Classroom Progress-Monitoring Methods Checklist

Whenever teachers put an academic or behavioral intervention in place for a student, they will also want to collect classroom progress-monitoring data to judge whether that intervention is effective (Witt, VanDerHeyden, & Gilbertson, 2004). For teachers, the six most frequent intervention targets are the following:

1. Academics: Acquisition of basic skills
2. Academics: Fluency in basic skills
3. Academics: Complex skills
4. Academics: Survival skills
5. Behaviors
6. Homework

The table below is designed as a' look-up' resource to help instructors quickly to select appropriate monitoring tools to track the success of academic and behavioral interventions. Under each intervention target are listed one or more data sources that can measure the target--along with information about how to make or find examples of

1. Academics: Acquisition of Basic Skills

What to assess: Basic academic skills are those 'building-block' skills that are the foundation for more advanced learning. When students are just acquiring basic skills, they often are expected to learn a finite set of items--such as letter sounds, multiplication math-facts 0-9, Dolch pre-primer sight word list, or 50 vocabulary terms necessary for success in a biology course. At this acquisition stage of learning, the teacher's measurement objective is to monitor which items the student has mastered from the larger set.

How to assess and where to find materials:
Cumulative mastery log. The simplest way for the teacher to track which items the student has learned from a larger pool is to maintain a cumulative mastery log. First, the teacher develops objective guidelines for judging that a student has mastered an item: e.g., "to know a math-fact, the student must answer the fact correctly from a flash-card within 3 seconds and repeat the feat twice in a row during a session". Then the teacher conducts a baseline assessment. That is, the instructor (1) reviews with the student all items in the larger pool (e.g., letters; multiplication math-facts 0-9, etc.) Using the previously developed guidelines for judging mastery, the teacher (2) identifies and (3) records those items that the student already knows at baseline. Then during the intervention, whenever the student masters an additional item, the teacher logs the item and date acquired. Over time, this log becomes a cumulative, date-stamped record of items acquired by the student.

A tutorial on setting up and using a cumulative mastery log is presented elsewhere in this handout (*How To: Use the Cumulative Mastery Log to Record Progress in the Acquisition Stage of Learning)* along with a sample form.

2. Academics: Fluency in Basic Skills

What to assess: When a student has acquired basic academic skills, the next goal is often to build fluency in those skills. Examples of fluency goals are increasing a student's oral reading speed and working toward automatic recall of math-facts. In this fluency stage of learning, the instructor's measurement objective is to continue to monitor accuracy while also tracking increasing speed of performance.

How to assess and where to find materials:
Curriculum-based measurement. A very useful way to assess a student's growing fluency (as well as accuracy) in foundation academic skills is via curriculum-based measurement (CBM) -- a family of quick assessments of basic academic skills. While CBM covers a wide range of different assessments, all are brief; timed; use standard procedures to prepare materials, administer, and score; and include decision rules to help educators to make appropriate instructional decisions (Hosp, Hosp & Howell, 2007). Examples of CBM include oral reading fluency (1-minute passages that the student reads aloud) and math computation (2-minute math-fact worksheets with the student receiving credit for number of digits computed correctly).

3. Academics: Complex Skills

What to assess: Teachers often find that they must evaluate a student on higher-level academic skills that are multi-dimensional and complex (Moskal, 2000). For example, the Common Core ELA Standard for grade 5-speaking and listening (CCSSELA.5.SL.1) sets the expectation that, in collaborative discussions, the student will come prepared, participate, engage in appropriate turn-taking and follow other discussion rules, etc. Similarly, a standard for grade 4 writing (CCSSELA.4.W.1) presents as a goal that the student will write an opinion essay supporting a specific point of view that includes specific elements such as introductory and concluding statements and supporting details. In both examples, a student may show evidence of at least partial fulfillment of some elements within the standard. So teachers need a flexible evaluation format for rating complex academic skills, one that can handle several dimensions simultaneously, while defining for each dimension a sliding-scale, or continuum, for rating success.

How to assess and where to find materials:
Rubrics. Rubrics are well-suited for measuring a student on complex tasks. In a rubric, the teacher defines the categories that make up the important dimensions of a task, develops exemplars representing mastery for each dimension, and creates a rating scale to be used in evaluating a particular student's work for each dimension (Schafer, Swanson, Bene', & Newberry, 2001).

A detailed description of how to create rubrics for classroom use can be found elsewhere in this handout (*How To: Use Rubrics in Student Assessment*) on student assessment.

4. Academics: Survival Skills

What to assess: Academic survival skills are those global 'academic enablers'--such as time management, study skills, homework completion, note-taking--required to support a strong academic performance (DiPerna, 2006).

How to assess and where to find materials:
Academic survival skills checklists. A global academic survival skill (e.g., study skills) can be made measureable by dividing that overarching category into specific, observable component sub-skills (e.g., maintains clear work space for study; creates a study schedule; allocates adequate time each day for study) to create a checklist. Each element of that checklist can then be verified through direct observation, student interview, and/or examination of student work products.

A series of academic survival skills checklists appears elsewhere in this handout (*How To: Use Checklists to Measure Academic Survival Skills*) on student assessment. Teachers can also create their own customized checklists using a free online application, the Academic Survival Skills Checklist Maker: *http://www.interventioncentral.org/teacher-resources/student-academic-success-strategies-checklist-maker*

5. Behaviors

What to assess: Classroom behaviors are specific, observable behaviors that relate to such categories as general conduct (e.g., remaining in seat, calling out), compliance (e.g., following teacher directives); and academic readiness and engagement (e.g., paying attention to the teacher during a lesson, completing independent seatwork, bringing work materials to class).

