

25-26 STANDARDS-BASED IEP PROCESS TRAINING

IEP Data Collection and Progress Monitoring Essential Elements

Questions to Ask	Breadth of Information Needed
Does the criterion from the annual goal align with the data collection and the IEP progress report?	How is the criterion stated in the annual goal reflected in the data collection process?
	What objective data collection method allows progress to be reported numerically (e.g., observation checklists, rubrics, curriculum-based measurements)?
	If different people collect data, would their conclusions align?
	How is progress toward the IEP annual goal reported, and how does this align with the methods used to measure the annual goal?
Is it clear how frequently data collection on annual goals should occur?	How frequently and consistently is data measured to ensure timely adjustments to supports and services when needed?
	What is the data collection schedule, and how is consistency maintained over time?
Is it clear which individual(s) will collect data on the annual goal, monitor the progress, and report it?	Who is collecting data on the measurable annual goal?
	What training or qualifications do the identified individuals need to ensure accurate and reliable data collection?
	Who communicates progress toward annual goals to the parent(s)?
Is there information about where annual goal data will be collected?	What setting or context is identified for data collection, and how is this information communicated?
Is it clear in the student's IEP how often periodic reports on the progress the child is making toward meeting the annual goals will be provided?	What information in the student's IEP indicates when school personnel will inform the parent(s) of progress towards annual goals? <i>NOTE: At a minimum, progress reports should be provided to the parent(s) concurrent with issuing report cards. The ARD committee may determine if more frequent progress reporting is necessary.</i>