

SECTION 2 • TAKE THE DATA

AAC CORE VOCAB USE DATA

STUDENT (INITIALS)

WEEK OF

PRIMARY AAC SYSTEM (WRITE IN)

CORE WORD	MON	TUE	WED	THU	FRI	WEEK TOTAL
go						
stop						
more						
help						
want						
like						
no						
yes						
in						
out						
up						
down						

Mark a tally each time the word is used that day, whatever the use type (page 6) — write the use-type code beside the mark if your team wants that detail. Two blank rows are left for words not in the default bank. Once a day's count passes a handful of marks, write the number instead — the week total is what carries forward.

Copy the week total for each word onto the settings matrix (page 11) so the two totals can be checked against each other, then onto the roll-up chart (page 13).

What Is Inside, and Where

23 pages: three sections, a worked example and a back page. This file never names a specific AAC system, app or vocabulary set, and it never decides which word to add or drop; every one of those stays with your team.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Set Up the Caseload

PAGES 6–8



**Code Key: Use
Types, Settings
and Status**
SETUP

6



**AAC Core
Vocabulary
Caseload Roster**
ROSTER

7



**Binder Cover and
Divider Tabs**
SETUP

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02 Take the Data

PAGES 10–14



**Core Vocabulary
Word Tally Sheet**
DATA

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**Core Word Use
Across Settings**
DATA

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**Quick Daily Core
Word Use Check**
DATA

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**Weekly Core
Vocabulary Use
Roll-Up**
TRACKER

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**Home Core Word
Use Log**
DATA

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03 Track, Report and Share

PAGES 16–22



**Cumulative
Weekly Use
Tracker**
TRACKER

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Progress Graph
TRACKER

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**Quarterly AAC
Core Vocabulary
Summary**
REPORTING

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**Family Update —
Core Words at
Home**
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**Progress Note
Phrase Bank**
REFERENCE

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**A Week of Core
Word Use, Filled
In**
EXAMPLE

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**The Roll-Up and
the Decision, From
the Same Week**
EXAMPLE

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How the sections build on each other: Section 1 sets up the codes and caseload once. Section 2 is every week's data — a word tally, the same words checked against every setting, a quick combined check, a roll-up chart, and a log for the family. Section 3 turns that data into a tracker, a graph, a family update and language for a progress note, closed out with one worked example.

Start Here — Three Steps

Ninety seconds of reading. Type the roster and code key once.



1

Set up once

Define the use-type, setting and status codes (page 6) as a team before the first tally, and type the caseload roster once at the start of the term.

Print the binder cover and tabs (page 8) if this file lives in a binder rather than on a device.



2

Take data every week

Keep the word tally (page 10) and the settings matrix (page 11) beside the student's AAC system, or use the quick combined check (page 12) on a tighter day, and add the week up on the roll-up chart (page 13) before moving on.

The family word-use log (page 14) is the plain-words version for a routine at home, when the provider is not the one watching.



3

Roll up and share

Copy the totals onto the tracker (page 16) the same week, and plot the graph (page 17) once a month.

The family update (page 19) and the phrase bank (page 20) are ready to use as soon as a week of data is in.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not score a word as mastered or decide which word to add next. You can type in it and print it; you cannot drag the boxes around or restyle the page.

WHAT THIS IS, AND WHAT IT IS NOT THE SAME AS

Not **AAC Data Collection Sheets Editable** — that file's Core Word Trial page is a planned teaching trial, scored right or wrong against a target word, inside a twenty-sheet combo covering functions, modeling, navigation and device use. This file tracks naturally-occurring USE: how many times each core word was actually used, checked against every setting the student moves through, not a trial block. It is also not a communication board or picture vocabulary set — nothing here is handed to the student to point at.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

A tally means only that the word was used that session, at that level of support, in that setting — never a clinical finding, never a reason the count is low, and never a rule for when to add or drop a word. The team decides those and writes them on the roster or the roll-up chart.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Opened in something that fills fields but does not save them — use Acrobat Reader and Save As.

I need more rows than a table holds. Print that page again and number the weeks; the tracker only needs the weekly total.

Anything else — the **Ask a Question** tab; a fix to the file is a free update.

02

Take the Data

A weekly tally of how often each core word was used, the same words checked against every setting the student moves through, a faster combined check for a day with no time for the detailed sheets, a roll-up chart that adds the week up in one place, and a plain-words log for the family.