How to assess and where to find materials:
Behavior report card. A behavior report card is a type of rating scale that the teacher fills out on a regular basis--e.g., daily-- to rate targeted student behaviors (Riley-Tillman, Chafouleas, & Briesch, 2007). Behavior report cards have several advantages: They are quick to complete, can be customized by the teacher to measure any observable behavior, and are an excellent vehicle for communicating classroom behavioral expectations to students and parents.

A sample behavior report card (*RTI Daily Behavior Report: Guidelines for Use*) appears elsewhere in this handout. Teachers can create their own behavior report cards using the Behavior Report Card Maker, a free online application: *http://www.interventioncentral.org/teacher-resources/behavior-rating-scales-report-card-maker*

Frequency count. In a frequency count, the teacher keeps count of the number of times that the student engages in a target behavior (e.g., number of call-outs; episodes of non-compliance with teacher requests) during an observation period. If frequency-count data are collected across multiple observation periods of the same duration, the teacher can directly compare the data across those observations to look for trends of improvement.

A sample observation sheet for collecting frequent-count data (*Student Self-Monitoring: Frequency Count*) appears later in this handout.

6. Homework

What to assess: Homework can be evaluated in a number of ways. Depending on the nature of the student's presenting problem(s), the teacher may use one or more of the data sources below to track homework timeliness, completion, accuracy, and/or quality.

How to assess and where to find materials:
Existing data. If the teacher's focus is on getting homework turned in reliably and on time, that instructor can use existing data, such as gradebook information about homework submission, to monitor this intervention goal.

Quality: Percentage of work attempted/grade . If the teacher is monitoring the quality of the submitted homework, two simple but useful metrics are (1) an estimate of the amount of work attempted (presented as a percentage of the entire assignment) and (2) homework grades.

Quality: Rubric. Because some homework assignments (e.g., term paper; PowerPoint presentation) are complex and must be rated across several dimensions, the teacher may choose the rubric as an evaluation tool.

A detailed description of how to create rubrics for classroom use can be found elsewhere in this handout.

References

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How To: Use the Cumulative Mastery Log to Record Progress in the Acquisition Stage of Learning

During academic interventions in which the student is newly learning a fixed set of academic items (e.g., math facts, spelling words, sight words, vocabulary terms), the instructor can conveniently track the impact of the intervention by recording and dating mastered items in a cumulative log.

First, the instructor defines the set of academic items to be taught or reviewed during the intervention (e.g., basic multiplication facts from 1-12; pre-primer sight-word list; vocabulary terms for a biology course). Next, the instructor sets criteria for judging when the student has mastered a particular item from the academic item set. (Example: *"A math fact is considered mastered when the student successfully answers that math-fact flashcard within 3 seconds on three successive occasions during a session and repeats this performance without error at the next session.").*

To collect baseline information, the instructor initially reviews all items from the academic-item set with the student--and records which items the student already knows. Then, throughout the intervention, the instructor logs and dates any additional items that the student masters.

The Cumulative Mastery Log that appears on the following pages structures the task of setting up and using a mastery log to track the cumulative results of an academic intervention.

Example: Mrs. Ostrowski, a 1st-grade teacher, decides to provide additional intervention support for Jonah, a student in her class who needs to work on sight-word recognition using a first-grade word list.

- Definition of mastery. Mrs. Ostrowski defines mastery for sight words as follows:
  "When shown a sight word, the student will correctly read that word aloud within 3 seconds, will read the word correctly at least 3 times in a row with no errors in a single session, and will repeat this performance in the next session."

- Baseline data collection. Before starting an intervention, the teacher inventories and records Jonah's baseline skills by reviewing the 41-item first-grade word list. As seen above, the teacher's definition of mastery of sight-words requires that a word cannot be counted as 'known' until the student reads it correctly multiple times across 2 sessions--so the baseline phase also takes 2 sessions to complete. The teacher finds that Jonah can read 21 of the 41 words correctly at baseline.

- Intervention goal. The teacher sets as an intervention goal that Jonah will master all remaining items –20 sight-words—within three weeks.

- Cumulative progress-monitoring. Mrs. Ostrowski then begins the daily intervention: incremental rehearsal of letters using flashcards (Joseph, 2006). Whenever Jonah is able to name a additional previously unknown word from the sight-word list, the teacher records and dates that item in her cumulative mastery log.

References

Joseph, L.M. (2006). Incremental rehearsal: A flashcard drill technique for increasing retention of reading words. *The Reading Teacher, 59*, 803-807.

