

EDITABLE

The interventionist's data log for daily or near-daily, phonologically-explicit reading intervention: a phonological awareness skill profile, a rapid naming and fluency observation log, a decoding and fluency data sheet and graph, and an intervention fidelity checklist. Fillable PDF.

EXAMPLE		Six Sessions, Filled In																			
Diego is inverted, and so is every number. Every percent, every WCPM and every trend comes from the cells already written on the pages before it.																					
Decoding accuracy and fluency data sheet (page 10) — Diego, grade 3, individual sessions, aim 90%																					
(typed from the plan (invented))																					
DATE	DECODING GIVEN	DECODING CORRECT	DECODING ACCURACY %	WORDS READ	ERRORS	WCPM	NOTES														
9/9	20	12	60	46	4	42	Ms. Reyes														
9/11	20	13	65	50	5	45	Ms. Reyes														
9/14	20	14	70	49	5	44	Ms. Reyes														
9/18	20	13	65	53	5	48	Ms. Reyes														
9/23	20	16	80	57	4	53	Ms. Reyes														
9/25	20	17	85	61	4	57	Ms. Reyes														

Decoding accuracy and fluency progress graph (page 11), the data rows under the grid

SESSION	1	3	4	5	6	7	8	9	10	11	12
Date	9/9	9/11	9/16	9/18	9/23	9/25	--	--	--	--	--
Decoding %	60	65	70	65	80	85	--	--	--	--	--
WCPM	42	45	44	48	53	57	--	--	--	--	--
Aim line	90	90	90	90	90	90	--	--	--	--	--

Six decoding-accuracy points at 60, 65, 70, 65, 80, 85, all under the aim line at 90. WCPM rose from 42 to 57 across the same sessions. The dip on 9/18 is one point; the rule on page 13 needs three.

Weekly summary row (page 13), week of 9/25, written Friday

STUDENT	WEEK AND SHEET	LAST WEEK	THIS WEEK	TREND	DECISION	WHT. IN ONE LINE
						three points rising (85, 80, 85).

BRIGHT PATH SPED

Which Page for Which Data Point

What the intensive session is working on tells you which sheet takes the data point. Match it once, write the page number on the roster, and stop deciding.

IF THE SESSION IS WORKING ON	USE	WHERE
Phonological awareness sub-skills — rhyming, blending, segmenting, isolating, deleting, substituting; the team's own assessment already gave the mark	Phonological Awareness Skill Profile: demonstrated or not yet demonstrated, per sub-skill	Page 7
Rapid naming or reading-fluency behavior observed during instruction	Rapid Naming and Reading Fluency Observation Log: one row per observation	Page 8
Systematic phonics and decoding patterns — letter-sound and spelling patterns in your program's order	Systematic Phonics and Decoding Skill Data Sheet: correct over given per session	Page 9
Decoding accuracy or oral reading fluency on a timed or word-level task	Decoding Accuracy and Fluency Data Sheet, then the Progress Graph the same day	Pages 10, 11
Whether the lesson matched the plan — minutes, group size, components delivered	Intervention Fidelity Checklist	Page 12

What this file is not

Not a screening tool, not an assessment, and not a program. It does not decide who needs intensive intervention, what the next skill should be, or what a score means; your program, your assessment and your team decide that. Every sheet that needs a threshold has a blank for it, as your program specifies.

The three habits the file assumes

- ☐ One data point per student per session, on the sheet named above, before the session ends.
- ☐ The score goes onto the weekly summary (page 13) every Friday, and onto the progress graph (page 11) when the skill is decoding or fluency.
- ☐ A session that did not match the plan gets a mark on the fidelity checklist (page 12) the same day, not from memory later.

The weekly loop

STEP	WHAT HAPPENS
1 Teach	The lesson plan and log (page 6) holds the objective, the program component and what was actually done, for five sessions
2 Take one data point	On the skill sheet the chooser names (pages 7 to 10); mark the fidelity checklist (page 12) the same session
3 Plot	Decoding accuracy and WCPM go on the graph (page 11); everything else goes as a number onto the weekly summary (page 13)
4 Decide	Friday: keep, change, or move to review, by the rules on page 13; the review sheet (page 15) is filled in on the review date either way

Phonological Awareness Skill Profile

Six sub-skills. Demonstrated or not yet demonstrated, and the task or item that showed it, from an assessment your team already gave. This page never scores or names anything.

