

Progress Monitoring with ULS

Hints for adding students to your class

Begin by creating a student profile for each student. From the dashboard, scroll down below the lessons for the month you are on. You will see an area titled “Student and Assessment”. To add students, click on the “Add student” button. Complete “New Student information”. Below the student profile, see information about existing student. You may find some of your current students here.

Existing Students Available To Add:

The following is a list of students that were created but have been dropped. You can add them to your student list along with any data (checkpoints, profile, etc.) that might be saved with them.

Just click on “Add student” under the Action button.

Caution about adding students from this list: If you want to save the previous information for that student, print it before you update the student profile. Once you make changes, all previous information will be lost.

Once you have completed the student information, you can begin to work on the student profile.

Why is the student profile Important?

Standards-based Student Profile is a guide for IEP development and instructional planning. It is designed to record observational information on the current abilities of students with significant cognitive and multiple disabilities. By examining the standards-based skill areas, educators will be able to identify areas of need that may apply to IEP goals and the development of instructional tasks.

The Student Profile includes five areas of consideration:

- **Access and Participation:** Descriptors in this section are overall skills that contribute to the student’s ability to access and participate in learning activities. These include motor, vision, auditory, speech and language, and behavior skills.
- **Reading:** Descriptors in this section outline skills that relate to standards-based reading tasks: word decoding, word recognition and vocabulary, reading fluency, comprehension and reading applications.
- **Writing:** Descriptors in this section outline skills that relate to standards-based writing skills: writing process, writing application, and writing conventions.
- **Math:** Descriptors in this section address standards-based math skills, with an emphasis on the basic skills needed for life applications: number sense, number calculations, money, time, measurement, spatial sense, patterns and data analysis.
- **Content Learning for Social Studies and Science:** Descriptors in this section relate

The profile is based on observational data on the student’s performance in related learning activities. The profile may be completed by an individual teacher, or by a team of persons who routinely work with this student. At the top of each section is a descriptor of typically developing skills to facilitate comparisons with the student’s current skills. Each column is defined by levels. These levels provide general indicators of student skills that will guide the instructional tasks.

- **Level 3** students will typically be those who are learning to read text, produce simple writing, perform basic math processes and can **independently** demonstrate comprehension of learning information.
- **Level 2** students may require picture support and other **direct support** in learning and the demonstration of comprehension.
- **Level 1** students are typically requiring **maximum support within instructional tasks**. For these students, increasing the level of participation is the main objective. It will be important to find supports

that encourage active response to lesson activities. Use of talking switches and errorless choice-making should be explored.

Engage the student in learning activities and observe performance. Place a check in the box(es) that most clearly describe the student’s abilities and areas of learning needs. For IEP goal development, conduct data collection procedures in identified areas in order to write measurable goals and/or objectives.

When all profile areas are completed, a suggested differentiated task level and instructional strategies can be viewed and printed.

Monthly Checkpoints are another way to monitor progress. They can be done by printing a paper copy of the student checkpoint manual and recording the information manually. However, if the checkpoint assessments are done on the computer, data is collected automatically. See below.

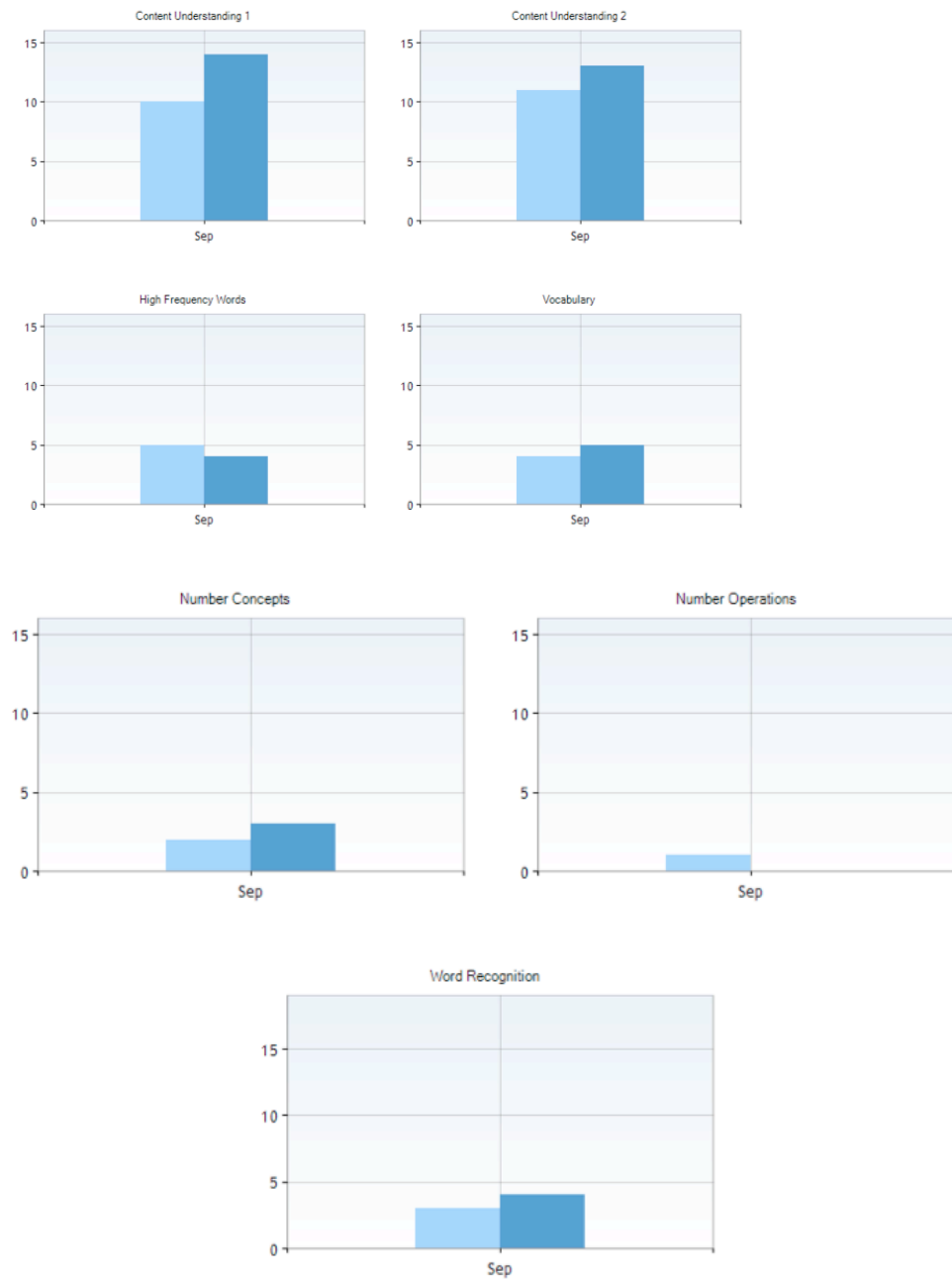
Student name on left, followed by Infor, Band, etc.

Info	Band	Diff Level	Profile	Checkpoints	Drop
	H				
	H				
	H				
	H				
	H				
	H				
	H	n/a			
	H				
	H				
	H				
	M	n/a			
	H	n/a			

Checkpoint pre and post test results - example

Progress Graphs

Pre-Test Post-Test



You may find it helpful to view the training videos on the left side in the Member area for additional support on Student Profiles and checkpoint assessment.