

OK EDPlan™ Goal Progress Monitoring

User Guide

July 2019

IEP Goal Progress Monitoring

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What is Goal Progress Monitoring?

Consistent data collection allows teachers, service providers, and administrators to track a student's progress towards his/her IEP goals. Teachers can begin collecting IEP goal data immediately after finalizing the IEP. Data can be used to assist educators with trend analysis, identifying students who are meeting (or not meeting) their goals or objectives before the end date of the IEP. By quantitatively assessing and monitoring progress, parents, teachers, and educators can target instruction and proactively impact student achievement.

Setting Up Goals and Objectives for Progress Monitoring

Goals

1. Log into EDPlan™ and select the Students tab.

EdPlan by PCG Education

Welcome, Kristi | My Calendar | Message Board | Logout

Main Menu | **Students** | Reporting | Administrator | SmartScan | Wizards | PCG | Pepper

Announcements Edit Message

OSDE State Dept. Update:

ALL 5 year old students having a birthday (6 yrs) before June 30, 2016 will need exit ECO data on the day of the student's birthday or after, but no later than June 30, 2016.

2. Click on the student for whom you wish to add goals and/or evaluation procedures for progress monitoring.

EdPlan by PCG Education

Welcome, Kristi | My Calendar | Message Board | Logout

Main Menu | Students | Reporting | Administrator | SmartScan | Wizards | PCG | Pepper

Select a Student

CP	Last Elig	Eligibility Due Date	Last IEP	IEP Due Date	School	Grade	Name	Student ID	Date of Birth	Age	Hist Dis	IEP Case Manager	504 Elig Begin	504 Plan Begin	504 Committee Chair	STN
✓✓	12/18/2015	12/18/2018	03/01/2017	03/01/2018	SS	03	Adam GPM Test	TESTADAM	12/08/2009	8 Years	AUT	Bob Test				TEST3321
✓✓	01/10/2017	01/10/2020	03/01/2017	03/01/2018	SS	03	Carmel GPM Test	TESTCAR	03/11/2009	8 Years	AUT	Bob Test				CARMEL2351
✓✓	01/04/2017	01/04/2020	03/13/2017	03/13/2018	SS	03	Frederick GPM Test	TESTFRED	07/14/2010	7 Years	OHI	Bob Test				FRED2352
✓✓	11/17/2016	11/17/2019	03/15/2017	03/15/2018	SS	02	Garry GPM Test	TESTGAR	06/28/2010	7 Years	ID	Bob Test				GARRY35322

3. Click on the IEP Process.

Main Menu | Students | Reporting | Administrator | SmartScan | Wizards | PCG | Pepper

Student Profile | Personal | Contact Log | Eligibility Process | **IEP Process** | 504 Process | SoonerStart | Discipline Info | Documents | Student History

EdPlan Consolidated Student Profile **Adam GPM Test**

Special Education | Section 504 | Personal Information

Special Education

Eligible	Yes	Disabilities	Autism
Eligibility Date	12/18/2015	Current IEP Date	03/01/2017
IEP Team	Bob Test Teresa Test		

4. Click on 'Goals and Objectives.'

EdPlan by PCG Education

Welcome, Kristi | My Calendar | Message Board

Main Menu | Students | Reporting | Administrator | SmartScan | Wizards | PCG | Pepper

Contact Log | Eligibility Process | IEP Process | 504 Process | SoonerStart | Discipline Info | Documents | Stu

IEP Process Adam GPM 1

The following information is required before you can create this IEP

Meeting Purpose	-Select-
IEP Meeting Date	01/04/2018
Date this IEP Begins	01/04/2018
Date this IEP Ends	01/04/2019

Save

- Parents and IEP Team Members ✓
- Current Assessments ✓
- Strengths/Needs, Special Factors, and Parent Concerns ✓
- Goals and Objectives** ✓
- Accommodations ✓
- Services ✓
- OK Alternate Assessments
- Early Childhood Data Collection ✓
- Transition Services Plan
- Create Draft
- Create Final
- Print/View Document

5. Select the goal for which you would like to document progress. If there is no existing goal, you will need to follow the steps to add a goal to this IEP.

Annual Goal 1

* Area of Need:		* Annual Goal:	* Obj:	ESY	
Communication Development		Communication - Students will develop and apply effective communication skills through speaking and active listening.	0	<input type="checkbox"/>	
Del	Pos	Person/Position Responsible	Informed Progress	Frequency	Overall Goal Comments
<input type="checkbox"/>	1	Jacque Cullen - Specialist	How will the parent be informed of student's progress towards the annual goals? Progress Report	Frequency of progress towards goals? Weekly	

Currently Associated Evaluation Procedure Details

Del	Evaluation Procedure	Subtest	Score Type(s)	Target Score(s)	Target Date(s) (If left blank, will default to IEP End Date)	Save/Edit
<input type="checkbox"/>	Practice and Drill	No Subtest	Percentage	Percentage: 75.0	Percentage:	<input type="button" value="Edit"/>
<input type="checkbox"/>	Worksheet	No Subtest	Percentage	Percentage: 75.0	Percentage:	<input type="button" value="Edit"/>
<input type="checkbox"/>	Test	No Subtest	Percentage	Percentage: 75.0	Percentage:	<input type="button" value="Edit"/>

6. Below each goal/objective section, you will see a new section where you will set up evaluation procedures for goals for progress monitoring.

