PROGRESS MONITORING KIT

Track and Monitor Student Data

Part of the
Special Education Caseload Command Center

PM SHEETS WORKBOOK

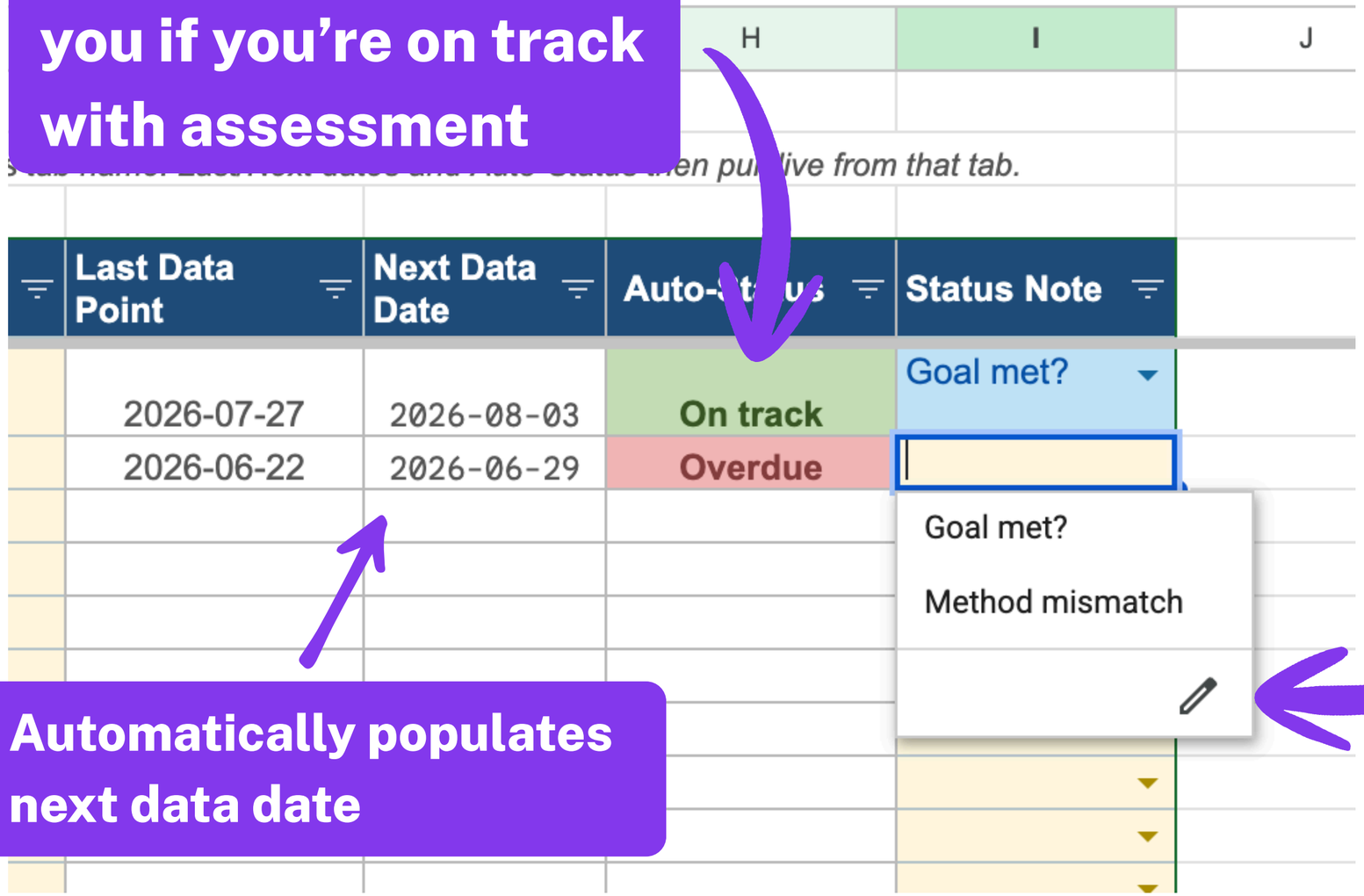
5 DATA COLLECTION FORMS

PROGRESS SUMMARY DOC

EVIDENCE-TO-NEXT-STEP TOOL

THE WORKBOOK KEEPS YOU ON TRACK

Automatically tells you if you're on track with assessment



Automatically populates next data date

Optional status notes

FILL IN YELLOW CELLS & LET THE WORKBOOK DO THE REST

Pop-up Calendar

PROGRESS MONITORING — DAILY SESSION LOG

Fill the yellow cells: date, plan, and SCORE. Everything else updates itself.

✓ On track — next due Jul 28

Date	Session Plan / What we did	SCORE	Aimline (auto)	Prompt / notes	Trend (auto)
2026-05-03	Do not write in this row				
2026-05-18	Repeated reading, passage 3B. 2 timed reads.	42	45.4		below
2026-05-25	Cold read passage 4A, error correction.	47	47.9		below
2026-06-08		52	52.9		below
2026-06-22		63	57.9		at/above
2026-07-21		75	68.2		at/above

July 2026

S	M	T	W	T	F	S
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
20	21	22	23	24	25	
26	27	28	29	30	31	1
2	3	4	5	6	7	8

Today

SET UP (once per goal)

Baseline	40	Date	5-3-26	Student	Template
Target	80	Date	8-23-26	Goal	Oral reading fluency

2026-05-03		Unit	WCPM
2026-08-23		Interval (days)	7

WHAT'S DUE

Last score:	2026-07-21
Next due:	2026-07-28
On track — next due Jul 28	
Calendar status:	On track

