Over time, both teachers and students should track progress toward the learning targets and goals. Teachers should track progress to inform and adjust instruction to meet the needs of the students, particularly those who are not making timely progress toward the learning target. Students should track their own progress to verify the status of their learning in relation to the learning target and determine how to close the gap to reach the learning goal.

Students should be allowed some latitude in how they express what they understand and are able to do. Assessment formats and conditions can vary as long as all forms of the assessment measure the same learning targets.

Once students understand the learning goal, targets, and performance scale those can be used to formatively access student academic progress. Anything that students do autonomously that is aligned to a learning target can be used as an assessment to track student progress. Formative assessments are used during instruction to determine what the students did or did not learn and what they can or cannot do.

Formative assessments to track student progress require intentional planning. Monitoring techniques should be determined and intentionally planned to verify students understand their current status on the scale and can articulate their progress toward the learning goal.