Academic Skills: Cumulative Mastery Log

Student: _____ School Yr: _____ Classroom/Course: _____

Academic Item Set: Define the set of academic items to be measured (e.g., basic multiplication facts from 1-12; grade 1 sight-word list; vocabulary terms for biology course):

_____

_____

Criteria for Mastery: Describe the criteria for judging when the student has mastered a particular item from the academic item set. (Example: *"A math fact is considered mastered when the student successfully answers that math-fact flashcard within 3 seconds on three successive occasions during a session and repeats this performance without error at the next session."*):

_____

_____

Baseline Skills Inventory: Prior to beginning the intervention, inventory the student's current level of mastery of the skill being measured. (NOTE: Apply the 'criteria for mastery' guidelines written above when completing the baseline skills inventory.)
Person completing the inventory: _____ Date: _____/_____/_____

Item 1: _____	Item 11: _____	Item 21: _____
Item 2: _____	Item 12: _____	Item 22: _____
Item 3: _____	Item 13: _____	Item 23: _____
Item 4: _____	Item 14: _____	Item 24: _____
Item 5: _____	Item 15: _____	Item 25: _____
Item 6: _____	Item 16: _____	Item 26: _____
Item 7: _____	Item 17: _____	Item 27: _____
Item 8: _____	Item 18: _____	Item 28: _____
Item 9: _____	Item 19: _____	Item 29: _____
Item 10: _____	Item 20: _____	Item 30: _____

Academic Intervention: Cumulative Mastery Log

Student: _____ School Yr: _____ Classroom/Course: _____

Cumulative Mastery Log: During the intervention, log each mastered item below with date of mastery. NOTE: Be sure to use the 'criteria for mastery' defined on the first page of this form when judging whether the student has mastered a particular item.

Item 1: _____ Date: ___/___/___	Item 21: _____ Date: ___/___/___
Item 2: _____ Date: ___/___/___	Item 22: _____ Date: ___/___/___
Item 3: _____ Date: ___/___/___	Item 23: _____ Date: ___/___/___
Item 4: _____ Date: ___/___/___	Item 24: _____ Date: ___/___/___
Item 5: _____ Date: ___/___/___	Item 25: _____ Date: ___/___/___
Item 6: _____ Date: ___/___/___	Item 26: _____ Date: ___/___/___
Item 7: _____ Date: ___/___/___	Item 27: _____ Date: ___/___/___
Item 8: _____ Date: ___/___/___	Item 28: _____ Date: ___/___/___
Item 9: _____ Date: ___/___/___	Item 29: _____ Date: ___/___/___
Item 10: _____ Date: ___/___/___	Item 30: _____ Date: ___/___/___
Item 11: _____ Date: ___/___/___	Item 31: _____ Date: ___/___/___
Item 12: _____ Date: ___/___/___	Item 32: _____ Date: ___/___/___
Item 13: _____ Date: ___/___/___	Item 33: _____ Date: ___/___/___
Item 14: _____ Date: ___/___/___	Item 34: _____ Date: ___/___/___
Item 15: _____ Date: ___/___/___	Item 35: _____ Date: ___/___/___
Item 16: _____ Date: ___/___/___	Item 36: _____ Date: ___/___/___
Item 17: _____ Date: ___/___/___	Item 37: _____ Date: ___/___/___
Item 18: _____ Date: ___/___/___	Item 38: _____ Date: ___/___/___
Item 19: _____ Date: ___/___/___	Item 39: _____ Date: ___/___/___
Item 20: _____ Date: ___/___/___	Item 40: _____ Date: ___/___/___

How To: Use Rubrics in Student Assessment

When a teacher attempts to judge whether a student has attained a particular Common Core State Standard, the instructor must evaluate some aspect of that student's *performance*. Such a performance may be observed directly or in the indirect form of work products or other artifacts. Some types of schoolwork easily lend themselves to a simple quantitative scoring approach: for example, a solution to a math computation problem is either correct ('1') or incorrect ('0'). Many types of academic performance, however, are more complex and require that the student master several domains that in sum create a quality product. A research paper, for example, can be judged of high quality only if the writer shows skill in such dimensions as word choice, organization, selection and summary of sources, and use of the writing-revising process--among others.

Rubrics are a useful classroom method for evaluating complex, multi-dimensional tasks. In education, a widely used type of rubric is the *analytic* rubric (Moskal, 2000). To develop an analytic rubric, the teacher first describes the global performance task to be assessed. The teacher then defines the categories that make up the important dimensions of that task, develops exemplars representing mastery for each dimension, and creates a rating scale to be used in evaluating a particular student's work for each dimension (Schafer, Swanson, Bene', & Newberry, 2001).

Rubrics share similarities with checklists as observational instruments to measure academic performance. A checklist, though, is optimal for binary 'yes/no' situations when the instructor is simply confirming that an element of student performance or work product is either adequate or inadequate--e.g., the student's essay includes a title page/ contains at least 5 paragraphs/ includes 4 research sources. A rubric is the measure of choice when a dimension of academic performance can vary widely in quality from student to student--e.g., the organization of an essay or evidence of preparation for an oral presentation (Allen, 2004).

Rubrics have a number of advantages as a classroom assessment tool (Allen, 2004). They allow teachers to develop objective and consistent scoring criteria for complex student tasks, thus speeding assessment and improving the reliability of the evaluation. Rubrics can also provide clear guidance of work-expectations before the student begins the academic task, potentially eliminating confusion and increasing student self-confidence and motivation. Using a rubric, students can also evaluate their own work, helping them to internalize high standards of excellence and boosting motivation further via immediate performance feedback. As mentioned earlier, rubrics are also criterion-referenced: they set an absolute standard against which all students are to be assessed. In light of the fact that many schools have adopted the expectation that all learners will attain the Common Core State Standards, rubrics are a helpful classroom tool to evaluate on an ongoing basis whether specific students are on track to attain these ambitious learning goals.