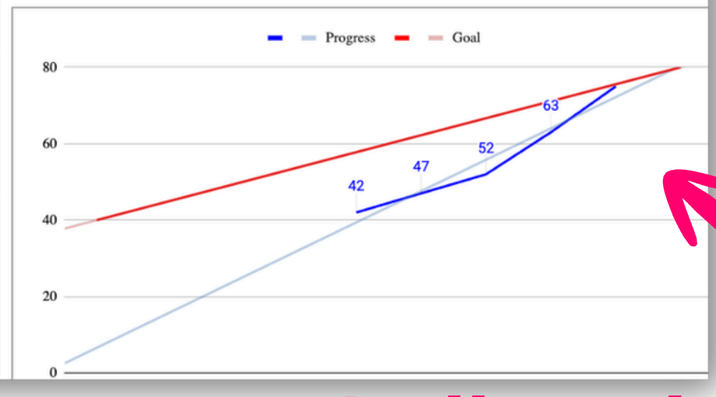
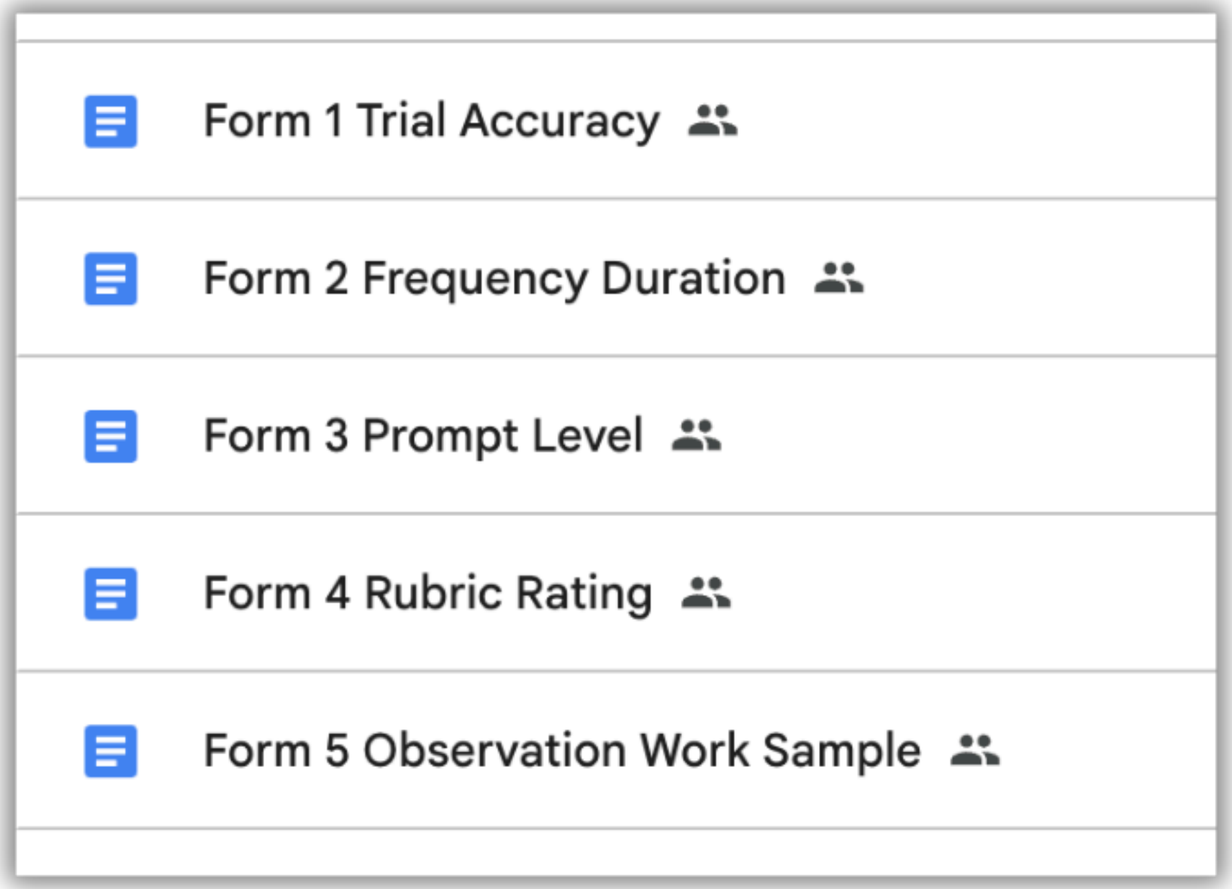


