

Data Collection Form

Student Name:

Birthdate:

Teacher:

Grade:

Check all that apply: ILP IEP 504

ISTEP Scores: _____ (Current/Passing LA Score)

_____ (Current/Passing Math Score)

IREAD:

Has the student ever been retained?

Section A:

To be completed by classroom teacher for all students in intervention, students with IEP's / ILP's, and students with concerns.

	Beg of Year (BOY)	End of 1 st Sem (MOY)	End of 2 nd Sem (EOY)
Corporation Assessments	Date:	Date:	Date:
Lexile Level			
STAR (GE Level and Date Given)			
Reading			
Math			
Acuity (Pass or DNP and Percentage)			
Reading/Lang. Arts			
Math			
Common Assessments (Avg. Number of Times to Pass)			
English/Lang. Arts			
Math			
DIBELS Reading (Score/Goal)			
Composite			
FSF			
PSF			

NWF-CLS			
NWF-WWR			
DORF-Fluency			
DORF-Accuracy			
Retell			
Daze			
TRC Level (If applicable)			
DIBELS Math (Score/Goal)			
Composite			
Count			
M No.			
Next No.			
No. ID			
Cpts			
QDisc			
Facts			
AimsWeb			
Maze			
RCBM			
MCAP			
Area of Concern Please rank the student's top area(s) of concern. (Up to 5)			
	1	1	1
	2	2	2
	3	3	3
	4	4	4
	5	5	5
Comments:			

Accommodations/ Modifications (Check all that apply)

Academic

- Allow for extended time to complete assignments or tests.
- Read tests, questions, and math problems to student.
- Simplify directions.
- Shorten assignments.
- Use books on tape when available; allow student to read a book that is written on a lower grade level.
- Color code or highlight key words and important ideas in books, questions, or notes.
- Instruct student in test taking strategies.
- Allow student to answer test questions orally; allow student to read aloud to themselves.
- Allow bilingual resources.
- Use graph paper for completing calculations.
- Allow the student to use a calculator, multiplication chart, manipulative, etc.
- Do not require student to write each spelling word multiple times.
- Allow student to print or write in cursive, whichever is easier and more comfortable.
- Grade content and mechanics separately in written assignments. Give students a chance to correct spelling and grammar errors.

Attention/Behavior

- Provide a “study buddy”.
- Increase distance between desks or work area.
- Allow extra time to complete work.
- Shorten assignments or work periods to coincide with span of attention; use a timer.
- Give assignments one at a time; break tasks into smaller parts.
- Have student repeat directions.
- Cue student to say on task; use a private signal when off task.
- Ignore minor, inappropriate behavior and attend to positive behavior with compliments.
- Acknowledge positive behavior of nearby students.
- Increase immediacy of rewards and consequences.
- Seat student near role model or near teacher; seat student away from distractors.
- Set up a behavior contract or behavior map.
- Instruct student in self-monitoring of behavior; expected behaviors.
- Allow student to stand at times while working.
- Supervise closely during transition times; provide advance warnings of transitions.
- Provide opportunity for “seat breaks”ie run errands, etc.
- Provide short breaks between assignments.

Organization/Planning

- Use color coded folders or accordion folders for homework and notes.
- Use post-it arrows to mark important pages or information in books.
- Provide assistance in planning long-term projects with check-ins at certain points during the project.
- Provide a homework assignment book; supervise writing down of homework assignments.
- Send daily/weekly progress reports/notes home.
- Reduce number of items stored in desk or work area.
- Give assignments one at a time; write them on the board.

Section B:

To be completed by the student's intervention teacher for all students in academic intervention.

Reading	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 rd Nine Weeks
	Today's Date:	Today's Date:	Today's Date:	Today's Date:
Intervention Teacher				
Length of Intervention (# of sessions per day/min. per session)				
Intervention Begin Date				
Intervention End Date				
Program 1				
Program 2				
Assessment(s) Used to Measure Growth				
Progress Monitoring (Date/Scores)				
Responding to intervention	Y N	Y N	Y N	Y N
Continue intervention	Y N	Y N	Y N	Y N
Intensify intervention	Y N	Y N	Y N	Y N
Action Plan Needed (Section C)	Y N	Y N	Y N	Y N
Comments:				

Math	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
	Today's Date:	Today's Date	Today's Date:	Today's Date:
Intervention Teacher				
Length of Intervention (Frequency/Duration) (# of sessions per day/min. per session)				
Intervention Begin Date				
Intervention End Date				
Program 1				
Program 2				
Assessment(s) Used to Measure Growth				
Progress Monitoring (Date/Scores)				
Responding to intervention	Y N	Y N	Y N	Y N
Continue intervention	Y N	Y N	Y N	Y N
Intensify intervention	Y N	Y N	Y N	Y N
Action Plan Needed (Section C)	Y N	Y N	Y N	Y N
Comments:				

Section C – Action Plan:

To be completed during STAT meeting for students with highest concerns. **(Not to be completed for students with IEPs)** Begin each set of notes with the STAT meeting date.

What are the strengths/weaknesses of student? **(Complete prior to STAT)**

What changes will be made to current intervention and why?

When will the plan start and who will be responsible for implementing the plan?

Follow up date to evaluate the effectiveness of the plan.

Follow up notes:

What additional data is needed to implement the plan?