Associate a New Evaluation Procedure

You may either add an Evaluation Procedure from the list, add a custom Evaluation Procedure, or select from an existing Evaluation Procedure

Evaluation Procedure	Subtest	Score Type(s)	Target Score(s)	Target Date(s) (If left blank, will default to IEP End Date)
From List: <input type="text"/>	3rd Grade			
Or Custom: <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

7. In the 'Associate a New Progress Monitoring Data Source' section, you will need to add any data sources that will be used to monitor progress towards this goal. You may choose a Progress Monitoring Data Source from the list, or you may enter a custom one.

A data source is the method by which progress towards the goal is being measured, and is similar to the previous 'Evaluation Procedures' section on the Goals and Objectives. This could include a specific assessment, such as AIMSWEB, DIBELS, etc., or it can be more generic, such as 'Teacher Observation,' 'Work Samples,' etc.

- Once you have selected a Progress Monitoring Data Source, you will see fields open to also add a subtest, score type, target score, and target date (if the target date is the IEP End Date, you can leave this field blank). More than one score type can be selected if needed.

Associate a New Evaluation Procedure

You may either add an Evaluation Procedure from the list, add a custom Evaluation Procedure, or select from an existing Evaluation Procedure

Evaluation Procedure	Subtest	Score Type(s)	Target Score(s)	Target Date(s) (If left blank, will default to IEP End Date)
From List: AIMSweb PLUS Reading	Word Reading Fluency	3rd Grade	Number Correct: 99	Number Correct: <input type="text"/>
Or Custom:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Update the Database

- Then, click 'Update the Database'.
- The Progress Monitoring Data Source will be added to the section called "Currently Associated Evaluation Procedure Details".

Currently Associated Evaluation Procedure Details

Del	Evaluation Procedure	Subtest	Score Type(s)	Target Score(s)	Target Date(s) (If left blank, will default to IEP End Date)	Save/Edit
<input type="checkbox"/>	Practice and Drill	No Subtest	Percentage	Percentage: 75.0	Percentage:	Edit
<input type="checkbox"/>	Worksheet	No Subtest	Percentage	Percentage: 75.0	Percentage:	Edit
<input type="checkbox"/>	Test	No Subtest	Percentage	Percentage: 75.0	Percentage:	Edit
<input type="checkbox"/>	AIMSweb PLUS Reading	Word Reading Fluency	Number Correct	Number Correct: 99	Number Correct:	Edit
<input type="checkbox"/>	Speech Data Collection	No Subtest	With no more than __ errors	With no more than __ errors: 5	With no more than __ errors:	Edit

- If you need to make a change at any time, you can click on the 'Edit' button that will appear to the right of the progress monitoring data source after it is added. This will open the fields to be modified.
- If changes are made, remember to click 'Save'.

- Follow the same process to add additional Progress Monitoring Data Sources if using more than one data source to measure this goal.

Objectives

- The process for setting up objectives for monitoring progress is the same as the process for setting up goals. You will select a data source, Data Source Subtest, Score Type(s), Target Score(s), and Target Date(s) (if different than the IEP end date). Click 'Update the Database' when you are finished.

Finalizing IEP Goal/Objective Progress Monitoring Setup

For a **NEW** IEP:

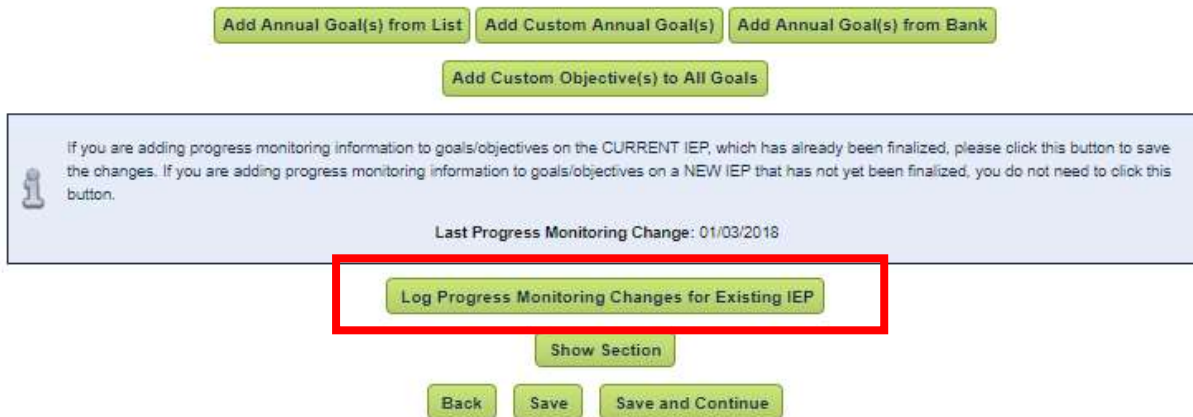
1. Once completed the process for the current goal and its objectives, click 'Save and Continue' at the bottom of the page, and continue this process for each IEP goal. Once the IEP is Finalized, Progress for goals and objectives and be logged.



