Intervention and Progress Monitoring Recording Sheet Starting Level of Performance: God: Manda conscissionally for MTSS!!!

Student Name: Area of Concern:	Teache	er Name:			
Intervention strategies to be used:		Starting Level of Pe	rformance:	\exists	
Skill to be progress monitors Treacher	Min	Goal: erformance:			/
Area of Concern: Intervention strategies to be used: Intervention strategies to be used:	Goal:	1	Vionitoring Dat		
Frequency:	Area of Concern: Intervention strate		Goal:	el of Performance:	
Area of Concern: Intervention strategies to be used:		ting Level of Performanc	te:_beri	//_eviewed:/// Progress Monitoring Data	
Frequency:times/week for Skill to be progress monitored: DateInterventions Performed	Start Date	t date: / / t to be reviewed: / _ Progress Mo	/		
				availab	_
		in	vari	ous colo	rs

Student Name: Johnny Gordon Teacher Name: Mrs. Smith Area of Concern: Reading fluency Starting Level of Performance: 56 words correct per minute Intervention strategies to be used: Timed Repeated Reading, Fry Phrases Practice 72 words correct per minute Frequency: 3 times/week for 20 minutes Start date: 2 / 10 / 14 Skill to be progress monitored: Date to be reviewed: 3 / 11 / 14 Oral Reading Fluency (DIBELS) 1x week Interventions Performed **Progress Monitoring Data** Date 2/10&2/12 Timed Repeated Reading Timed Repeated Reading, Fry Phrases 2/14 68 wcpm 2/17&2/19 Record all dates you met with child. Monitor progress 2/21 74 wcpm based on student's need. I would progress monitor a student 2/24&2/26 who is red in DIBELS 1/week and a yellow student 1/every other week. After 4-6 weeks of interventions have been performed, look at all progress monitoring data to determine what steps are needed next. 2/28 73 wcpm This child met his goal 3 of 4 weeks, so he would continue getting th intervention with a higher goal, or he would be moved on to a differen 3/3&3/5 area of concern 3/7 75 wcpm

This sheet can be used to record interventions for students in math or reading. I have provided an example of how to record data for a student who is struggling with reading fluency.

www.fcrr.org is a great website to use to find activities to use for your interventions.

Are you spending extra time giving a child more support than your regular instruction? You may already be performing interventions. Record the data on this sheet so you can see what is needed and where they are growing.

I would make multiple copies of this sheet and keep it in a folder for the student. I would check in after every four weeks of interventions to determine what is needed and what has worked.

This is great documentation to show what you are doing to help your students and also to show how you are using data to alter your instruction to meet the needs of your students.

Student N	lame:	Teache	er Name:	
Area of	Concern:		Starting Level of	Performance:
	ntion strategies to be used:		Goal:	
Frequen	icy:times/week for minu	ıtes	Chart data.	, ,
Skill to b	e progress monitored:		Date to be review	// ved://
Date	Interventions Performed			Progress Monitoring Data

Student Name: Johnny Gordon Teache		r Name: Mrs. Smith		
Area of C	oncern: Reading fluency		Starting Level of 56 words correct	
Timed Re	ion strategies to be used: peated Reading, Fry Phrases Praction		Goal: 72 words correct	per minute
Frequenc	y:3_times/week for20 mi	inutes	Start date: 2	/ 10 / 14
	e progress monitored: ling Fluency (DIBELS) 1x week			ved: 3 / 11 / 14
Date	Interventions Performed			Progress Monitoring Data
2/10&2/12	Timed Repeated Reading			
2/14	Timed Repeated Reading, Fry Phrases		68 wcpm	
2/17&2/19		7		
2/21	Record all dates you met with child. Monitor progress based on student's need. I would progress monitor a student		74 wcpm	
who is red in DIBELS 1/week and a yellow student 1/every other week. After 4-6 weeks of interventions have been performed, look at				
all progress monitoring data to determine what steps are needed next. This child met his goal 3 of 4 weeks, so he would continue getting this		ue getting this	73 wcpm	
3/3&3/5	intervention with a higher goal, or he would be moved on to a different area of concern.			
3/7		1		75 wcpm

Student Name: Teacher		er Name:			
Area of	Concern:			Starting Level of	Performance:
Interver	ntion strategies to be used:			Goal:	
Frequer	icy:times/week for minu	tes	5		,
Skill to b	oe progress monitored:			Start date: / Date to be review	//_ ved://
Date	Interventions Performed				Progress Monitoring Data

Student Name: Teacher		er Name:		
Area of	Concern:		Starting Level of	Performance:
Interver	ntion strategies to be used:		Goal:	
Frequen	ncy:times/week for minut	tes		
Skill to b	pe progress monitored:		Date to be review	// ved://
Date	Interventions Performed			Progress Monitoring Data

Student Name: Teacher		her Name:		
Area of	Concern:		Starting Level of	Performance:
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Skill to k	pe progress monitored:		Date to be review	// wed://
Date	Interventions Performed			Progress Monitoring Data

Student N	lame:	Teache	er Name:	
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Date	Interventions Performed			Progress Monitoring Data

Student N	lame:	Teach	er Name:	
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Date	Interventions Performed			Progress Monitoring Data

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Date	Interventions Performed			Progress Monitoring Data

Student N	Student Name: Teacher Name:		er Name:	
Area of	Concern:		Starting Level of	Performance:
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Date	Interventions Performed			Progress Monitoring Data

Student Name: Teach		er Name:		
Area of	Concern:		Starting Level of	Performance:
	ition strategies to be used:		Goal:	
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Date	Interventions Performed			Progress Monitoring Data



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