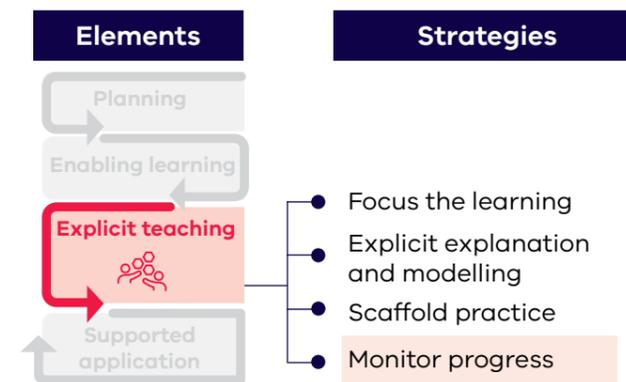# Monitor progress

Monitoring student progress is a key element of effective instruction and responsive teaching. It involves using a range of formative assessments, including checks for understanding, during instruction (I do), guided practice (we do) and independent practice (you do). Monitoring progress clarifies what students know and understand, confirms when students have achieved the intended learning, and uncovers learning gaps, misconceptions and opportunities for extension. Eliciting ongoing evidence of learning enables teachers to be responsive in their teaching and make informed decisions about adjusting instruction, feedback and scaffolds.

Elements

- Planning
- Enabling learning
- **Explicit teaching**
- Supported application

Strategies

- Focus the learning
- Explicit explanation and modelling
- Scaffold practice
- Monitor progress

Key links to other guides

- **Prepare to teach students in your classroom**
- **Enact a Multi-Tiered System of Support**
- **Revisit and review**

Links to departmental initiatives

- **Assessment guidance and resources**
- **Individual Education Plans**
- **Phonics Plus**
- **Professional Learning Communities**
- **Student Excellence Program**
- **Tutor Learning Initiative**
- **Victorian Lesson Plans**

References and further reading

arc.educationapps.vic.gov.au/learning/resource/78092

Practice 1 **Use formative assessment and feedback**

Check for student understanding and address misconceptions

Frequent checks for understanding help ensure students learn the material with fewer errors (Rosenshine 2012). It also enables teachers to identify when to reteach concepts, provide additional explanations or offer targeted guidance.

HOW?

- Plan formative assessments and opportunities to respond, such as hinge questions, exit tickets, turn-and-talk, mini-whiteboards, hand signals (thumbs up, down or in the middle) and cold calling. E.g. 'Is it true (thumbs up) or false (thumbs down) that fungi cells have chloroplasts?'
- Consider if alternative options for responding are required, for example for diverse learners.
- Use student responses to provide affirmative and corrective feedback, to identify if instruction needs to be adjusted, and to identify gaps to be addressed in future lessons.

Provide specific and actionable feedback

Feedback should prompt students to revise their work and address specific areas for improvement tied to the overarching learning objectives and success criteria. Feedback should help students to understand exactly what steps they need to take to improve (Wiliam 2016) and should be timely, constructive and actionable.

HOW?

- Provide feedback that helps students clarify the learning and task goals, understand how they are going, and/or identify next steps.
- Feedback should be actionable and easily understood and can focus on product, process or self-regulation.
- For peer feedback, use structured frameworks like 'kind, specific and helpful' to guide constructive input.
- Whenever possible, allow sufficient class time for students to act on feedback and to check how they have responded.


Practice 2 **Use responsive teaching for all**

Responsive teaching involves using evidence of learning to adapt instruction, as required, to support student learning and engagement. Effective teaching transitions between explicit explanation and modelling (I do), guided practice (we do) and independent (you do) practice. This supports students to build a solid foundation of understanding before moving to independent practice. When teachers responsively adapt instruction and practice, they ensure students receive the guidance and support they need, including extension and enrichment (AERO 2023).

Move between I do, we do, you do

HOW?

- Determine what students need to demonstrate to indicate they are ready for independent practice.
- Monitor student progress through observation and other formative assessments, and move from guided to independent practice, returning to explicit explanation or guided practice if required.
- Use flexible groups, made up of students with varying skill levels, or at the same skill level, to support, guide or extend students.
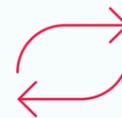
Provide additional support

HOW?

- Identify students requiring additional explanation, modelling or guided practice.
- Provide additional scaffolds, including alternative resources, visual supports, further worked examples and modelling using concrete materials. E.g. in maths, provide more guidance by doing all the steps of a problem together and provide counters to use as a concrete representation.
- Use flexible grouping for small groups of students who require additional instruction.
- When required, follow school processes to initiate tiered support, such as the Tutor Learning Initiative.

Extend and challenge students

HOW?

- Identify students requiring extension.
- Use extending prompts that increase challenge by adjusting the structure, scale or style of tasks (Quigley 2024). E.g. in a recount asking specific students to write using a non-linear structure or in the style of a particular author.
- Increase the complexity of tasks by introducing variation. E.g. alternating different problem types when practising maths skills, or introducing different contexts and real world problems.
- Provide opportunities for like-ability interactions to foster growth and engagement.