Please note: If you finalize the IEP and still do not see the goals and objectives populate in the Progress Monitoring Wizard, return to the Goals and Objectives page and click the 'Log Progress Monitoring Changes for Existing IEP' button at the bottom of the page.

For an **EXISTING** IEP (one that has been finalized before setting up progress monitoring evaluation procedures):

2. **IMPORTANT NOTE** – if you are setting up goals for progress monitoring that are on a CURRENT FINAL IEP that is already in place, **you have one extra step to take**. Once you have set up all goals/objectives for progress monitoring, you will return to the main Annual Goals Page and select the button called “Log Progress Monitoring Changes for Existing IEP.” This will save your progress monitoring changes to the current IEP.
 - a. ***If you are writing goals for a NEW IEP, you can skip this step***



You are now ready to enter progress monitoring data for this student’s goals and objectives.

Connecting Goals to Services

The system also allows an additional step for connecting goals to services. This step is necessary for goals to be progress monitored by a related service provider, such as Speech, OT, or PT, who will be using the EasyTrac logging wizard to document services. This step will ensure the appropriate goals display in EasyTrac for the provider(s) to log progress.

1. From the IEP Process page, select 'Services'.

IEP Process Adam GPM

The following information is required before you can create this IEP

Meeting Purpose	-Select-
IEP Meeting Date	01/04/2018
Date this IEP Begins	01/04/2018
Date this IEP Ends	01/04/2019

[Save](#)

- Parents and IEP Team Members ✓
- Current Assessments ✓
- Strengths/Needs, Special Factors, and Parent Concerns ✓
- Goals and Objectives ✓
- Accommodations ✓
- Services** ✓

- OK Alternate Assessments
- Early Childhood Data Collection ✓
- Transition Services Plan
- Create Draft
- Create Final
- Print/View Document

- If you wish to connect a goal to a service, select the 'Details' button next to the service. (If no services have been added to the IEP yet, you will first need to add a service.)

Adam GPM Test

View: Workspace

Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.

Special Ed Services										
Del	Pos	Specially Designed Instruction	Service Type	Number Sessions Session Length	Start Date End Date	ESY	Provider	Location	Serving School (* denotes external school)	
<input type="checkbox"/>	1	Basic Reading Skills	Direct instruction	5 per week 25 min	03/01/2017 03/01/2018	<input type="checkbox"/>	Bob Test	Special Education Setting	- Assigned School -	Details
<input type="checkbox"/>	2	Language	Direct instruction	5 per week 30 min	03/01/2017 03/01/2018	<input type="checkbox"/>	David Test	Special Education Setting	- Assigned School -	Details
<input type="checkbox"/>	3	Math Calculation	Direct instruction	3 per week 20 min	03/01/2017 03/01/2018	<input type="checkbox"/>	Bob Test	Special Education Setting	- Assigned School -	Details

[Add Special Ed Services](#)

Related Services										
Del	Pos	Related Service	Service Type	Number Sessions Session Length	Start Date End Date	ESY	Provider	Location	Serving School (* denotes external school)	
<input type="checkbox"/>	1	Occupational Therapy Services	Direct instruction	2 per week 20 min	03/01/2017 03/01/2018	<input type="checkbox"/>	Jennifer Test	Special Education Setting	- Assigned School -	Details

[Add Related Services](#)

- On the details page will be a list of the goals currently on this IEP. Select each goal that will be addressed by a particular service. A service may be connected to more than one goal. Once you have checked all applicable goal(s), click 'Save and Continue.'

Adam GPM Test

Service Details

Service Name:

Provider: David Test

Location: Special Education Setting

Serving School: - Assigned School -

Days Provided: Monday Tuesday Wednesday Thursday Friday

Associated Goals:

- Reading - Students will develop and apply effective communication skills through speaking and active listening.
 - 3.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.
- Writing - Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.
 - 3.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.
 - 3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
- Students will understand meanings and uses of fractions in real-world and mathematical situations.
 - 3.N.3.1 Students will read and write fractions with words and symbols.

