

**Coil RTI Progress Monitoring Form™**  
Learning Preferences

Student's Name \_\_\_\_\_ Madison \_\_\_\_\_

Targeted Skill, Knowledge, or Behavior

- Learning preferences: How does this student best learn?

**Pre-assessment: (Record all that apply)**

Date(s) of Pre-assessment \_\_\_\_\_

Test score(s) \_\_\_\_\_ Checklist Indicator(s) Learning preferences:  
Naturalist, Visual, Kinesthetic

**Observation(s)**

Benefits from visual activities and hands-on learning

**Performance Assessment**

Below Expectation.....Exceeds Expectations

Student is rarely given the opportunity to work in his/her favorite learning preference or style and is usually an unsuccessful learner.	<b>Student occasionally works in his/her favorite learning preference or style and learns well that way.</b>	Student often works in his/her favorite learning preference or style and is mostly successful when doing this.	Student always works in his/her favorite learning preference(s) or styles and is usually successful when doing this.	Student is able to work successfully in a variety of learning styles including those less comfortable and more challenging for him/her.
--	--	--	--	---

**Strategies or Interventions: (Describe or list below)**

Identify standards-based activities that target these preferences:

- Visual
- Kinesthetic
- Naturalist

Use Individualized Lesson Plan (ILP)™ format to plan and implement a unit of work. Give the student a choice of learning activities based on learning preference.

**Formative Assessments (Monitoring the Student's Response to Learning Preferences Interventions)**

Date \_\_\_\_\_

Test score \_\_\_\_\_ Checklist Indicator(s) Choose a visual and a kinesthetic activity

**Observation(s)**  
 Used ILP™ unit on Animal Habitats with student choices  
 Motivated and focused when working on these two activities.

**Performance Assessment**  
 Below Expectation.....Exceeds Expectations

Student is rarely given the opportunity to work in his/her favorite learning preference or style and is usually an unsuccessful learner.	Student occasionally works in his/her favorite learning preference or style and learns well that way.	Student often works in his/her favorite learning preference or style and is mostly successful when doing this.	Student always works in his/her favorite learning preference(s) or styles and is usually successful when doing this.	Student is able to work successfully in a variety of learning styles including those less comfortable and more challenging for him/her.
--	---	--	--	---

Date \_\_\_\_\_

Test score \_\_\_\_\_ Checklist Indicator(s) \_\_\_\_\_

**Observation(s)**  
 One activity completed (Visual - #1)  
 Second activity partially done (Kinesthetic - #4)

**Performance Assessment**  
 Below Expectation.....Exceeds Expectations

Student is rarely given the opportunity to work in his/her favorite learning preference or style and is usually an unsuccessful learner.	Student occasionally works in his/her favorite learning preference or style and learns well that way.	Student often works in his/her favorite learning preference or style and is mostly successful when doing this.	Student always works in his/her favorite learning preference(s) or styles and is usually successful when doing this.	Student is able to work successfully in a variety of learning styles including those less comfortable and more challenging for him/her.
--	---	--	--	---

Date \_\_\_\_\_

Test score 85% Checklist Indicator(s) Mini-rubrics for project  
 Unit test

**Observation(s)**  
 Both activities successfully completed.  
 Test was not in student's preferred style but student scored well.

**Performance Assessment**  
 Below Expectation.....Exceeds Expectations

Student is rarely given the opportunity to work in his/her favorite learning preference or style and is usually an unsuccessful learner.	Student occasionally works in his/her favorite learning preference or style and learns well that way.	Student often works in his/her favorite learning preference or style and is mostly successful when doing this.	Student always works in his/her favorite learning preference(s) or styles and is usually successful when doing this.	Student is able to work successfully in a variety of learning styles including those less comfortable and more challenging for him/her.
--	---	--	--	---

**Summarize the Student's Response to Learning Preferences Interventions**

1. Student was motivated to work on activities in her areas of learning preference.
2. Student also was able to take a traditional test and score 85%. This was not in her learning preference, but she was successful.
3. Learning through different modalities translated into more traditional assessment.

**Decision:**

Continue these interventions as needed and appropriate

Use student choice activities when possible. Use both the ILP™ and the Tic-Tac-Toe formats.

- Modify the intervention:
- Select / implement a new intervention
- Move to the next tier (Tier \_\_\_\_\_ )
- Refer for other special services: