

DAILY BEHAVIOR TRACKER

One student, today's periods, a 0-4 rating and a comment. Full-day and half-day point sheets, a whole-class quick glance grid, a specials-teacher single-block note, a weekly roll-up and graph, a family note, and a filled example. Fillable PDF.

SETUP Today's Schedule and the Rating Scale

Write your own block names once. Relabel the five ratings if your team already uses a different scale; keep the same numbers underneath so the totals still add up the same way.

STUDENT NAME GRADE TEACHER / CASE MANAGER SCHOOL YEAR

START DATE FOR THIS TRACKER REVIEWED WITH TEAM ON

Today's schedule (write your own block names once)

BLOCK #	TIME (OPTIONAL)	WHAT HAPPENS IN THIS BLOCK

Rating scale

RATING	LABEL	WHAT IT GENERALLY MEANS
4	Great block	Met expectations; the whole block, no reminders needed.

DAILY Full-Day Point Sheet

One row per period that happened today. Rate it as it ends, not from memory at 3:00. Add today's total, before the student goes home.

STUDENT DATE RATED BY

BLOCK #	BLOCK NAME	RATING (0-4)	COMMENT

DAILY Whole-Class Quick Glance Grid

One overall rating per student for today, not period by period. Use this when a quick scan of the whole room matters more than the detail on any one student.

DATE CLASS / TEACHER BUILDING

STUDENT NAME	TODAY'S OVERALL RATING (0-4)	ONE-WORD OR SHORT NOTE

SUMMARY Weekly Roll-Up

Copy each day's total from page 7 or 8 onto one row. Five days in one place, so a pattern across the week is visible without reading five separate sheets.

STUDENT WEEK OF TEACHER

DAY	TODAY'S TOTAL POINTS (PAGE 7 OR 8)	POINTS POSSIBLE	PERCENT	NOTES
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week average				

Building this page

Copy each day's total and points possible straight from that day's full-day or half-day sheet. Add the percent column, then average the five percents for the week-average row. Plot the same five percents on the trend graph (page 12).

EXAMPLE One Day and the Week, Filled In

An invented third grader, one Monday, and the week the roll-up would build from it. Every number on this page is added so the arithmetic can be checked.

Full-day point sheet for Monday (page 7) — Theo R., invented third grader

Eight blocks, rated as they ended. Theo's ratings were 3, 4, 2, 4, 3, 3, 2, 4. Added up, that is $3+4+2+4+3+3+2+4 = 25$ points. Eight blocks at a possible 4 points each is 32 points possible. 25 of 32 is 78%, so today's total reads 25, points possible 32, today's percent 78%.

BLOCK #	BLOCK NAME	RATING (0-4)	COMMENT
1	Morning Meeting	3	Joined the circle without a reminder
2	Reading	4	Finished the group task, helped a classmate
3	Math	2	Needed several reminders to stay with the group
4	Specials (Art)	4	On task the whole block
5	Lunch / Recess	3	One reminder about the line
6	Science	3	Short break, returned on own
7	Writing	2	Needed a redirect twice
8	Dismissal	4	Packed up and lined up on first ask

Weekly roll-up from five days of full-day sheets (page 13)

The roll-up copies each day's total. Monday 25 of 32 is 78%; Tuesday 22 of 32 is 69%; Wednesday 28 of 32 is 88%; Thursday 19 of 32 is 59%; Friday 24 of 32 is 75%. Added together, $78+69+88+59+75 = 369$, divided by 5 days is 73.8, which rounds to the 74% week average shown above.

DAY	TODAY'S TOTAL POINTS	POINTS POSSIBLE	PERCENT	NOTES
Monday	25	32	78%	
Tuesday	22	32	69%	
Wednesday	28	32	88%	
Thursday	19	32	59%	
Friday	24	32	75%	
Week average			74%	

PROMPTS Comment Starters for the Notes Column

Observable language starters for the comment column, the family note, and the specials note. Finish the sentence with what you actually saw.

Finish each starter with what you actually saw during that block. Use these in the comment column, the specials note, or the family note.

For a great or good block (3-4)

Stayed on task during without a reminder.

Used a strategy on their own when happened.

Helped a classmate with.

For an okay block (2)

Needed reminders to stay with the group during.

Finished what was expected during.

For a rough block (0-1)

Needed extra adult support during.

Left the assigned space during and returned with help.

For the family note

The best part of today was.

One thing to try at home this week is.

For the specials or related-arts note

During a class today, needed reminders to.

For a block that repeats a pattern across several days

This is the day in a row that has looked like this during.

Five situations, five pages. Set the schedule and rating scale once on page 5, and every other page in this file uses the same numbers.