[Back](#)
[Save and Continue](#)

- Note: If making a change to which goal is selected for service on an existing IEP, a prompt will come up to Log the change for the existing IEP. Click that 'Log Progress Monitoring Changes for Existing IEP' button before returning to the Services page.



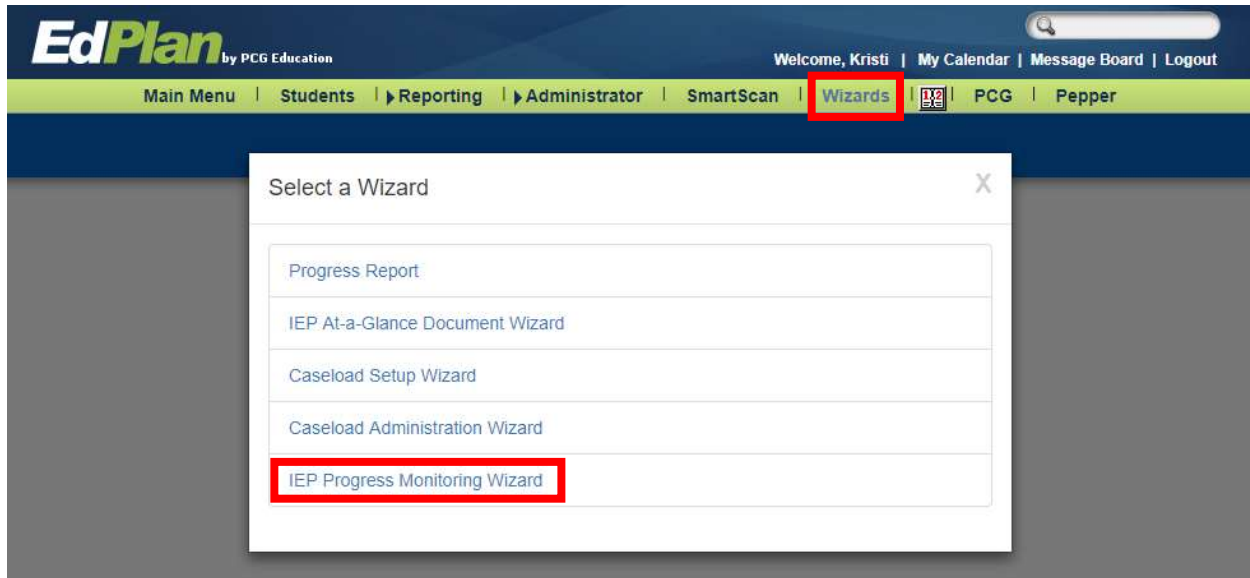
The screenshot shows a software interface for managing Individualized Education Programs (IEPs). At the top, there are three checkboxes with associated text: 3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member. Students will understand meanings and uses of fractions in real-world and mathematical situations. 3.N.3.1 Students will read and write fractions with words and symbols. Below this is a light blue informational box with a person icon and the text: "If you are adding or changing a goal and service association that is not reflected on the CURRENT IEP, which has already been finalized, please click this button to save the changes. If you are adding or changing associations for a NEW IEP that has not yet been finalized, you do not need to click this button." Below the box, it says "Last Progress Monitoring Change: 01/04/2018". A red rectangle highlights a green button labeled "Log Progress Monitoring Changes for Existing IEP". Below this button are two other green buttons: "Back" and "Save and Continue".

4. You will be returned to the Services and Supplemental Aids page. You can add goals to the rest of the Special Ed/Related Services as needed.
 5. Click 'Save and Continue' button when finished

Entering Progress Monitoring Data

Using the IEP Progress Monitoring Wizard

1. Navigate to the Wizards tab on the Main Menu, and select IEP Progress Monitoring Wizard.



2. A list of all students on your caseload will display here. Select any student(s) for whom you wish to enter goal progress monitoring data. Then click 'Continue'.



3. You will be directed to the IEP Progress Monitoring Wizard for the first student you selected. You will see a list of that student’s goals and objectives along with the following buttons:
 - a. Expand Everything – this button will expand everything on the page
 - b. Collapse Everything – this button will collapse all the expanded selections
 - c. Expand All Goals – this button will expand all goals so the user can see which data sources are available. The user would still need to click on the data source to see the graph.
 - d. Collapse All Goals – this button will collapse all goals.
 - e. Expand All Objectives – this button will expand all objectives so the user can see which data sources are available. The user would still need to click on the data source to see the graph.
 - f. Collapse All Objectives – this button will collapse all objectives.

