



Monitor the progress of tier 2 students at least once a month



Students receiving tier 2 interventions should be assessed at least monthly, so it is important to establish a regular monitoring schedule. Use data from monitoring to determine whether students still require intervention. Those who have met benchmarks can be assigned to tier 1, and those who require continued support can be reassigned as needed. For students still making insufficient progress, schoolwide teams should design a tier 3 (or higher) intervention plan.



How to carry out the recommendation

1. Monitor progress of tier 2 students on a regular basis using grade appropriate measures. Monitoring of progress should occur at least eight times during the school year.
2. While providing tier 2 instruction, use progress monitoring data to identify students needing additional instruction.
3. Consider using progress monitoring data to regroup tier 2 students approximately every six weeks.

Potential roadblocks

1. Students within classes are at very different levels for tier 2 intervention.
2. There is insufficient time for teachers to implement progress monitoring.

Reference: Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades* (NCEE 2009-4045). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved from <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>



How to carry out the recommendation

1. Monitor progress of tier 2 students on a regular basis using grade appropriate measures. Monitoring of progress should occur at least eight times during the school year.

Many of the tier 2 intervention programs available recommend weekly assessment of student progress, but there is little research evidence that weekly assessment is more beneficial than monthly. Some curricula include mastery tests to indicate which skills have been learned and which should be retaught. If such measures are not available within the curriculum, use measures that are efficient, reliable, and valid.

Suggested areas for progress monitoring are included in the table below.

Grade	Measure
Kindergarten	<ul style="list-style-type: none">Phonemic awareness measures (especially measures of phoneme segmentation)
Grade 1	<ul style="list-style-type: none">Fluent word recognitionNonword (pseudo word reading)Oral reading fluency (connected text)
Grade 2	<ul style="list-style-type: none">Fluent word recognitionOral reading fluency

Note. Taken from page 25 of the practice guide referenced on first page of this document.

2. While providing tier 2 instruction, use progress monitoring data to identify students needing additional instruction.

Not all students will progress at the same rate, but the main goal is always mastery since these skills are foundational. If one or more students require additional instruction, they may need separate supports. If no students are progressing, examine the intervention and its implementation to ensure critical components are included and pacing matches the needs of students.

3. Consider using progress monitoring data to regroup tier 2 students approximately every six weeks.

This regrouping will allow teachers to see progress and to keep groups as homogeneous as possible. Allow for groupings across classrooms, if possible, to meet the needs of students.

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Potential roadblocks and how to address them

Roadblock	Suggested Approach
<i>Students within classes are at very different levels for tier 2 intervention.</i>	Consider grouping students with similar needs across classes and utilizing other school personnel who have training and can provide appropriate instruction.
<i>There is insufficient time for teachers to implement progress monitoring.</i>	Consider using paraprofessionals or other school staff who have been trained.



For more information on the research evidence and references to support this recommendation, or for more detailed explanation from the What Works Clearinghouse committee who developed this recommendation, please refer to the practice guide cited at the bottom of the first page of this document.