Creating a Rubric in 4 Steps. Here are the steps to constructing a teacher-made analytic rubric (Allen, 2004; Moskal, 2000):

1. *Describe the task*. The teacher describes the academic performance task to be evaluated using the rubric. Examples might include an argumentative essay, oral presentation, participation in a discussion group, or conducting and documenting an in-class science experiment. The task description is a straightforward account of what the student is to do (and what product is to be created) but does not include quality indicators. NOTE: The Common Core State Standards contain summaries of academic expectations in English Language Arts and Mathematics tasks that can readily be turned into grade-appropriate rubric task descriptions.

2. *Define the dimensions that make up the task.* Next, the important component elements that make up the academic performance task are defined. This step is similar to a task analysis; the teacher lists the important component dimensions that are to be evaluated. For example, a teacher who wants to create a rubric to evaluate short research papers (task) may decide to divide the global writing task into 4 key dimensions: Word Choice, Details, Revision Process, and Use of Sources.

3. *Develop a rating scale.* The teacher develops a 3-5 level rating scale to evaluate student performance on each of the previously defined dimensions of the rubric. The teacher also devises a plain-English labeling system for the levels: e.g. "Needs work/competent/exemplary"; "Accomplished/average/ developing/beginning".

   As an option, teachers can include point amounts or point ranges to accompany the rating scale. For example, an instructor may create a rating scale like the following: "Proficient (7-9 pts)/Intermediate (4-6 pts)/Beginning (1-3 pts)" In this rating scheme, each qualitative label is tied to a point range, allowing the instructor discretion regarding the number of points that can be awarded for each dimension.

4. *Provide descriptions of each dimension.* The teacher writes objective descriptions of student performance on each dimension that match the levels of the rating scale.

   A rubric for short research papers, for example, includes the dimension Word Choice. The teacher adopts a 3-level rating scale: 'Exemplary', 'Competent', and 'Needs Work'. At the high end of the scale, under 'Exemplary', the teacher describes Word Choice performance as: *The essay uses precise language throughout in descriptions and the presentation of ideas. It employs domain-specific vocabulary in most or all instances where appropriate.* In contrast, the same teacher describes Word Choice performance at the low end of the scale under 'Needs Work' as: *The essay uses general or vague language in descriptions and the presentation of ideas. It seldom or never employs examples of domain-specific vocabulary.*

Rubric Example: Student Discussion Group. A teacher is interested in assessing students' attainment of the Common Core ELA Speaking and Listening Standard for Grade 5 (CCSSELA.5.SL.1), which outlines expectations for participation in discussion groups. Using this Standard as a starting point, the teacher creates the following analytic rubric with a 3-item scale:

Analytic Rubric: 'Student Discussion Group' Example			
Task: The student will take part in weekly in-class collaborative peer discussions of assigned readings, contributing ideas and responding appropriately to the ideas of others (from CCSSELA.5.SL.1).			
Dimensions	Needs Work (1-3 pts)	Competent (4-6 pts)	Exemplary (7-9 pts)
Preparation	Has not completed the assigned readings and/or does not bring notes of the readings to the discussion..	Has completed the assigned reading(s) and brings notes of the readings to the discussion.	Has completed the assigned reading(s), brings notes of the readings to the discussion, and gives evidence of having done additional reading/research in the discussion topic.
Compliance With Discussion Rules/Roles	Fails to follow the rules set up for the discussion activity and/or does not adequately carry out the responsibilities of an assigned discussion role.	Follows the rules set up for the discussion activity. When assigned a role in discussion, adequately carries out the responsibilities of that role.	Follows the rules set up for the discussion activity. When needed, reminds others to adhere to discussion rules. When assigned a formal role

			(e.g., discussion leader), fully carries out the responsibilities of that role.
Contribution to Discussion	Does not actively sustain his or her part in the discussion. May pose questions of limited relevance to the discussion topic. May not respond appropriately to the comments of others.	Poses questions relevant to the discussion topic and responds appropriately to the comments of others. Remarks display a willingness to acknowledge the contributions of others in the discussion group,	Participates fully in the discussion. Poses questions relevant to the discussion topic and responds appropriately to the comments of others. Remarks display a good grasp of the topic and a willingness to acknowledge the contributions of others in the discussion group,

Rubrics: Additional Considerations. When developing and using rubrics for student assessment, teachers should keep these additional considerations in mind:

1. *Combine rubrics with quantitative academic information*. When feasible, consider pairing rubrics with quantitative data to have a more complete picture of academic performance. For example, a teacher working with a reluctant writer develops a rubric to track improvements in the quality of written expression. In addition, though, the instructor charts the word-count for each essay, with the goal of encouraging the student to write longer compositions.

2. *When using rubrics, ignore the curve.* Traditionally in schools, teachers have often graded on a curve, that is, they have plotted the range of student grade outcomes along a normal curve and awarded only a relative handful of high grades. Rubrics, however, do not fit on a curve, as they are a version of criterion-referenced performance goals that include clear, observable definitions of 'mastery' (Schafer, Swanson, Bene', & Newberry, 2001). It is possible, in fact highly desirable, that most or all students in a class might attain rubric ratings in the 'acceptable' or 'exceptional' range, because they are competing against specific, observable, attainable standards rather than against each other (Allen, 2004).

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How To: Use Checklists to Measure Academic Survival Skills

Students who hope to achieve success on the ambitious Common Core State Standards must first cultivate a set of general 'academic survival skills' that they can apply to any coursework (DiPerna, 2006). Examples of academic survival skills include the student's ability to study effectively, be organized, and manage time well.

