Gauging Student Progress

Steven Reid

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LITERACY VOLUNTEERS
CHARLOTTESVILLE / ALBEMARLE

Changing lives, one word at a time.

Gauging Student Progress

How do we know learning is happening?

Is my student making progress?

Test Scores?





Pages


CAMBRIDGE
3rd Edition
Ventures Basic
STUDENT'S BOOK
Gretchen Bitterlin • Dennis Johnson
Donna Price • Sylvia Ramirez
K. Lynn Savage (Series Editor)
Experience Better Learning


CAMBRIDGE
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Ventures 1
TEACHER'S EDITION
WIOA
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Ventures 2
STUDENT'S BOOK
WIOA
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CAMBRIDGE
3rd Edition
Ventures 3
STUDENT'S BOOK
WIOA
WITH DIGITAL PACK
Gretchen Bitterlin • Dennis Johnson
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Better Learning


3rd Edition
Ventures 4
STUDENT'S BOOK
WIOA
Experience Better Learning


3rd Edition
Ventures Transitions
STUDENT'S BOOK
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Coverage ≠ Progress

If you're getting through 10 pages of the textbook each lesson, you are **NOT** spending enough time for the student to learn.



So what does progress look like?

What can your student do NOW?



- Get a baseline for where you're starting

BEFORE	→	NOW
• Needed help making appointments		• Can make appointments independently
• Couldn’t understand text messages from supervisor		• Can read text messages independently
• Needed instructions repeated		• Now understands them the first time

More



Better

Student makes fewer mistakes



Easier

Student speaks more fluently with fewer prompt from tutor



Faster

Student responds immediately following a question



More independently

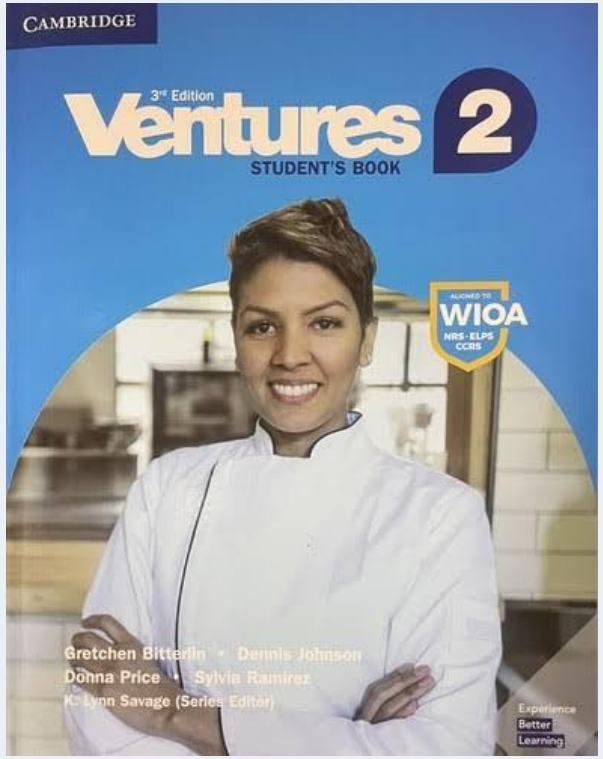
Student self-corrects and creates more opportunities to speak on their own

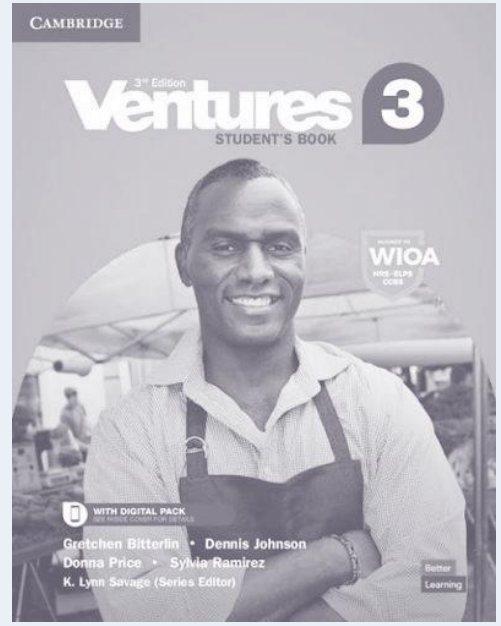
Progress isn’t linear



Real-world English

But we're still on Level 2





Ahmed

- Started lessons as a Level 2. He mostly spoke in words and phrases, but he could occasionally create a complete sentence.