Log IEP Progress Monitoring **Charlie GPM Test**
[New Mail](#)

(from IEP Meeting: 01/01/2015 Begin: 01/01/2015 End: 01/01/2016)

Log Goal Progress Expand Everything Collapse Everything Expand All Goals Collapse All Goals

+ Goal: Given various materials and minimal prompting, Student will answer WH questions with 80% accuracy over three consecutive sessions, determined by teacher observation and/or data by SLP/SLT. a. what b. where c. when d. who
+ Goal: When given a number not to exceed 100, Student will count on to name the preceding 10 numbers, with 80% accuracy in 4 out of 5 consecutive trials, by October 2015, as measured through biweekly data collection.
+ Goal: When given upper and lowercase letters in random order, Student will identify the letter name and sound with 80% accuracy in 4 out of 5 consecutive trials as measured by biweekly data collection.
+ Goal: Charlie will pronounce the /l/ sound with 80% accuracy.
Goals Not Being Monitored:
Goal: When given upper and lowercase letters in random order, Student will identify the letter name and sound with 80% accuracy as measured by biweekly data collection.

Log Objective Progress Expand All Objectives Collapse All Objectives

Goal: Given various materials and minimal prompting, Student will answer WH questions with 80% accuracy over three consecutive sessions, determined by teacher observation and/or data by SLP/SLT. a. what b. where c. when d. who
+ Objective: Given various materials and minimal prompting, Student will answer what questions with 80% accuracy over three consecutive sessions, determined by teacher observation and/or data by SLP/SLT.
+ Objective: Given various materials and minimal prompting, Student will answer where questions with 80% accuracy over three consecutive sessions, determined by teacher observation and/or data by SLP/SLT.
+ Objective: Given various materials and minimal prompting, Student will answer when questions with 80% accuracy over three consecutive sessions, determined by teacher observation and/or data by SLP/SLT.
+ Objective: Given various materials and minimal prompting, Student will answer who questions with 80% accuracy over three consecutive sessions, determined by teacher observation and/or data by SLP/SLT.

Just Save
Save and Move to Next Student

4. You may either choose one of the ‘Expand’ buttons to open up all of the graphs for logging/viewing, or you may individually select a particular goal/objective and data source by clicking on the + sign next to the goal.
5. The selected goal will expand, allowing you to select which Progress Monitoring Data Source/Assessment for which you have data to enter. Click the + sign next to the PM Data Source/Assessment, and it will expand.

- Goal: Reading - Students will develop and apply effective communication skills through speaking

+ PM Assessment: Data Collection

6. Click on the ‘Log Scores’ button. Clicking ‘Log Scores’ will open a pop up window to enter the data. Enter up to 5 dates and scores at once. Enter each date, corresponding data point, and any comments for that data point. For dates when a student was absent or for some other reason does not have a data point to enter, check ‘No Score’ and the score field will not be required. It is best practice to provide in the comments box the reason there is not a score for this date.

7. Click 'submit' and the page will save the data and refresh. The page will automatically scroll the user back down to the graph he/she last entered data for.
8. If you need to enter more than 5 data points, you can click 'Log Scores' again and enter 5 more data points.

(from IEP Meeting: 07/07/2015 Begin: 07/07/2015 End: 07/07/2016)

Log Goal Progress Expand Everything Collapse Everything Expand All Goals Collapse All Goals

Goal: Given various materials and minimal prompting, Student will answer WH questions with 80% accuracy over three consecutive sessions, determined by teacher observation and/or data by SLP/SLT. a. what b. where c. when d. who

PM Assessment: Data Collection

Log Scores

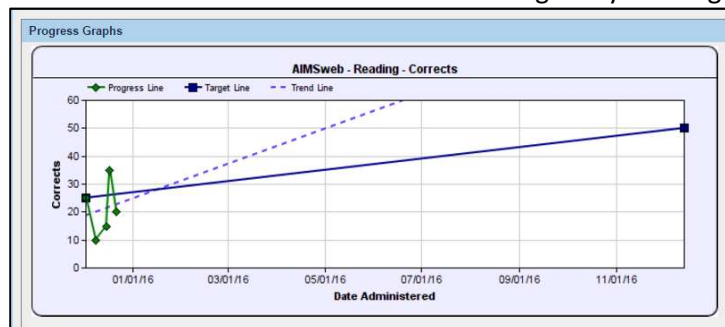
Progress Graphs

Data Collection - With ___ % accuracy

Subject	Date	With ___ % accuracy (Target: 80)	Comments
N/A	<input type="text"/>	<input type="text"/>	<input type="text"/>
N/A	<input type="text"/>	<input type="text"/>	<input type="text"/>
N/A	<input type="text"/>	<input type="text"/>	<input type="text"/>
N/A	<input type="text"/>	<input type="text"/>	<input type="text"/>
N/A	<input type="text"/>	<input type="text"/>	<input type="text"/>

Submit Cancel

9. The graph shows 3 lines:
 - a. Progress Line – Green solid line – connects each of the actual data points to display actual progress.
 - b. Target Line – Blue solid line – begins with the first data point entered, and ends with the target score on the target date (which was entered on the Goals & Objectives page in the IEP Process)
 - c. Trend Line – Blue dashed line – this is the Linear Regression Rate of Improvement (ROI). It re-calculates and updates every time you add a data point. The trend line indicates whether the student is on track to meet the goal by the target date.



