



How To: Use Academic Self-Monitoring in Student Assessment

When a teacher discovers a large gap between a particular student's academic skills and the requirements of a reading or math Common Core State Standard, that instructor may decide to provide the student with a classroom academic intervention.

Research suggests that the teacher should also routinely include the *student* in the intervention plan by having that student set and self-monitor his or her own relevant academic performance goals. When students are able to set personal academic goals, take steps to meet those goals, and periodically reflect on their actual goal-attainment, they build important skills relating to self-regulation (Burnette et al., 2013). Self-regulated learners assume increasing responsibility for managing their own learning (Martin et al., 2003)--through the process of applying independent effort and adjusting learning goals over time to eventually bring their skills into alignment with grade-level expectations.

There is a wide range of academic behaviors and work-products that could be the focus of student-developed goals. For example, a student who seldom completes in-class writing assignments may set the goal of turning in an assignment after each work session. Or a student needing to develop reading vocabulary may set the goal of keeping a vocabulary journal and recording terms and definitions for at least 10 new vocabulary terms per week. (See the table *Student-Monitored Academic Goals* below for additional examples of common academic problems and corresponding student-friendly goals .)

Student-Monitored Academic Goals: Examples		
Academic Problem	>	Student-Monitored Goal
Limited fluency in basic math-facts	>	Number of correct digits on a timed (5-minute) math-fact worksheet
Lack of homework completion	>	Number of days per week when homework is turned in
Lack of independent reading	>	Number of pages or books read independently per week or month
Lack of time spent engaged in independent study	>	Number of minutes per week spent in study-time
Limited number of original sources cited in writing assignments	>	Number of research citations appearing in student composition

How to Set Up Student Academic Self-Monitoring: Initial Planning Conference & Periodic Check-Ins

The teacher who wants to start an academic self-monitoring plan will first meet with the student to assist in preparing the plan. Teachers can use the form *Academic Self-Monitoring: Teacher / Student Planner Sheet* appearing later in this document as an organizer to conduct an initial student conference and set up an academic self-monitoring plan.



For students who are younger, deficient in organizational skills, or poorly motivated, the teacher may also choose to check in at the beginning and end of each monitoring session-both to ensure that the student is setting goals and monitoring correctly and also to provide praise and encouragement.

Below are the stages for preparing and launching the student academic self- monitoring plan.

1. *Set up the self-monitoring plan.* In this initial planning meeting, the teacher facilitates the discussion but also prompts the student as much as possible to contribute to the plan. At this meeting, the teacher and student agree on the academic goal that the student is to track (e.g., 'multiplication math facts: 0-9'); select an objective measure to use in tracking progress on this task. (e.g., 'number of math-fact problems completed correctly on a 5-minute timed worksheet'); agree on how frequently the goal will be assessed (e.g., 'every day during math independent seatwork'); and set an initial performance goal (e.g., '25 digits correct'). Optionally, the student and instructor may also agree on a rate of expected improvement per session to help with updating goals (e.g., 'Ongoing goal: 1 additional digit correct than in the previous session').
2. *[Optional] Self-monitoring: Pre-session.* Before each self-monitoring session, the teacher meets briefly with the student to set a performance goal for that session.
3. *[Optional] Self-monitoring: Post-session.* After each self-monitoring session, the teacher and student meet again. The student compares the actual performance with the goal. If the student attains the goal, the teacher praises the student. If the student falls short of the goal, the teacher provides encouragement about the next session.