Ahmed



- After months of lessons, tutor comments that progress through textbook is slow, and he is still making a lot of grammatical mistakes.

“The heat stopped working.”

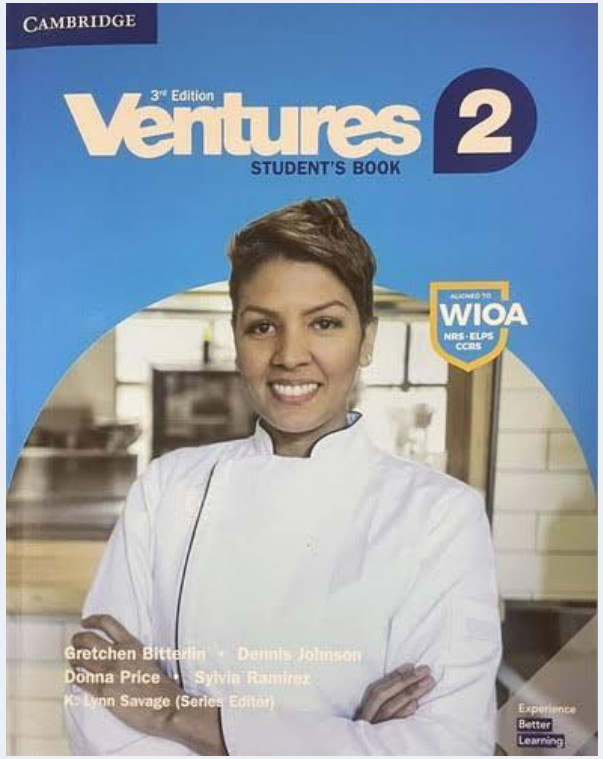
- Ahmed texts the tutor he will not be in class the next day.
- The following week, he reports the reason he missed class was because his heating had gone out, he called the landlord, explained the problem, and the only time available for maintenance was during the lesson last week.

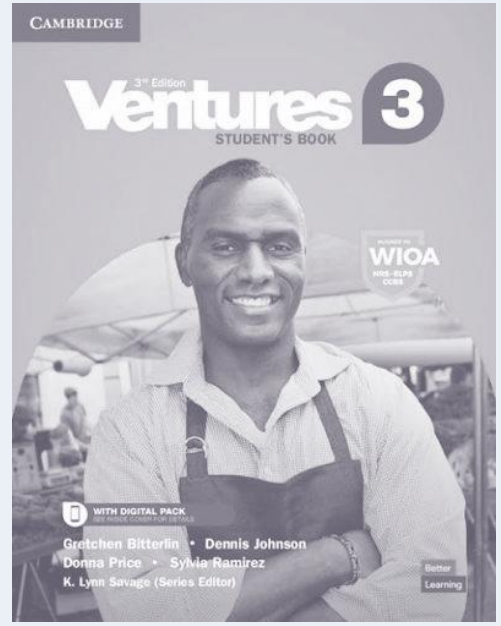


Is Ahmed making progress?