When academic survival skills are described in global terms, though, it can be difficult to define them. For example, two teachers may have different understandings about what the term 'study skills' means. A solution is to complete a 'task analysis' of a given global academic-survival skill, dividing that larger skill into a checklist of component sub-skills (Kazdin, 1989). (Review the set of academic survival skills checklists appearing later in this article for examples of what these component-skills checklists look like.)

With a checklist in hand that breaks a global academic survival skill into components, a teacher can judge whether a student possesses those essential building-block strategies that make up a larger global 'survival skills' term. Teachers have access to good sources of information to verify what academic survival skills a student possesses, including direct observation; interviews (of the student, past teacher, or parent); and student work products.

TIP: Teachers can access a *free* web application to create customized student-skill checklists. The *Academic Survival Skills Checklist Maker* provides a starter set of strategies to address homework, note-taking, organization, study, test-taking, and time management. Teachers can use the application to create and print customized checklists and can also save their checklists online. This application is available at: http://www.interventioncentral.org/tools/academic-survival-skills-checklist-maker

Schools can find a number of valuable uses for 'academic survival skills' checklists, including the following:

1. *Consistent expectations among teachers.* Teachers at a grade level, on an instructional team, or within an instructional department can work together to develop checklists for essential global academic-survival skills. As teachers collaborate to create these checklists, they reach agreement on the essential skills that students need for academic success and can then consistently promote those skills across their classrooms.

2. *Proactive student skills training.* One excellent use of these checklists is as a classwide student training tool. At the start of the school year, teachers can create checklists for those academic survival skills in which students are weak (e.g., study skills, time management) and use them as tools to train students in specific strategies to remediate these deficiencies. Several instructors working with the same group of students can even pool their efforts so that each teacher might be required to teach a checklist in only a single survival-skill area.

3. *Student skills self-check*. Teachers can use academic survival-skills checklists to promote student responsibility. Students are provided with master copies of checklists and encouraged to develop their own customized checklists by selecting and editing those strategies likely to work best for them. Instructors can then hold students accountable to consult and use these individualized checklists to expand their repertoire of strategies for managing their own learning.

4. *Monitoring progress of academic survival-skills interventions*. Often, intervention plans developed for middle and high school students include strategies to address academic survival-skill targets such as homework completion

or organization. Checklists are a good way for teachers to measure the student's baseline use of academic survival skills in a targeted area prior to the start of the intervention. Checklists can also be used to calculate a student outcome goal that will signify a successful intervention and to measure (e.g., weekly) the student's progress in using an expanded range of academic survival-skills during the intervention period.

For example, a teacher may develop a checklist (like that appearing in Table 1) outlining 11 sub-skills that define her expectations for 'study skills'. Through interview, direct observation, and examination of student work products, the teacher ascertains that the student reliably used 7 of the 11 skills during baseline. She sets the outcome goal that--at the conclusion of a 5-week intervention period--the student will reliably use all 11 of those study sub-skills. Once per week during the intervention, the teacher meets with the student to review the checklist, record which additional study skills-if any--the student is now using, and chart this growth on a simple visual graph.

5. *Parent conferences.* When teachers meet with parents to discuss student academic concerns, academic survival-skills checklists can serve as a vehicle to define expected student competencies and also to decide what specific school and home supports will most benefit the student. In addition, parents often appreciate receiving copies of these checklists to review with their child at home.

When students struggle with global academic survival skills such as study, organization, or time management, those deficits can seem so all-encompassing as to inspire a sense of helplessness. In contrast, targeted and prescriptive checklists (such as those described here) that outline practical strategies to enhance school survival skills can serve as a tool to focus and empower teachers, parents, and students to accomplish the shared goal of turning every student into a effective, self-managing learner.

References

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SAMPLE ACADEMIC SURVIVAL SKILLS CHECKLIST: STUDY SKILLS

This form includes (1) your selected Academic Survival Skill Checklist items, (2) a column to verify whether the student possesses each survival skill (Y/N), and (3) a column to list the information used to verify each skill (Observation/Interview/Work Product).

Academic Survival-Skill Checklist	Student Displays Skill? (Y/N)	Data Source? (Observation/Interview /Work Product)
❑ MAINTAIN A STUDY SCHEDULE. Maintain a regular (e.g., daily) study schedule with sufficient time set aside to review course content and information.		
❑ AVOID DISTRACTERS. When studying, avoid distracters (e.g., cell phone, television, Internet) that can erode study time and divert attention.		
❑ CREATE AN ORGANIZED STUDY SPACE. Prepare the study environment by organizing a space and setting out all necessary work materials before beginning study.		
❑ SET STUDY GOALS. Prior to a study session, define one or more specific study goals to accomplish (e.g., to review information for an upcoming quiz; to locate key information to include in an essay).		
❑ MAKE A STUDY AGENDA. If studying multiple subjects in one session, create a study agenda for that session with a listing of the key information to be reviewed for each subject and the time allocated for that review.		
❑ DO THE TOUGH STUDY WORK FIRST. Tackle the most difficult or challenging study objectives first during study sessions, when energy levels and ability to concentrate are at their peak.		
❑ VARY ACTIVITIES. Mix up study activities during a study session (e.g., alternating between reading and writing) to maintain engagement and interest.		
❑ CHUNK A LARGE STUDY TASK INTO SMALLER UNITS. If studying a large amount of material in a single session, 'chunk' the material into smaller units and take short breaks between each unit to maintain focus.		
❑ TEACH CHALLENGING CONTENT. When studying complex or challenging material,		

