterion to improve. ● Provide chat features for students to submit questions, comments, etc.
Online Self-Directed Activities/Independent Assignments Asynchronous Learning 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.	● Assign paraeducators to assist with check-ins and support. ● Provide samples of what is intended for an outcome and what does not meet the criteria. "This is an insect, and this is not and insect? " Provide rationale to reinforce concepts. ● Build-in self-assessment tools and benchmark reflection opportunities. ● Provide chunking and pacing of activities to maintain engagement with subset rubrics for guided success. ● Develop self-checking quizzes and flashcards. ● Utilize Google Forms as exit tickets or worksheets. ● Ask students to write brief sentences or illustrate a prompted response. ● Provide an opportunity for discussion boards for a group of students, require engagement, and monitor daily. ● Provide opportunities and avenues for students to submit questions. ● Design a work product that demonstrates learning, such as a game, a puzzle, flash cards, or quiz for another student. ● With parent permission, use video recording. ● Collaborate with parents to provide opportunities for the student to replicate or apply skills that were taught in the week's/day's lessons. ● Provide parent with a structured document or tool to communicate feedback.
Group Assignments/ Projects Students with disabilities participate in virtual and school-based group assignments to access	● Provide initial opportunity to ask questions, ensure understanding of assignment, and criteria for success. ● Provide opportunities for benchmark check-ins, individual and group reflections. ● Use virtual student break-out rooms to meet, discuss, and collaborate. ● Engage the paraeducator to monitor break-out rooms. ● Have students re-state roles and assignments. ● Provide chunking, timelines, check-out lists, and rubrics.

Method of Instruction	Tips for Monitoring Student Learning
general education curriculum and instruction.	- Used shared tools to complete assignments, documents, slide shows. - Record a virtual verbal or written group discussion. - Use a chat feature for students to check in with teacher. - Provide self-monitoring, group monitor, or peer assessment tools.
Televised Lessons Many systems provide large group instruction using public broadcast television and established schedules.	- Use 1:1 check-ins to review skill instruction with student. - Engage paraeducator in the check-in process. - Provide student with an avenue to submit questions. - Provide student with direct instruction aligned to the IEP. - Review progress on IEP goals as outlined in the IEP. - Provide additional drill and practice to review new learning. - Select specific formative assessments to complete with the student. - Establish collaborative partnerships with parents.