Student Self-Monitoring: Additional Advantages

While an important benefit of academic self-monitoring is the reinforcement of student responsibility and self-management skills, teachers may find several additional advantages:

- *Academic self-monitoring can increase on-task behavior.* Directing students with significant levels of classroom inattention to self-monitor their academic productivity is at least as effective in improving their focus as having them track their rate of on-task behavior. And measuring the amount of work completed has the added benefit of boosting student academic output (Maag, Reid & DiGangi, 1993). So a teacher might prompt a chronically inattentive student to set an academic performance goal at the start of each independent-work session (e.g., to write 200 words; to answer 20 math computation problems), then check in with the student at the end of the session to verify that he or she has attained the goal.
- *Academic self-monitoring is a useful way to track academic learning time.* The goal of instruction is to have students engaged in 'academic learning time', a state in which they are productively and successfully engaged in learning (Gettinger & Seibert, 2002). While it can be difficult for teachers to measure academic learning time (ALT) directly, student self-monitoring of academic productivity can serve as a useful proxy measure of ALT.
- *Data collected by the student helps to document the intervention.* With the increased emphasis on accountability in many schools, teachers are responsible for implementing, documenting, and monitoring classroom interventions. In some instances, the student's self-monitoring information can supplement data gathered by the teacher to more fully document the intervention's impact. As a product of the intervention, student-collected data can also be used to assess the integrity with which that intervention is carried out (Gansle & Noell, 2007).

References

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Martin, J. E., Mithaug, D. E., Cox, P., Peterson, L. Y., Van Dycke, J. L., & Cash, M.E. (2003). Increasing self-determination: Teaching students to plan, work, evaluate, and adjust. *Exceptional Children, 69*, 431-447.



Academic Self-Monitoring: Teacher / Student Planner Sheet

Student : _____ Teacher: _____ Classroom/Grade: _____ Date: _____

Directions to the Teacher: Meet with the student and use this Planner Sheet to put together an academic self-monitoring plan.

STEP 1: Define the academic target that will be the focus of the self-monitoring. Discuss with the student what academic area should be targeted for self-monitoring. Once you both agree on a monitoring target, write a problem-definition statement in the space provided (use the examples in the table on right as a guide):

Problem-Definition Statement: _____

STEP 2: Select a method for the student to self-monitor the academic problem. Decide with the student how the academic problem is to be monitored and write that monitoring method into the space provided (use the examples in the table on right as a guide):

Student Monitoring Method: _____

STEP 3 [Optional]: Decide on a rate of improvement per monitoring session.

You and the student can agree on a fixed rate of expected improvement per session--as a help in updating goals (e.g., 'Ongoing goal: To get 1 additional digit correct than in the previous session'; 'Ongoing goal: To write 5 additional words on the writing assignment than in the previous session').

Fixed rate of improvement per monitoring session: _____

STEP 4: [Optional] Arrange for check-ins. You and the student can agree to meet for pre-session check-ins (to calculate self-monitoring goals) and/or post-session check-ins (to verify successful data collection and provide reinforcement and encouragement) for each self-monitoring session.

Will a pre-session check-in take place? ____ Y ____ N Will a post-session check-in take place? ____ Y ____ N

STEP 5: Fill in the student self-monitoring form. Based on the decisions reached at this planning conference, fill in the *Academic Self-Monitoring: Student Recording Form* and direct the student to begin the self-monitoring plan.

Academic Target Examples

- Fluency in basic math-facts
- Homework completion
- Independent reading
- Time spent engaged in independent study

Student-Monitoring Method Examples

- Number of correct digits on a timed (5-minute) math-fact worksheet
- Number of days per week when homework is turned in
- Number of pages or books read independently per week or month



Academic Self-Monitoring: Student Recording Form

Student Name: _____ Classroom/Grade: _____ School Year: _____

Academic Target

Student Self-Monitoring Method	Goal/Increase Per Session [Optional]

Directions to the Student: This form allows you to track your academic performance. Every time that you self-monitor, first record the date and set a goal that you hope to achieve, next perform the academic task, and finally record and evaluate your actual performance.