assume the role of instructor and attempt to explain or describe the material to a real or imagined listener. Teaching study material is an efficient way to verify understanding.		
❑ HIGHLIGHT QUESTIONS. When reviewing notes or completing course readings, use highlighters, margin notes, sticky notes, or other notation methods to flag questions, unknown vocabulary terms, or areas of confusion for later review with teacher or tutor.		
❑ SEEK HELP WHEN NEEED. Approach the teacher or tutor for help as needed to answer questions or clear up areas of confusion identified during study sessions.		
❑ AVOID CRAM SESSIONS. Stay away from all-night cram sessions before major tests. Cram sessions are ineffective because they are inefficient and often leave students exhausted and unable to perform their best on exams. Instead, distribute study and test-review time across multiple days and consider allocating an upward limit of about 1 hour per study session to maintain focus and energy.		

RTI Daily Behavior Report: Guidelines for Use

The RTI Daily Behavior Report (RTI-DBR) is a brief form that educators can use to rate student classroom conduct and work-related behaviors on a daily basis.
Daily Behavior Reports in general have several advantages that make them idea for use in monitoring student interventions (Chafouleas, Riley-Tillman, & Sugai, 2007): They are familiar and acceptable to most school staff, are a convenient assessment tool for busy teachers, and can be used both to better understand students' behavioral needs and to track student progress during a classroom intervention.

Directions. When finished working with the student each day, the educator responsible for completing the RTI-DBR completes each rating item on the form. There are sufficient rating columns on one form to rate a student each day for an entire instructional week. The rater can also write daily comments on the back of the form.
An additional option is for the educator to send a copy of the completed rating form home each week for the student's parent to review, sign, and return.

Tips to Increase the Reliability of Daily Behavior Reports. Daily Behavior Reports can be good sources of teacher information about student behaviors. When an educator's ratings on Behavior Reports are based solely on subjective impression, however, it is possible that the rater will apply inconsistent standards each day when rating student behaviors (Chafouleas, Riley-Tillman, & Sugai, 2007). This inconsistency in assessment can reduce the usefulness of Daily Behavior Report information. An approach that educators can follow to keep their ratings on the RTI-DBR consistent and objective over time is to come up with specific, objective criteria for rating each behavioral goal. In particular, the rater will want to:

- Keep in mind student developmental considerations. For example, consider this RTI-DBR item: *The student was respectful to the teacher and other adults and complied with their requests in a timely manner*. The definition of a student being " respectful to the teacher and other adults" may mean "without throwing a tantrum" for a kindergarten student but mean "without defiant talking-back" for a student in middle school.

- Tie RTI-DBR ratings to classroom behavioral norms. For each behavioral goal, the teacher may want to think of what the typical classroom norm is for this behavior and assign to the classroom norm a specific number rating. The teacher may decide, for instance, that the target student will earn a rating of 7 ('Usually/Always') each day that the student's compliance with adult requests closely matches that of an 'average' child in the classroom.

Reference

Chafouleas, S., Riley-Tillman, T. C., & Sugai, G. (2007). *School-based behavioral assessment: Informing intervention and instruction.* Guilford Press: New York.

Student Daily Behavior Report

Student Name:_____ Grade: _____

Person Completing This Report Card: _____

Directions: At the end of the school day or class period, rate the student on the behaviors below. Write your ratings into the appropriate box on the right of the page and record the *date* of each rating. You may also write daily comments about the student's behavior on the back of this sheet.

Student Behaviors	MON __/__/__	TUES __/__/__	WED __/__/__	THURS __/__/__	FRI __/__/__
The student got along with classmates and used socially appropriate behaviors. 1 2 3 | 4 5 6 | 7 8 9 Never/Seldom Sometimes Most/All of the Time					
The student was respectful to the teacher and other adults and complied with their requests in a timely manner. 1 2 3 | 4 5 6 | 7 8 9 Never/Seldom Sometimes Most/All of the Time					
The student paid attention to teacher instructions and classroom lessons and focused on his/her work assignments. 1 2 3 | 4 5 6 | 7 8 9 Never/Seldom Sometimes Most/All of the Time					
The student completed and turned in classwork and homework assignments. 0-19% 20-39% 40-59% 60-79% 80-100%					
(Optional Behavior) _____ _____ 1 2 3 | 4 5 6 | 7 8 9 Never/Seldom Sometimes Most/All of the Time					

Parent Sign-Off (Optional): I have reviewed this Behavior Report Card and discussed it with my child.