IF TODAY LOOKS LIKE THIS...	USE THIS PAGE	WHAT IT DOES
Rate one student across today's periods	Full-day point sheet (7)	One row per period, a 0–4 rating, a short comment, and today's total
Today is a half day or a shortened schedule	Half-day point sheet (8)	The same idea with fewer rows for an early release or a short day
You need a quick look at a whole class today	Whole-class quick glance (9)	One row per student, one overall rating for today, not period by period
A specials or related-arts teacher needs to rate one block	Specials single-block note (10)	One short page that adult fills in and hands straight back for that block only
You want to see the week, not just today	Weekly roll-up and graph (11, 12)	Copy each day's total onto one row and see the shape of the week

What's inside, in the order you'd use it

- 1 Setup: write today's schedule and set the rating scale (page 5).
- 2 Look-fors: agree on what each rating means with every adult who rates a block (page 6).
- 3 Full-day or half-day point sheet: rate each block as it happens (pages 7–8).
- 4 Whole-class quick glance: one overall rating per student when a full page per student is too much (page 9).
- 5 Specials / related-arts note: the one page a different adult fills in and hands back (page 10).
- 6 Weekly roll-up and trend graph: copy each day's total onto one page (pages 11–12).
- 7 Family note: a short note home for tonight (page 14).
- 8 Comment starters, binder cover and tabs: finish the write-up and file it (pages 15–16).

What this file is not

Not the Behavior Data Collection Sheets pack — a wider product built around ABC narrative and checklist sheets, frequency, interval and scatterplot counts, and an incident log for one target behavior. Not the Check In Check Out system — a wider product that runs a whole daily program: a coordinator's log, a weekly team review, and a fade plan. This file is the one sheet in between: how today went, period by period, with nothing to set up first.

Three habits this file assumes

- ☐ Agree on the rating scale (page 5) with every adult who will rate a period, before the first day you use this.
- ☐ Fill in a row for every period that happened, even on a short or unusual day; leave a row blank only if that period did not happen.
- ☐ Add today's total before the student goes home, so the family note (page 14) and the weekly roll-up (page 11) are never a guess.

One row per period that happened today. Rate it as it ends, not from memory at 3:00. Add today's total before the student goes home.

STUDENT

DATE

RATED BY

BLOCK #	BLOCK NAME	RATING (0-4)	COMMENT

TODAY'S TOTAL POINTS

POINTS POSSIBLE (BLOCKS × 4)

TODAY'S PERCENT (OPTIONAL)

Using this sheet

Rate each block right after it ends, using the scale and look-fors from pages 5–6. Add the points column for today's total before the student goes home, and copy that total onto the weekly roll-up (page 11) or the family note (page 14). If a block is canceled or shortened, write the real block name in and rate what actually happened rather than leaving the row blank.

DATE	CLASS / TEACHER	BUILDING
.....		

[illegible]

When to use the whole-class version

One overall rating for the whole day per student, not period by period. Use this for a fast end-of-day scan of the room; use the full-day sheet (page 7) for any one student whose day needs the detail broken out by block. If the same two or three names need the full-day detail most days, that is itself worth mentioning at the next team meeting.

Copy each day's total from page 7 or 8 onto one row. Five days in one place, so a pattern across the week is visible without reading five separate sheets.

STUDENT

WEEK OF

TEACHER

DAY	TODAY'S TOTAL POINTS (PAGE 7 OR 8)	POINTS POSSIBLE	PERCENT	NOTES
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Week average	—	—		

Building this page

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Two-week comparison (optional)

	THIS WEEK	LAST WEEK	CHANGE
Week average percent			
Best day			

Reading this page at a glance

- ☐ A week average within a few points of last week is a steady week, not a problem by itself.
- ☐ A week average that drops several weeks in a row is worth a team conversation, not a quick fix on this page alone.
- ☐ The "Notes" column is where a school-wide event, an assembly, or a schedule change gets written down, so a low day is not read as a pattern by itself.

EXAMPLE

One Day and the Week, Filled In

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Weekly roll-up from five days of full-day sheets (page 11)

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DAY	TODAY'S TOTAL POINTS	POINTS POSSIBLE	PERCENT	NOTES
Monday	25	32	78%	–
Tuesday	22	32	69%	–
Wednesday	28	32	88%	Best day this week
Thursday	19	32	59%	Assembly disrupted the schedule
Friday	24	32	75%	–
Week average	–	–	74%	–

What the trend graph (page 12) would show for this week

Plotted at 78, 69, 88, 59, 75, the line would rise to its highest point on Wednesday (88%), drop to its lowest point on Thursday (59%, the day an assembly disrupted the schedule), then recover most of the way by Friday (75%). That is a dip-and-recover shape, not a straight slide down, which is why one low day alone is not treated as a pattern.

Theo R. is an invented student for this example; no real student's information is used or shown.