In this document are a variety of data tracking sheets you might be able to use and adapt for your students.

**How will you collect data during distance learning?**

Option 1 – You assess students during your regular distance instructional times (e.g., when you meet with students by Zoom). During these distance learning meetings, students complete sections of their work with you, and you collect data as the student performs the task. Just make sure that your instructional time is that – instructional. We do not want to only assess and not teach!

Option 2 - You ask parents/guardians to track student learning for you on packets. For example, you ask parents to circle which problems were completed independently by their child. You can then see which problems were completed independently, and assume that the parents offered some sort of assistance or prompting on the others. You can then enter data as you otherwise would on a data sheet, noting the number of problems completed independently and accurately.

Option 3 - You assign students to meet with paraprofessionals using distance instruction (e.g., by Zoom). During these distance learning meetings, students complete sections of their work with the paraprofessional, and the paraprofessional collects data as the student performs the task. The paraprofessional sends this data to you on a scheduled basis (e.g., once a week). Again, just make sure that your instructional time is that – instructional. We do not want to only assess and not teach!

Option 4 – You teach students to self-monitor their progress on the activities you assign. For example, if you assign them to read one book per day at their reading level, the student can be in charge of checking off that they completed the book. As students learn to self-monitor, perhaps you also ask a parent/guardian to sign off too.

**Multiple IEP Goal Tracking Sheet**

**(download this and adjust as needed)**

Directions:

* Enter the student’s name
* Write out the goal or objective for the student. Shorthand is OK!
* Enter the date.
* To the right of the date are 8 boxes for 8 instructional trials. You could enter a symbol to indicate student response. Some possible symbols:

+ : Independent Correct

* : Incorrect

P : Prompted Correct

NR : No Response

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student’s Name: | | | | | | | | | |
| Goal / Objective: | Date |  |  |  |  |  |  |  |  |
| Date |  |  |  |  |  |  |  |  |
| Date |  |  |  |  |  |  |  |  |
| Date |  |  |  |  |  |  |  |  |
| Date |  |  |  |  |  |  |  |  |
| Date |  |  |  |  |  |  |  |  |
| Goal / Objective: | Date |  |  |  |  |  |  |  |  |
| Date |  |  |  |  |  |  |  |  |
| Date |  |  |  |  |  |  |  |  |
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| Date |  |  |  |  |  |  |  |  |
| Date |  |  |  |  |  |  |  |  |
| Goal / Objective: | Date |  |  |  |  |  |  |  |  |
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| Goal / Objective: | Date |  |  |  |  |  |  |  |  |
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| Date |  |  |  |  |  |  |  |  |
| Goal / Objective: | Date |  |  |  |  |  |  |  |  |
| Date |  |  |  |  |  |  |  |  |
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| Date |  |  |  |  |  |  |  |  |
| Date |  |  |  |  |  |  |  |  |

**Sight Word Reading Sheet**

**(download this and adjust as needed)**

Directions:

* Enter the student’s name
* Enter the date in the top row
* Write the words your student is learning in the far left column (we entered 10 examples in red text). *Note: you could change this to identifying numerals, pictures, or other skills students are learning to decode.*
* Enter a symbol to indicate student response for each word, each date. Some possible symbols:

+ : Independent Correct

* : Incorrect

P : Prompted Correct

NR : No Response

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student’s Name: | | | | | | | | | | |
| date |  |  |  |  |  |  |  |  |  |  |
| 1. you |  |  |  |  |  |  |  |  |  |  |
| 2. have |  |  |  |  |  |  |  |  |  |  |
| 3. get |  |  |  |  |  |  |  |  |  |  |
| 4. make |  |  |  |  |  |  |  |  |  |  |
| 5. to |  |  |  |  |  |  |  |  |  |  |
| 6. on |  |  |  |  |  |  |  |  |  |  |
| 7. good |  |  |  |  |  |  |  |  |  |  |
| 8. that |  |  |  |  |  |  |  |  |  |  |
| 9. in |  |  |  |  |  |  |  |  |  |  |
| 10. of |  |  |  |  |  |  |  |  |  |  |
| % Correct |  |  |  |  |  |  |  |  |  |  |

**Comprehension Data Sheet**

**(download this and adjust as needed)**

Directions:

* Enter the student’s name
* Enter the date in the top row
* In the far left column, enter the question students will answer. We wrote some examples in red, first using the traditional “wh” questions (#1-6), sequencing (students would say what happens first, second, and third in a story; these are questions #7-9), and some receptive comprehension questions (where students point to the answer from an array of options, # 10-11). You probably would not ask each of these questions, but they are some ideas for getting at comprehension.
* Enter a symbol to indicate student response for each word, each date. Some possible symbols:

+ : Independent Correct

* : Incorrect

P : Prompted Correct

NR: No response

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student’s Name: | | | | | | | | | |
| date |  |  |  |  |  |  |  |  |  |
| 1. Who |  |  |  |  |  |  |  |  |  |
| 2. What |  |  |  |  |  |  |  |  |  |
| 3. Where |  |  |  |  |  |  |  |  |  |
| 4. When |  |  |  |  |  |  |  |  |  |
| 5. How |  |  |  |  |  |  |  |  |  |
| 6. Why |  |  |  |  |  |  |  |  |  |
| 7. Sequence (first) |  |  |  |  |  |  |  |  |  |
| 8. Sequence (second) |  |  |  |  |  |  |  |  |  |
| 9. Sequence (third) |  |  |  |  |  |  |  |  |  |
| 10. Which is biggest? |  |  |  |  |  |  |  |  |  |
| 11. Which is green? |  |  |  |  |  |  |  |  |  |
| % correct |  |  |  |  |  |  |  |  |  |