IN THIS SECTION

Core Vocabulary Word Tally Sheet	10
Core Word Use Across Settings	11
Quick Daily Core Word Use Check	12
Weekly Core Vocabulary Use Roll-Up	13
Home Core Word Use Log	14

DATA

Core Vocabulary Word Tally Sheet

A tally mark each time the word is used that day — spontaneous, prompted, modeled or expanded all count.

STUDENT (INITIALS)

WEEK OF

PRIMARY AAC SYSTEM (WRITE IN)

CORE WORD	MON	TUE	WED	THU	FRI	WEEK TOTAL
go						
stop						
more						
help						
want						
like						
no						
yes						
in						
out						
up						
down						

TALLY EVERY USE, NOT JUST THE FIRST ONE EACH DAY

Mark a tally each time the word is used that day, whatever the use type (page 6) — write the use-type code beside the mark if your team wants that detail. Two blank rows are left for words not in the default bank. Once a day’s count passes a handful of marks, write the number instead — the week total is what carries forward.

WHERE THIS TOTAL GOES NEXT

Copy the week total for each word onto the settings matrix (page 11) so the two totals can be checked against each other, then onto the roll-up chart (page 13).

DATA

Core Word Use Across Settings

The same words, checked against where they were used. A word used in only one setting for weeks running is not yet generalized, whatever its total looks like.

STUDENT (INITIALS)

WEEK OF

CORE WORDS BEING TRACKED

CORE WORD	HOME (H)	CLASSROOM (C)	COMMUNITY (CM)	THERAPY (T)	WEEK TOTAL
go					
stop					
more					
help					
want					
like					
no					
yes					
in					
out					
up					
down					

READING THE MATRIX

A word with a total but marks in only one column has not generalized yet, whatever the total looks like. The week total here should match the week total on the word tally (page 10) — if it does not, a use was logged on one sheet and missed on the other.