1	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
2	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
3	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
4	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
5	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
6	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
7	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N



Student Name: _____ Classroom/Grade: _____ School Year: _____

8	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
9	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
10	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
11	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
12	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
13	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
14	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
15	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
16	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
17	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
18	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
19	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N
20	Date: _____	Goal: _____	Actual performance: _____	Goal achieved?: ___Y ___ N



Academic Self-Monitoring: Teacher / Student Planner Sheet

Student : Kevin H. Teacher: Mrs. Staub Classroom/Grade: Science 9 Date: Oct 4, 2013

Directions to the Teacher: Meet with the student and use this Planner Sheet to put together an academic self-monitoring plan.

STEP 1: Define the academic target that will be the focus of the self-monitoring. Discuss with the student what academic area should be targeted for self-monitoring. Once you both agree on a monitoring target, write a problem-definition statement in the space provided (use the examples in the table on right as a guide):

Problem-Definition Statement: Kevin needs to complete

all assigned course readings in science on time.

STEP 2: Select a method for the student to self-monitor the academic problem. Decide with the student how the academic problem is to be monitored and write that monitoring method into the space provided (use the examples in the table on right as a guide):

Student Monitoring Method: Kevin will keep a daily log of

pages read from assigned readings.

STEP 3 [Optional]: Decide on a rate of improvement per monitoring session. You and the student can agree on a fixed rate of expected improvement per session--as a help in updating goals (e.g., 'Ongoing goal: To get 1 additional digit correct than in the previous session'; 'Ongoing goal: To write 5 additional words on the writing assignment than in the previous session').

Fixed rate of improvement per monitoring session: Not applicable.

STEP 4: [Optional] Arrange for check-ins. You and the student can agree to meet for pre-session check-ins (to calculate self-monitoring goals) and/or post-session check-ins (to verify successful data collection and provide reinforcement and encouragement) for each self-monitoring session.

Will a pre-session check-in take place? Y N Will a post-session check-in take place? X Y N

STEP 5: Fill in the student self-monitoring form. Based on the decisions reached at this planning conference, fill in the *Academic Self-Monitoring: Student Recording Form* and direct the student to begin the self-monitoring plan.

Academic Target Examples

- Fluency in basic math-facts
- Homework completion
- Independent reading
- Time spent engaged in independent study

Student-Monitoring Method Examples

- Number of correct digits on a timed (5-minute) math-fact worksheet
- Number of days per week when homework is turned in
- Number of pages or books read independently per week or month



Academic Self-Monitoring: Student Recording Form

Student Name: Kevin H. Classroom/Grade: Science 9 School Year: 2013-2014

Academic Target
My target is to complete all assigned course readings in science on time..

Student Self-Monitoring Method	Goal/Increase Per Session [Optional]
I will keep a daily log of pages read from assigned readings.	NA

Directions to the Student: This form allows you to track your academic performance. Every time that you self-monitor, first record the date and set a goal that you hope to achieve, next perform the academic task, and finally record and evaluate your actual performance.

1	Date: <u>Oct 7</u>	Goal: <u>11 pages assigned</u>	Actual performance: <u>8 pages read</u>	Goal achieved?: <u> </u> Y <u>X</u> N
2	Date: <u>Oct 8</u>	Goal: <u>10 pages assigned</u>	Actual performance: <u>10 pages read</u>	Goal achieved?: <u>X</u> Y <u> </u> N
3	Date: <u>Oct 9</u>	Goal: <u>8 pages assigned</u>	Actual performance: <u>8 pages read</u>	Goal achieved?: <u>X</u> Y <u> </u> N
4	Date: <u> </u>	Goal: <u> </u>	Actual performance: <u> </u>	Goal achieved?: <u> </u> Y <u> </u> N
5	Date: <u> </u>	Goal: <u> </u>	Actual performance: <u> </u>	Goal achieved?: <u> </u> Y <u> </u> N
6	Date: <u> </u>	Goal: <u> </u>	Actual performance: <u> </u>	Goal achieved?: <u> </u> Y <u> </u> N
7	Date: <u> </u>	Goal: <u> </u>	Actual performance: <u> </u>	Goal achieved?: <u> </u> Y <u> </u> N