

Example Student Graph for Progress Monitoring

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Goal setting is an important element of monitoring students' progress in writing skill development (Hansen & Wills, 2014). This example graph can be used to plot students' writing fluency progress monitoring data. Once teachers have identified individual student goals, they can record the goals at the top of the page on a separate graph for each student. In addition, teachers can draw a horizontal line across the graph that clearly identifies the student's goal. Then, teachers can fill in the correct written sequences (CWS) numbers on the vertical axis of the graph. After every timed practice, students can identify their highest score and track their progress on the graph by coloring in the spaces on the graph. Following the graph below, you will see a partially completed example of a fictional student's (Sally's) progress monitoring graph. It shows how teachers and students can use the graph to help students track their progress toward their writing goals. Note that the vertical axis has been filled in, the student's specific goal is identified on the graph, and the student has shaded in a bar graph for each of her timed practice sessions.

Additional Resources

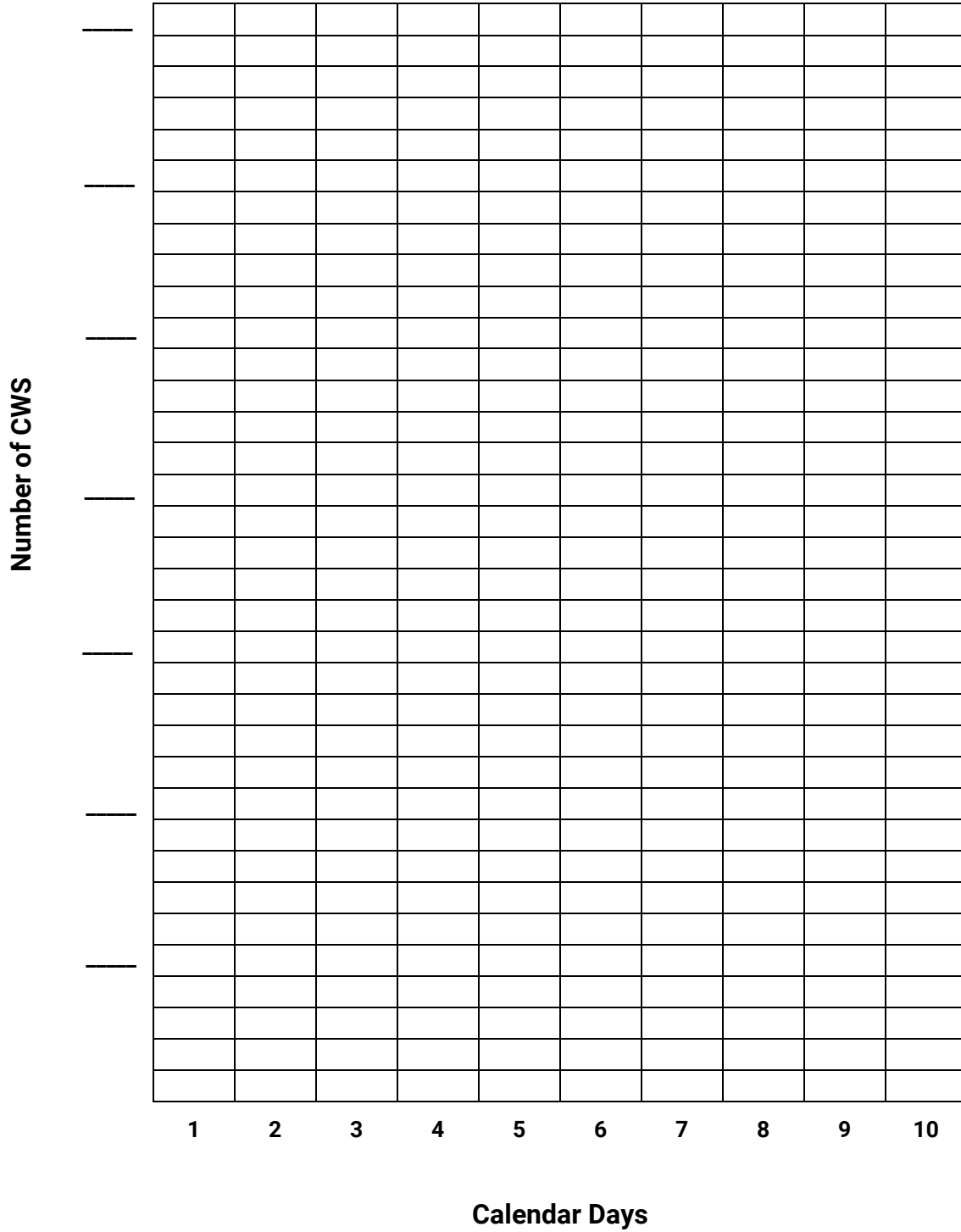
For more information on writing fluency and using timed practice to improve writing fluency, read the Iowa Reading Research Center blog post ["Using Timed Practice to Promote Sentence-Writing Fluency"](#) and the accompanying resource ["Assessing Student Writing"](#) by Dr. Derek Rodgers.

References

Hansen, B. D., & Wills, H. P. (2014). The effects of goal setting, contingent reward, and instruction on writing skills. *Journal of Applied Behavioral Analysis, 47*, 171-175. doi:10.1002/jaba.92

Student Name: _____

Student Goal: _____



Student Name: Sally

Student Goal: 30 CWS on best timing with 1-minute timed picture-word prompt