**Reading Fluency Data Sheet**

**(download this and adjust as needed)**

Directions:

Enter the student’s name

Enter the date in the first column

Write the name or level of the passage in the second column

Write the total number of words in the passage

Tally how many words the student reads incorrectly or skips

Enter how long it took the student to read the

passage (in seconds)

Calculate the number of correct words per minute

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student’s Name: | | | | | |
| date | Book Name / Level | # Words in passage | Tally – incorrect words | Time to read | Correct words per minute |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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**Math Data Sheet**

**(download this and adjust as needed)**

Directions:

* Enter the student’s name
* Enter the date in the first column
* Circle the type(s) of problems answered in the next column. You could adjust this to also include word problems or other types of math equations.
* Write the number of problems provided
* Write the number of problems answered correctly
* Calculate the percentage of problems answered correctly
* Note any tools students used to answer the problems.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student’s Name: | | | | | |
| date | Type of problem (circle one) | # of problems | # Correct (Independently) | % Correct | Tools Used |
|  | Addition only  Subtraction only  Both addition and subtraction  Multiplication only  Division only  Both multiplication and division |  |  |  | Calculator  Equation Given |
|  | Addition only  Subtraction only  Both addition and subtraction  Multiplication only  Division only  Both multiplication and division |  |  |  | Calculator  Equation Given |
|  | Addition only  Subtraction only  Both addition and subtraction  Multiplication only  Division only  Both multiplication and division |  |  |  | Calculator  Equation Given |
|  | Addition only  Subtraction only  Both addition and subtraction  Multiplication only  Division only  Both multiplication and division |  |  |  | Calculator  Equation Given |

**Writing Data Sheet**

**(download this and adjust as needed)**

Directions:

* Enter the student’s name
* Enter the date in the first column
* Give a +1 (1 point) for each writing element included in the writing sample.
* Total the number of points for each writing sample.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student’s Name: | | | | | |
| date | Punctuation | Capital letter(s) | Noun verb agreement | On topic | Total |
|  |  |  |  |  | / 4 |
|  |  |  |  |  | / 4 |
|  |  |  |  |  | / 4 |
|  |  |  |  |  | / 4 |
|  |  |  |  |  | / 4 |

**Behavior Data Sheet**

**(download this and adjust as needed)**

Directions:

* Enter the student’s name in the top row
* In the next row, define the problem behavior (e.g., throwing materials)
* In the third row, define the replacement behavior the child is learning (e.g., asking for help instead of throwing materials)
* Enter the date in the first column
* Keep track of behavior you are interested in during different intervals of time. In our example, the interval is 10 minutes. You can make this shorter or longer, depending on your needs and the child’s needs.
* Put a + if the problem behavior occurred at all during that time, and a – if the problem behavior did not occur.
* Put a + if the replacement behavior occurred at all during that time, and a – if the replacement behavior did not occur.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student’s Name: | | | | | | |
| Description of problem behavior: | | | | | | |
| Description of replacement behavior: | | | | | | |
| date | Behavior definition | 10 min. | 20 min. | 30 min. | 40 min. | 50 min. |
|  | Problem |  |  |  |  |  |
| Replacement |  |  |  |  |  |
|  | Problem |  |  |  |  |  |
| Replacement |  |  |  |  |  |
|  | Problem |  |  |  |  |  |
| Replacement |  |  |  |  |  |
|  | Problem |  |  |  |  |  |
| Replacement |  |  |  |  |  |
|  | Problem |  |  |  |  |  |
| Replacement |  |  |  |  |  |
|  | Problem |  |  |  |  |  |
| Replacement |  |  |  |  |  |
|  | Problem |  |  |  |  |  |
| Replacement |  |  |  |  |  |
|  | Problem |  |  |  |  |  |
| Replacement |  |  |  |  |  |
|  | Problem |  |  |  |  |  |
| Replacement |  |  |  |  |  |

**Self-Monitoring Sheet**

**(download this and adjust as needed)**

Directions:

* The student will write their name on the top row
* The student will write the date on the next row
* We made up some tasks students could self-monitor (in red). Feel free to edit these as appropriate
* We made different ways students could respond to the question – a different option on each row. Feel free to copy and paste to suit your needs, or create your own response options. However you do this, the student simply needs to circle the correct response for that day.

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s Name: | | | |
| Date: | | | |
| Today I read for 10 minutes: | Yes | No | Not Sure |
| Today I did 5 math problems: | Download Smiling Face Emoji Icon | Emoji Island | Frowning Face Emoji (U+2639, U+FE0F) | 🤔 - thinking face emoji - What does the thinking face emoji mean? |
| Today I helped make 1 meal: | 👍 Thumbs Up Sign Emoji | Thumbs up sign, Thumbs up, Emoji images | 👍 Thumbs Up Sign Emoji | Thumbs up sign, Thumbs up, Emoji images | Emoji hand gesture model - TurboSquid 1418235 |
| Today I called one friend: | Agree | Disagree | There was a problem… |
| Parent/Guardian Signature: | | | |