Parent Signature: _____ Date: _____

Daily Behavior Report: Optional Comments

Monday--Date: _____

Comments: _____

_____

_____

Tuesday-- Date: _____

Comments: _____

_____

_____

Wednesday-- Date: _____

Comments: _____

_____

_____

Thursday-- Date: _____

Comments: _____

_____

_____

Friday-- Date: _____

Comments: _____

_____

_____

Student Daily Behavior Report: Progress-Monitoring Chart

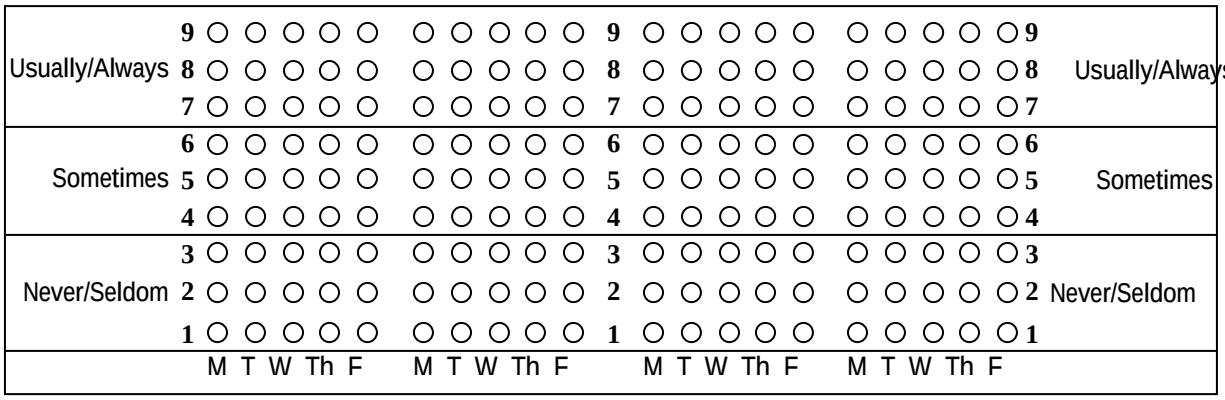
Directions: Plot daily teacher DBRC ratings and summarize notable teacher comments on the progress-monitoring charts below.

Student Name:

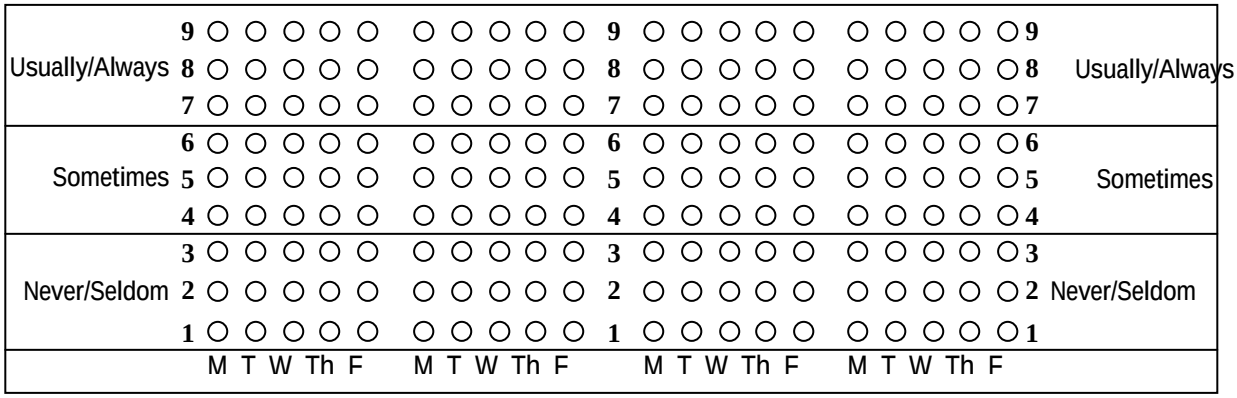
Start Date: Wk 1: ___ / ___ / ___ Wk 2: ___ / ___ / ___ Wk 3: ___ / ___ / ___ Wk 4: ___ / ___ / ___

M T W Th F M T W Th F M T W Th F M T W Th F

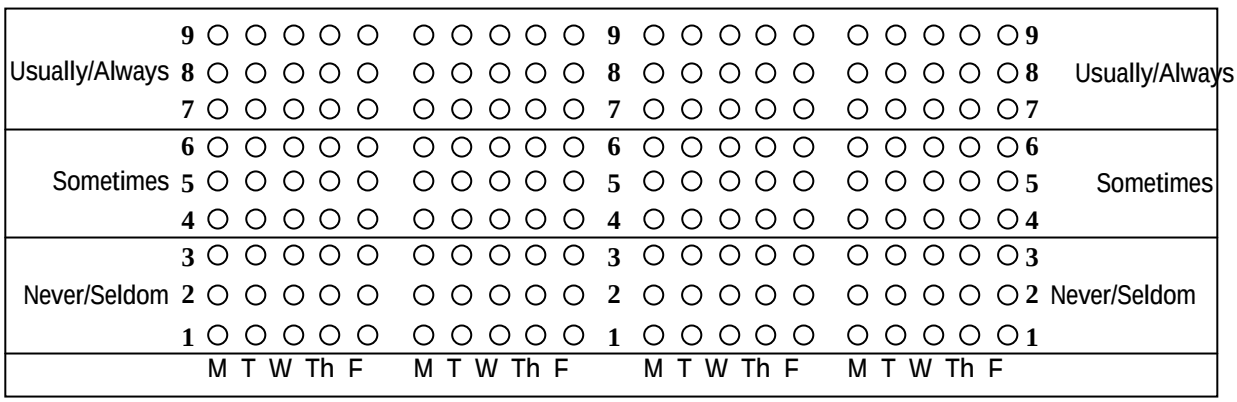
The student got along with classmates and used socially appropriate behaviors.



The student was respectful to the teacher and other adults and complied with their requests in a timely manner.



The student paid attention to teacher instructions and classroom lessons and focused on his/her work assignments.