WORDS THAT KEEP SHOWING IN ONLY ONE SETTING

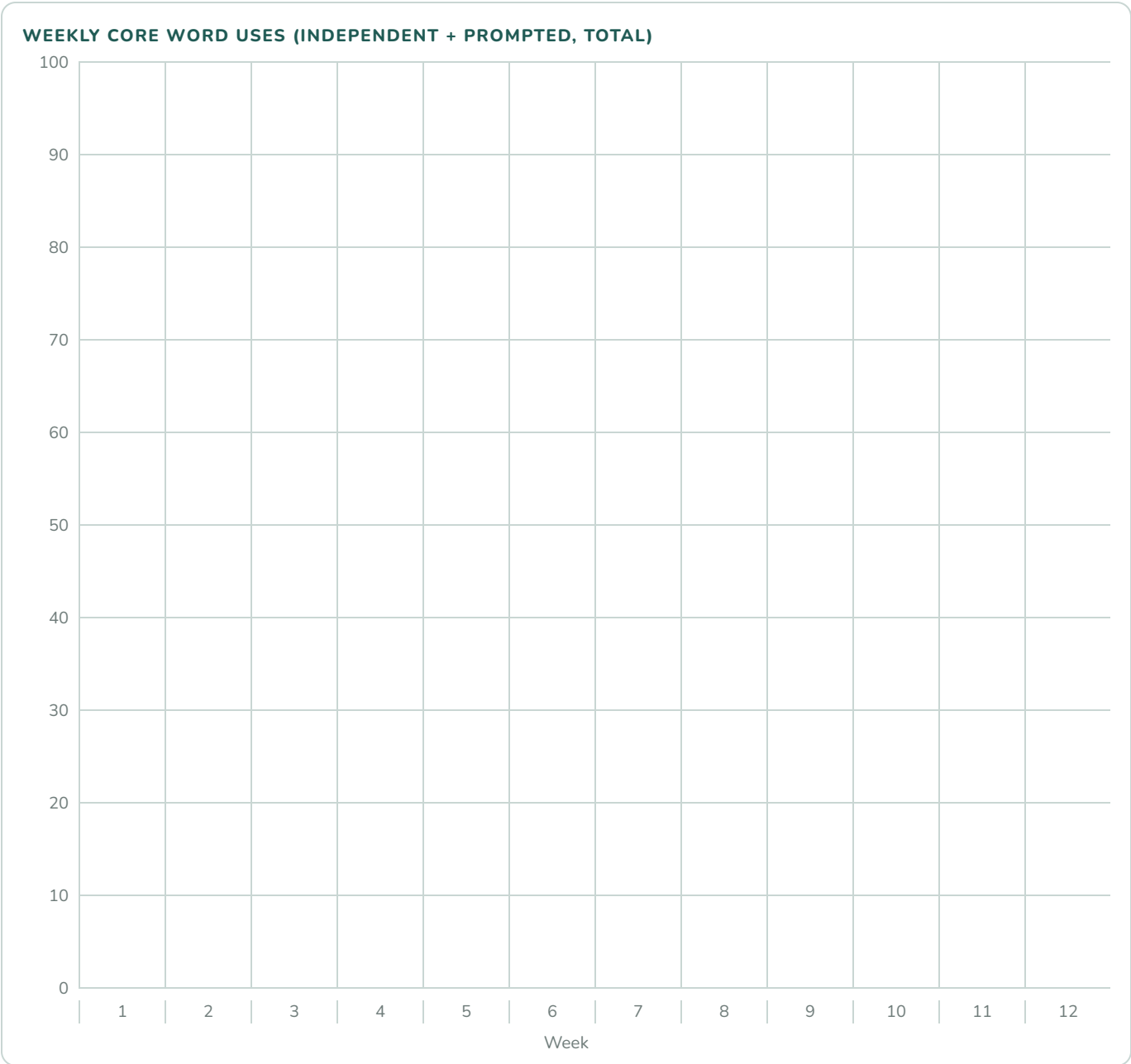
 TRACKER

Progress Graph

STUDENT (INITIALS)

CORE WORDS BEING TRACKED (LIST THE SET)

WEEKLY USE GOAL, FROM THE GOAL/IEP



WEEK	1	2	3	4	5	6	7	8	9	10	11	12
Date												
Score												
Aim line												

Reading it: a line climbing across weeks is more total use. A line flat for several weeks in a row: check the settings matrix (page 11) for whether the word has generalized, before changing anything else.

EXAMPLE

A Week of Core Word Use, Filled In

SAMPLE · INVENTED STUDENT

WORD TALLY (PAGE 10) — PRIYA, 7 (INVENTED), FIVE TARGET WORDS FROM THE 12-WORD BANK

CORE WORD	MON	TUE	WED	THU	FRI	WEEK TOTAL
more	2	3	1	2	4	12
help	1	0	2	1	1	5
stop	0	1	0	1	0	2
go	3	2	2	2	2	11
want	1	2	1	2	1	7

37 uses across these five words this week; more was used most (12 times) and stop least (2 times).

SETTINGS MATRIX (PAGE 11) — SAME WEEK, SAME FIVE WORDS

CORE WORD	HOME	CLASSROOM	COMMUNITY	THERAPY	WEEK TOTAL
more	5	4	1	2	12
help	1	3	0	1	5
stop	0	2	0	0	2
go	5	4	2	0	11
want	3	2	1	1	7

Every word total above matches its row total on the word tally — the two sheets were filled in from the same week of use, not two separate counts.

GENERALIZATION CHECK, READ STRAIGHT OFF THE MATRIX

Used in three or more settings: more, help, go, want. **Used in only one setting:** stop (classroom only, 2 of its 2 total uses). A word used in only one setting is not yet generalized, whatever its total looks like — stop has a real total but has not shown up at home, in the community, or in therapy yet.

WHAT THE NEXT PAGE ADDS

The weekly roll-up chart (page 13) excerpt that adds the totals above into one summary, the percent-spontaneous calculation, the decision written on the tracker, and the quarterly snapshot (page 18).

WHY ONLY FIVE OF THE TWELVE WORDS ARE SHOWN HERE

Priya's team is actively targeting five of the twelve default core words this term; the real sheets (pages 10–11) have room for all twelve plus two blank rows.

USE-TYPE BREAKDOWN FOR MORE (FEEDS THE ROLL-UP CHART)

Of 12 uses, 9 were spontaneous and 3 needed a prompt, model, or were expanded — the same split every word is coded for (page 6).

EVERY TOTAL ON THIS SPREAD, CHECKED AGAINST ITSELF

CORE WORD	SUM OF DAILY TALLIES	SUM ACROSS SETTINGS	CHECKED
more	12	12	match
help	5	5	match
stop	2	2	match
go	11	11	match
want	7	7	match

Both sheets sum to the same number for all five words, which is what makes the roll-up chart on the next page a copying job, not a second count.