Chart automatically updates when you add a score

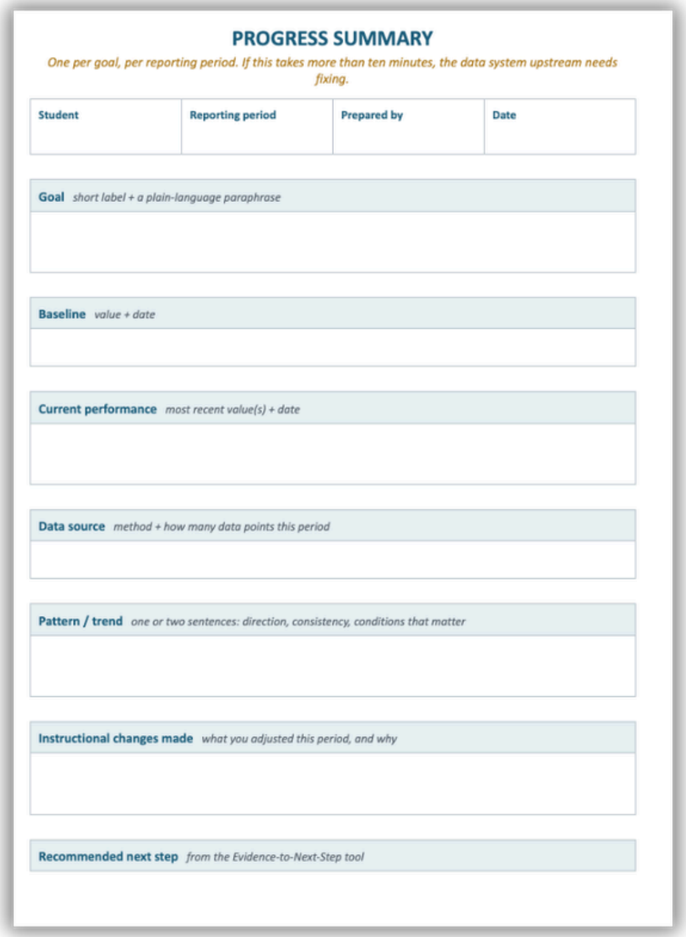
5 DATA COLLECTION DOCS



Fully editable

Complete digitally or print and use

USE THE PROGRESS SUMMARY TO PLAN & PREPARE



PROGRESS SUMMARY

One per goal, per reporting period. If this takes more than ten minutes, the data system upstream needs fixing.

Student	Reporting period	Prepared by	Date

Goal *short label + a plain-language paraphrase*

Baseline *value + date*

Current performance *most recent value(s) + date*

Data source *method + how many data points this period*

Pattern / trend *one or two sentences: direction, consistency, conditions that matter*

Instructional changes made *what you adjusted this period, and why*

Recommended next step *from the Evidence-to-Next-Step tool*

Completes the match-schedule-review cycle and gives you actionable next steps.

FOLLOW THE GUIDES

Data Matching Guide

Method	What it captures
Accuracy / trial data	Percent correct across opportunities
Frequency	How often a behavior occurs in a window
Duration	How long a behavior or state lasts
Latency	Time between prompt and response
Prompt level	The support needed for success
Rubric / rating scale	Quality on a defined scale
Work samples	Permanent products, dated
Observation notes	Dated anecdotal records

Data Point Selector

Use this table to match the goal with the matching data method.

If the goal is about...	Use...	The data poi like...
Academic accuracy	Percent correct (trial data)	"8/10 correct —
Fluency / rate	Count per timed interval	"62 wcpm" · "14 min"
Independence	Prompt-level record	"Verbal prompt independent"
Behavior — how often	Frequency count	"6 call-outs in 3
Behavior — how long	Duration	"On task 12 of 2
Getting started	Latency	"Started 45 sec direction"
Executive functioning / quality	Rubric or completion scale	"3 of 4 on organ
Communication	Opportunities + successful responses	"5 initiations ac opportunities"
Writing & products	Dated work samples + rubric	Sample filed, sc

Evidence-to-Next-Step Tool

You reviewed the data. Now what? This page turns the four honest answers to "is it working?" into defined moves, so a data review always ends in a decision.

What the data shows	Your move
Steady progress, on pace for the goal date	Continue current instruction. Change nothing; protect the thing that's working. Consider thinning data frequency.
Progress, but too slow for the goal date	Increase practice opportunities first (dosage before design). If two more review cycles stay slow: adjust prompting, grouping, or approach — one variable at a time.
Flat, but engagement and accuracy-with-support are good	Change prompting or scaffolding — the student may be stuck at a support level. Check the fading plan.
Flat or declining, and the sessions feel wrong too	Reassess the baseline and prerequisites — instruction may be aimed above a gap. Then adjust grouping or approach.
Inconsistent — sawtooth data	Look at conditions before changing instruction: time of day, setting, group mix, what precedes the session. The pattern is usually in the context column.
Goal met, or data can't answer the goal	Consult the team. Goal met early, goal no longer relevant, or method mismatch are all team conversations — with your data as the agenda.



My name is Cathy White, Ed.D., and I'm the creator behind Pathwise Works. I've spent 25+ years in education, and I build frameworks and systems to help educators have **more time** to actually teach.

Work smarter, not harder!

PATHWISE WORKS

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