10. Under the graph is a table that includes the details for each data point that is on the graph.
 - a. 'Del?' Column – Checking the box in this column next to a specific data point will delete that particular data point, IF you entered it (you will not be able to edit or delete data

points other users entered). To do so, check the box and then click the 'Save' button at the bottom of the table.

- b. Provider Column – Identifies the name of the person who provided the data for that entry.
- c. The Date Administered, Score, and Comments fields is be editable only for data points that the user entered. If you wish to edit a data entry, make the necessary changes and then click the 'Save' button at the bottom of the data table.

Progress Graphs

Del?	Event ID	Subject Area	Date Administered	Provider	Corrects (Target: 50)	Comments
<input type="checkbox"/>	332782	R-CBM	12/02/2015	Sped Teacher Test	25	test. editing this from 20 to 25 and changing the date from 12/1 to 12/2
<input type="checkbox"/>	332782	R-CBM	12/08/2015	Sped Teacher Test	10	test
<input type="checkbox"/>	332782	R-CBM	12/15/2015	Sped Teacher Test	15	test
<input type="checkbox"/>	332782	R-CBM	12/17/2015	SLP Test	35	test from SLP TEST
<input type="checkbox"/>	332782	R-CBM	12/21/2015	Sped Teacher Test	20	test

Save

11. Repeat this process for any goal or objective on the page for this student. If at any time, you wish to move to the next student, simply select 'Save and Move to Next Student' at the bottom of the page. The 'Save and Move to Next Student' button saves all data on the page, and pulls up the the next student you selected.
12. The wizard will walk you through all students you selected until you have entered data for them all.
13. Goals/Objectives not being monitored are separated on the page so the user can easily identify goals or objectives that are not set up for progress monitoring.

Log IEP Progress Monitoring Charlie GPM Test [New Mail](#)

(from IEP Meeting: 01/01/2015 Begin: 01/01/2015 End: 01/01/2016)

Log Goal Progress [Expand Everything](#) [Collapse Everything](#) [Expand All Goals](#) [Collapse All Goals](#)

- Goal: Given various materials and minimal prompting, Student will answer WH questions with 80% accuracy over three consecutive sessions, determined by teacher observation and/or data by SLP/SLT. a. what b. where c. when d. who
- Goal: When given a number not to exceed 100, Student will count on to name the proceeding 10 numbers, with 80% accuracy in 4 out of 5 consecutive trials, by October 2015, as measured through biweekly data collection.
- Goal: When given upper and lowercase letters in random order, Student will identify the letter name and sound with 80% accuracy in 4 out of 5 consecutive trials as measured by biweekly data collection.
- Goal: Charlie will pronounce the /l/ sound with 80% accuracy.

Goals Not Being Monitored:

- Goal: When given upper and lowercase letters in random order, Student will identify the letter name and sound with 80% accuracy as measured by biweekly data collection.