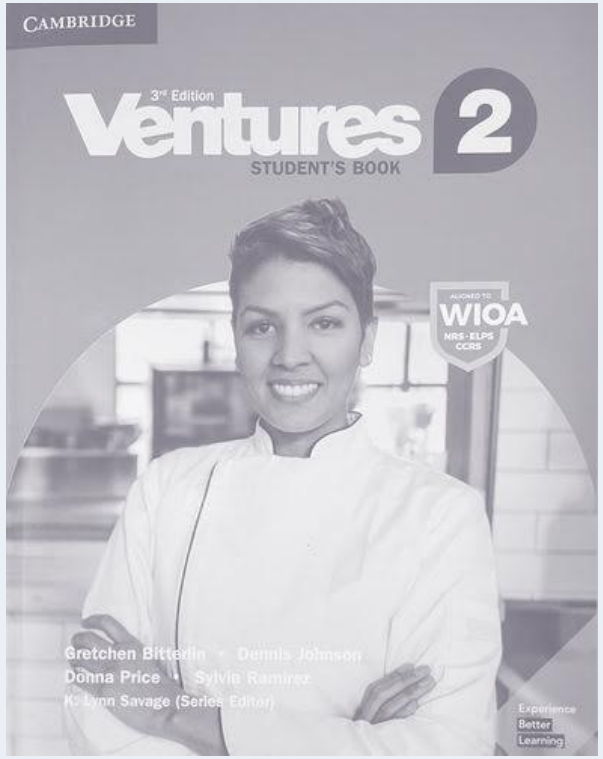


But we're still on Level 2





Real Life is the Test





Learning to notice progress

Notice the difference

Intentional observation

Look for incremental changes

Look for specific evidence of what your student can do

Assistance → Independence

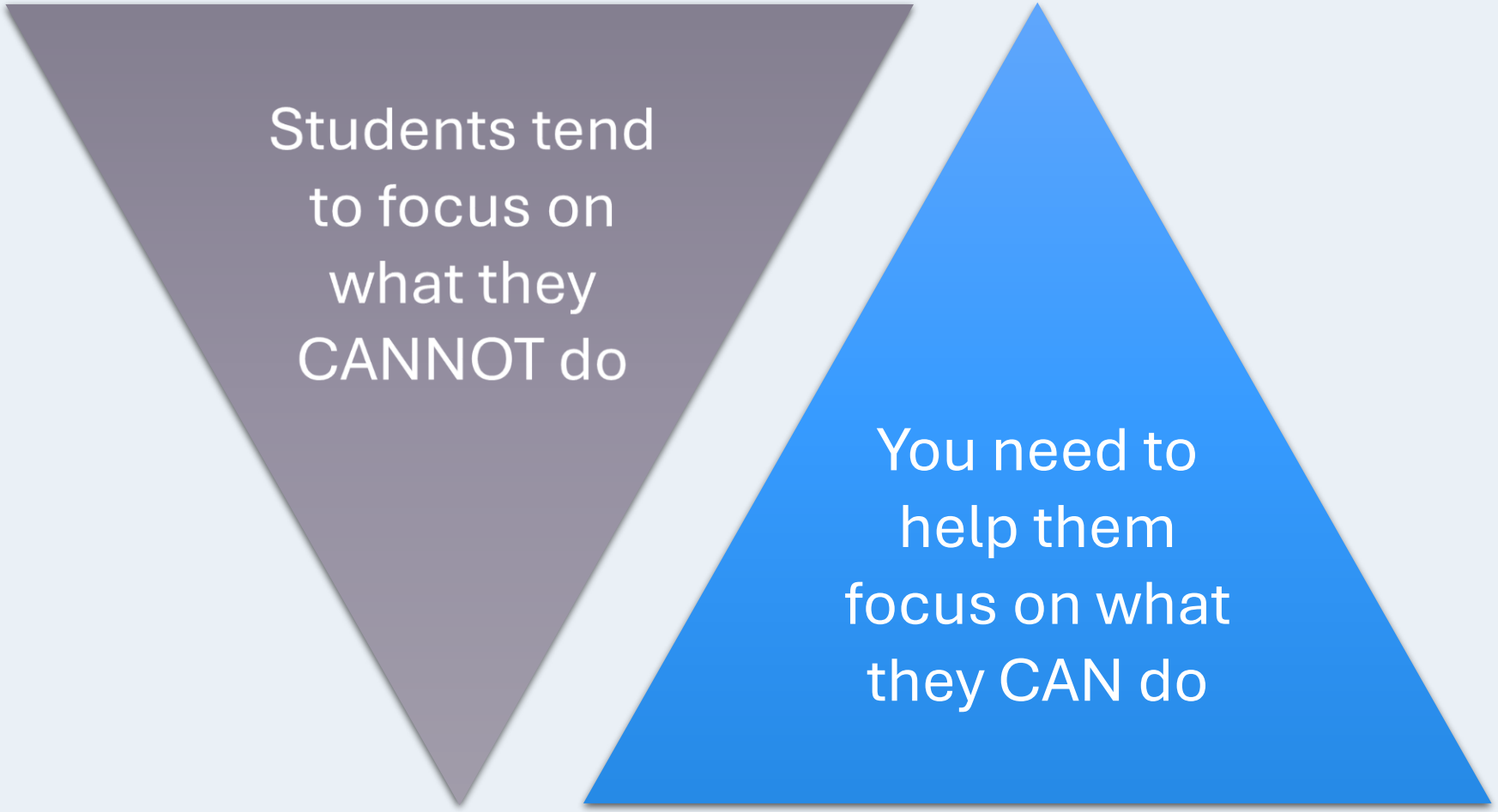
- You don't have to repeat yourself anymore.
- The student asks follow-up questions.
- They self-correct.
- They attempt longer answers.
- They need fewer prompts.
- They bring you examples of using English outside class.

“I did it myself!”

Independence is the strongest indicator of progress

Students may not see it

“My English is still bad.”



Three months ago...

- What's easier now?
- What can you do by yourself?

Remember to always ask your student:

What do you want to do next?



