

High-Quality Checklist for Student Progress Monitoring

Quality Measure	Proficiency	Proficiency in Progress	Proficiency to Begin	Follow-Up
1. The prekindergarten program uses a Student Progress Monitoring calendar to inform teachers when assessments are to be performed, when assessment data is recorded and when children's progress is communicated with parents.				
2. The prekindergarten program uses a Student Progress Monitoring Instrument that is listed on the <i>Commissioner's List of Approved Prekindergarten and Kindergarten Assessment Instruments 2017-2021</i> .				
3. All prekindergarten staff receive initial training that is specific to the Student Progress Monitoring Instrument before they implement the process of monitoring student progress.				
4. All prekindergarten staff receive annual, ongoing training that is specific to the Student Progress Monitoring Instrument they are using and how to use the collected data to inform their classroom instruction.				
5. Prekindergarten teachers are given adequate support in completing the work associated with student progress monitoring including, but not limited to, systematic observation planning, using paraprofessionals to document observations and using substitute teachers in completing progress monitoring.				
6. Student progress is assessed three time during the school year – beginning of year (BOY), middle of year (MOY) and end of year (EOY).				
7. Data from the student progress monitoring instrument is consistently reviewed to inform teaching practices and daily instruction.				
8. Data from the student progress monitoring instrument is consistently used to determine large group, small group and individual instruction.				
9. Data from the student progress monitoring instrument is consistently used to assist in identifying students who may need additional assistance.				
10. Non-English speaking students are assessed in their home language as well as in English.				
11. Student progress monitoring data is communicated with parents to better inform them of their children's progress at school at least three times a year.				
12. Parents and teachers collaboratively create school-readiness goals for individual children.				
13. Parents are given resources to help their children grow and develop in areas of identified needs at conferences.				