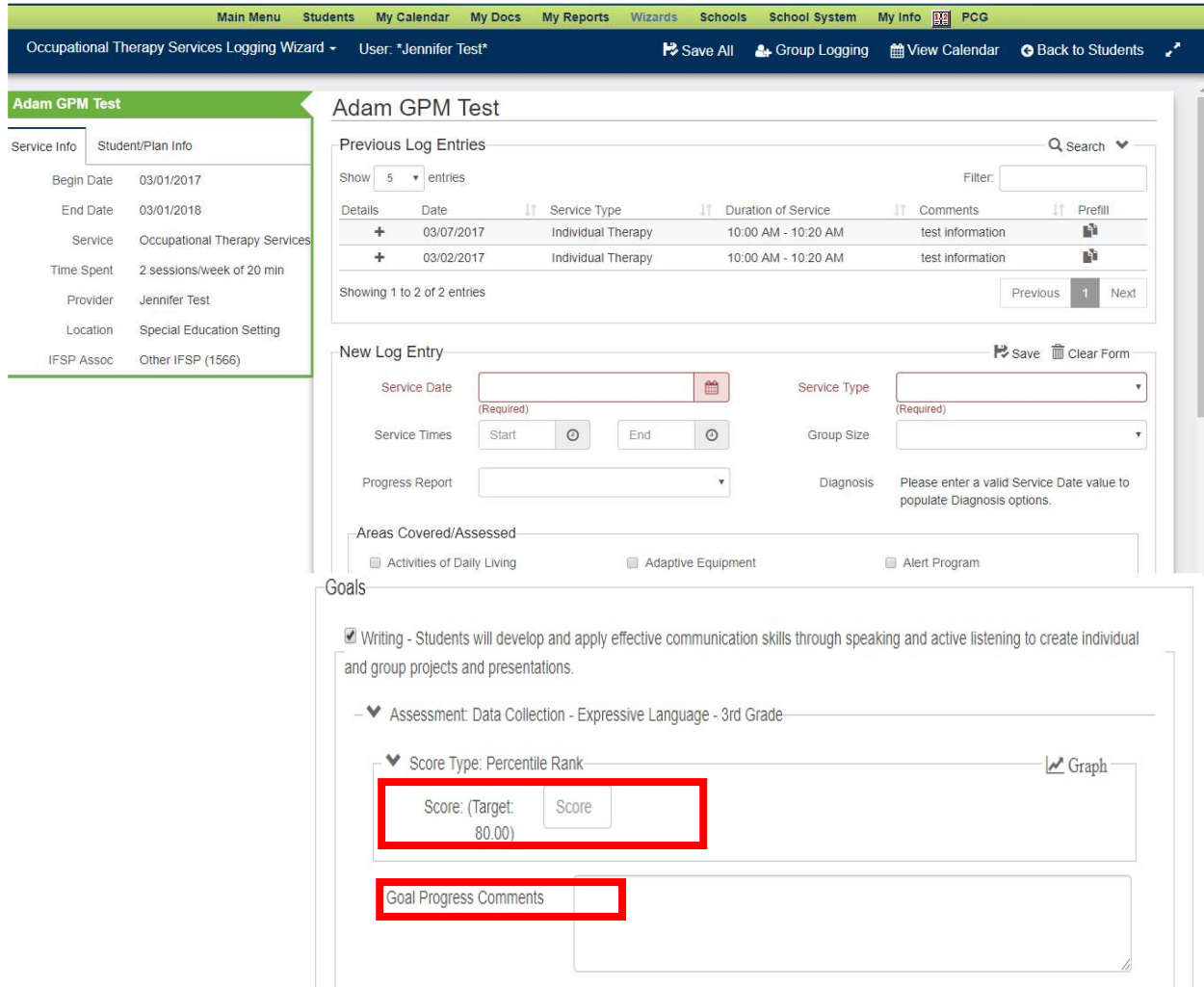
Log Objective Progress [Expand All Objectives](#) [Collapse All Objectives](#)

- Goal: Given various materials and minimal prompting, Student will answer WH questions with 80% accuracy over three consecutive sessions, determined by teacher observation and/or data by SLP/SLT. a. what b. where c. when d. who
- Objective: Given various materials and minimal prompting, Student will answer what questions with 80% accuracy over three consecutive sessions, determined by teacher observation and/or data by SLP/SLT.
- Objective: Given various materials and minimal prompting, Student will answer where questions with 80% accuracy over three consecutive sessions, determined by teacher observation and/or data by SLP/SLT.
- Objective: Given various materials and minimal prompting, Student will answer when questions with 80% accuracy over three consecutive sessions, determined by teacher observation and/or data by SLP/SLT.
- Objective: Given various materials and minimal prompting, Student will answer who questions with 80% accuracy over three consecutive sessions, determined by teacher observation and/or data by SLP/SLT.

[Just Save](#) [Save and Move to Next Student](#)

Using the EasyTrac Service Logging Wizard

1. After goals have been associated with services, providers will see the following information when they select a goal in the Service Logging Wizard. This is where providers can log scores and comments for the related goal(s):



The screenshot displays the 'Occupational Therapy Services Logging Wizard' interface for user 'Jennifer Test'. The main content area is titled 'Adam GPM Test' and is divided into several sections:

- Service Info (Left Sidebar):**
 - Begin Date: 03/01/2017
 - End Date: 03/01/2018
 - Service: Occupational Therapy Services
 - Time Spent: 2 sessions/week of 20 min
 - Provider: Jennifer Test
 - Location: Special Education Setting
 - IFSP Assoc: Other IFSP (1566)
- Previous Log Entries:** A table showing two entries:

Details	Date	Service Type	Duration of Service	Comments	Prefill
+	03/07/2017	Individual Therapy	10:00 AM - 10:20 AM	test information	
+	03/02/2017	Individual Therapy	10:00 AM - 10:20 AM	test information	
- New Log Entry:** A form with fields for Service Date (Required), Service Type (Required), Service Times (Start/End), Group Size, Progress Report, and Diagnosis. There are also checkboxes for 'Areas Covered/Assessed' such as Activities of Daily Living, Adaptive Equipment, and Alert Program.
- Goals:** A section for 'Writing - Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.' It includes an assessment 'Data Collection - Expressive Language - 3rd Grade' with a 'Score Type: Percentile Rank' section. A red box highlights the 'Score: (Target: 80.00)' field, and another red box highlights the 'Goal Progress Comments' text area.