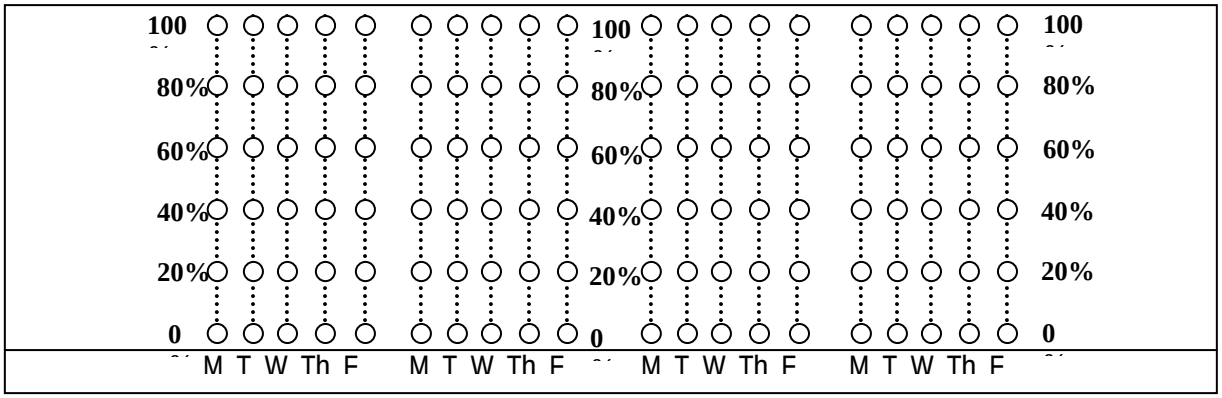


Student Name:

Start Date: Wk 1: ___ / ___ / ___ Wk 2: ___ / ___ / ___ Wk 3: ___ / ___ / ___ Wk 4: ___ / ___ / ___

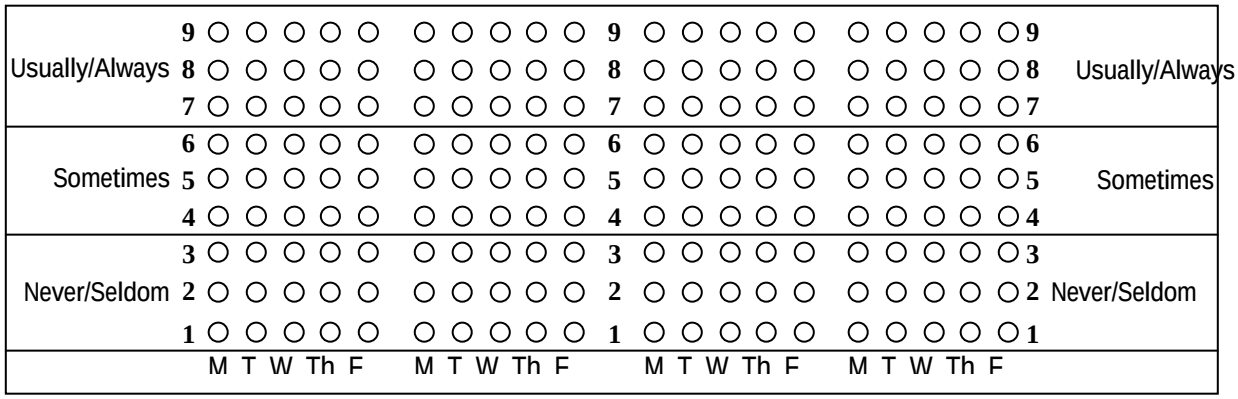
M T W Th F M T W Th F M T W Th F M T W Th F

The student completed and turned the following percentage of classwork and homework assignments.



[Optional Behavior]: _____

_____



Summary of Significant Teacher Comments:

Date: ____ Comment:

_____

Date: ____ Comment:

_____

Date: ____ Comment:

_____

Date: ____ Comment:

_____

Student Name: _____ Grade/Classroom: _____

Student Self-Monitoring: Frequency Count

A frequency count is a recording of the number of times that a you engaged in a behavior during a specific time-period (e. g., during a class period). Frequency counts can be used to track behaviors that you want to increase or decrease.

How to Use This Frequency-Count Form. With this frequency count form, you record each occurrence of the behavior with a tally-mark ('/'). At the end of the time-period, you add up the tally-marks to get a total sum of behaviors for that observation session.

How to Set Up the Frequency-Count Form: Follow these steps to prepare the frequency-count form:

- *Define the Target Frequency-Count Behavior.* In the space below, describe the behavior that you will measure using a frequency count. (Here are some examples: "leaving my seat without teacher permission", "completing a math problem", "requesting teacher help", "talking with other students about off-task topics"):

  Target Behavior to Measure: _____

- *Choose a Schedule for Conducting the Frequency Count.* Decide when you will use the frequency-count form to track the target behavior:

  I plan to conduct the frequency count at the following time(s) and/or during the following activitie(s):

  _____.

1	Tally Box: Write a mark ('/') in this box each time the target behavior occurs:		Total Behaviors for Session
Date: ___/___/___		>	

2	Tally Box: Write a mark ('/') in this box each time the target behavior occurs:		Total Behaviors for Session
Date: ___/___/___		>	

3	Tally Box: Write a mark ('/') in this box each time the target behavior occurs:		Total Behaviors for Session
Date: ___/___/___		>	

4	Tally Box: Write a mark ('/') in this box each time the target behavior occurs:		Total Behaviors for Session
Date: ___/___/___		>	

5	Tally Box: Write a mark ('/') in this box each time the target behavior occurs:		Total Behaviors for Session
Date: ___/___/___		>	