Documenting without creating another job

Please, not another report

Tutor reports are due!

If you haven't yet turned in your August tutor reports, please do so now. As a reminder, tutor reports are always due by the 10th of each month. The link to the form is at the top of each newsletter, so you'll always have it.

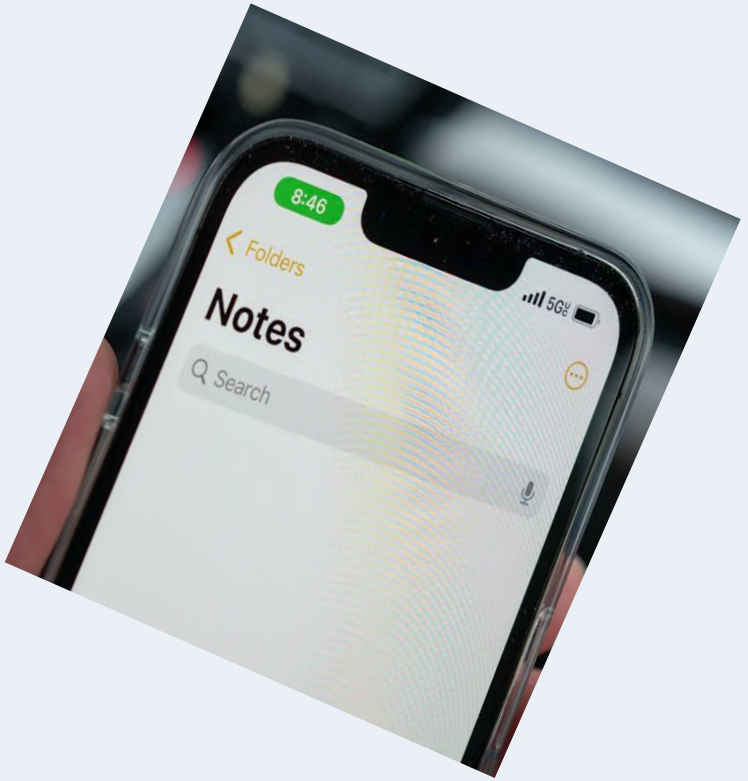
Remember, tutors who turn in their reports on time can win our Tutor Tote Bag of the Month. A winner is randomly selected on the 11th of each month.



Capture the evidence







BEFORE → NOW

- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

Progress tells us what to teach

Assessment **OF** learning

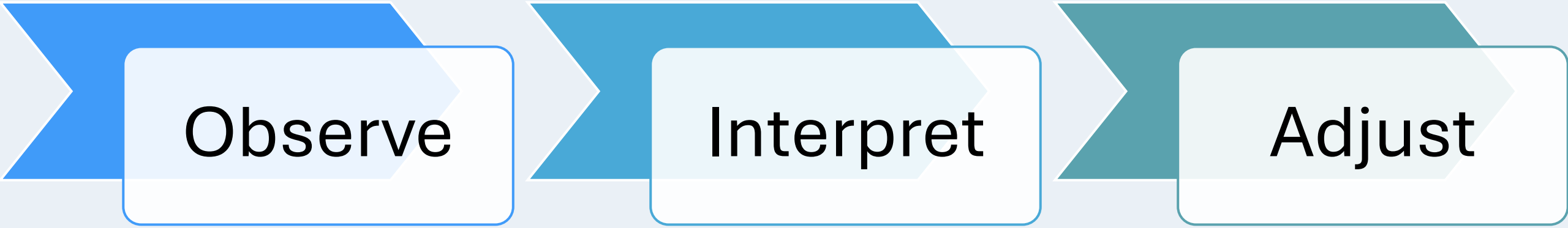
- The tests we took in school, particularly final exams

- Did you learn enough to pass this class?

Assessment **FOR** learning

- Let your assessments guide what comes next

- The assessment report you get after a post-test is designed more as a tool to help you plan what your student needs to build on


Observe
Interpret
Adjust

Observe

- Student reports that customers at her restaurant sometimes complain that their order is not correct.
- She admits that sometimes they are hard to understand when they talk quickly.



Interpret



- Student is struggling to understand
- Student is not confident asking follow-up or clarifying questions

Tutor recognizes what they need to work on.

Adjust

- They practice what happens after the “scripted” part of the interaction at work
- Student learns how she can make sure everyone understands each other



Notice

What is different?

1

Name

Help the learner recognize the accomplishment

2

Next

Use the evidence to choose what comes next

What can *your* student do NOW?

Questions