2. Providers may enter the score and any comments about the student's progress towards the goal. Clicking the 'Graph' button will open the current graph from the IEP Progress Monitoring Wizard, including the scores that have been entered in both the IEP Progress Monitoring Wizard and the EasyTrac Service Logging Wizard.

Goals

Knowledge of Language

Assessment: Data Collection - Full Scale

Score Type: Percentile Rank

Score: (Target: 80.00)

[Graph](#)

Subject	Date Administered	Percentile Rank (Target: 80.00)	Comments
Full Scale	02/26/2018	67	test service provider score entry
Full Scale	02/07/2018	67	
Full Scale	02/05/2018	45	

Close Graph

Goal Progress Comments

- After completing the goal progress information and other required information for the Service Log entry, click 'Save Draft' or 'Save.'

Progress Monitoring and Progress Reports

Graphs that have been generated through the IEP Progress Monitoring Wizard can be included in the student's progress report.

Navigate to Wizards, and select Progress Report Wizard.



Select a Wizard

- Progress Report**
- IEP At-a-Glance Document Wizard
- Early Identification & Assessment Services Logging Wizard
- Caseload Setup Wizard
- Caseload Administration Wizard
- IEP Progress Monitoring Wizard

Select the progress reporting period and the student(s) for whom you wish to report progress.

You will see the student's goal, as well as the progress monitoring assessments you selected on the goals page of the IEP process.

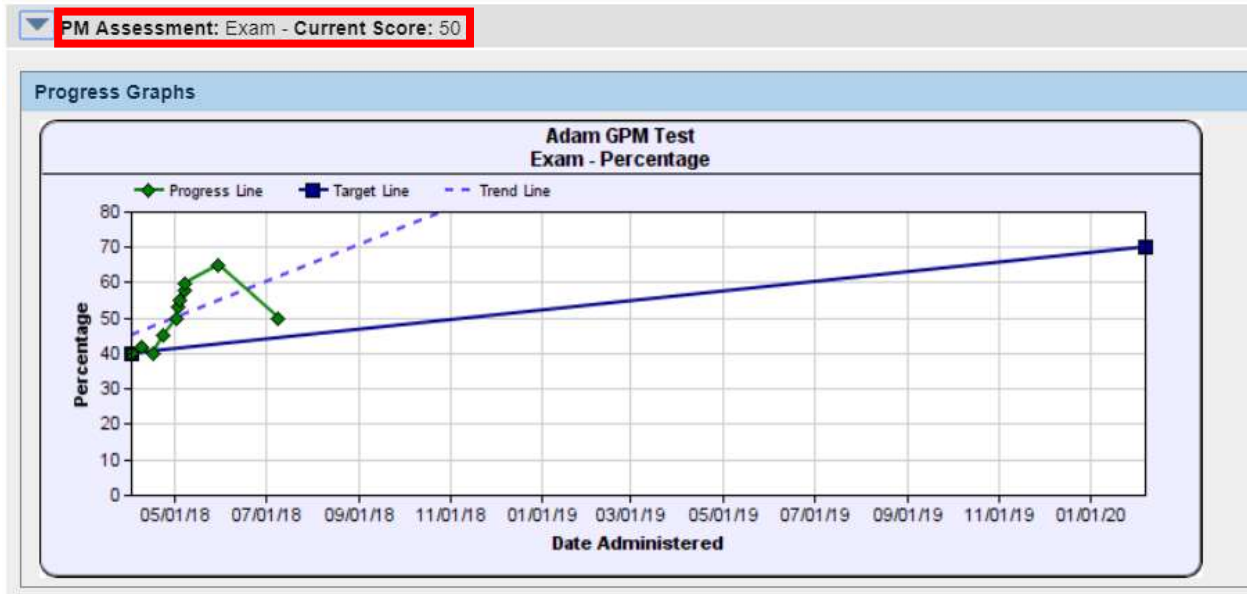
Progress Report

Adam GPM Test (2018-2019 - Reporting Period 1 8/6-10/19)

Skip this Student

Annual Goal:	Reading - Students will develop and apply effective communication skills through speaking and active listening.
Status:	Progressing
Current %	50
PM Assessment: Exam	Current Score: 50
PM Assessment: Curriculum Based Measurement	Current Score: 77
PM Assessment: Custom Evaluation Procedure	Current Score: N/A

Clicking the arrow to the left of the progress monitoring assessment will display the graph associated with that progress monitoring assessment.



The most recent score logged will display in the Current Score field above the graph.

While the graphs display automatically in the Progress Report Wizard, you will need to indicate whether you want to include graphs in your progress report document.

Check the 'Include Progress Monitoring Graphs' checkbox to print the graphs on the progress report document.

Include Progress Monitoring Graphs

Create Cumulative Report

Just Update the Database

Update and Move to Next Student

Create Draft Progress Report and Move to Next Student

Create Final Progress Report and Move to Next Student



Solutions that Matter