STUDENT
ASSESSMENT OR TASK USED (AS YOUR TEAM SPECIFIES)
DATE

SUB-SKILL	DEMONSTRATED (DATE)	NOT YET DEMONSTRATED	ITEM OR TASK TYPE USED	NOTES
Rhyme recognition or production				
Blending onset and rime, or blending phonemes, into a whole word				
Segmenting a word into syllables or into phonemes				
Isolating the first, last, or middle sound in a word				
Deleting a phoneme from a word				
Substituting one phoneme for another in a word				

What this grid is, and is not

A place to transcribe what an assessment your team already gave, and already judged, showed for each sub-skill. This file does not administer, score, or interpret the assessment, and “not yet demonstrated” is today’s data point, not a label for the student.

Sub-skills as your program names or orders them, if different from the six above

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One example task wording per sub-skill (a reference, not a script your team must use)

SUB-SKILL	EXAMPLE TASK WORDING
Rhyme recognition or production	“Do cat and hat rhyme? Tell me a word that rhymes with sun.”
Blending onset and rime, or blending phonemes, into a whole word	“What word do these sounds make: /s/ /u/ /n/?”
Segmenting a word into syllables or into phonemes	“Tap out the sounds in the word sun.”
Isolating the first, last, or middle sound in a word	“What sound do you hear at the beginning of sun?”
Deleting a phoneme from a word	“Say sun without the /s/.”
Substituting one phoneme for another in a word	“Say sun. Now change the /s/ to /f/. What word do you have?”

Rapid Naming and Reading Fluency Observation Log

Observable behavior only: what you saw or heard, in one line, with the date, the task and how often. No row on this page assigns a cause.

STUDENT

TASK (WORD LIST, LETTERS, PASSAGE)

OBSERVER

DATE	SETTING / TASK	OBSERVED BEHAVIOR (FROM THE LIST AT RIGHT, OR YOUR OWN WORDS)	HOW OFTEN / HOW LONG	NOTES

Behaviors to describe, in observable words

- ☐ Pauses more than a few seconds before naming a familiar letter, sound, or object.
- ☐ Reads a word correctly on one line, then misreads the same word later on the page.
- ☐ Substitutes a similar-looking or similar-sounding word for the printed word.
- ☐ Loses their place on the line, or asks for the word to be repeated.
- ☐ Guesses from the first letter rather than working through the whole word.

This log does not assign a cause

Every row describes what was seen or heard, once, on one date. It does not say why, and it does not name any condition. What the team does with a pattern across several rows is the team's own decision, not this page's.

Systematic Phonics and Decoding Skill Data Sheet

Type the patterns in your program's order, one per row. Each session cell holds correct over given; the latest percent goes onto the weekly summary (page 13).

STUDENT / GROUP

SKILL SET (AS YOUR PROGRAM NAMES IT)

LINE (AS YOUR PROGRAM SPECIFIES):
____ % OVER ____ SESSIONS

[illegible]

Correct over given

Each session cell holds correct over given, 7/10. The latest percent goes in the last column and onto the weekly summary (page 13). A pattern has met the line when it reaches the percent and the sessions you wrote at the top, as your program specifies; write the date and stop drilling it.

Patterns waiting to be added, in your program's order

INTENSIVE READING DATA **Decoding Accuracy and Fluency Data Sheet**

One row per session: a word-level decoding accuracy check and a one-minute passage reading, side by side. Plot both on page 11 the same day.

STUDENT

WORD LIST / PASSAGE LEVEL

AIM (AS YOUR PROGRAM SPECIFIES)

TIMING (MINUTES)

[illegible]

The arithmetic, every time

Decoding accuracy = items correct $\div$ items given, as a percent. **WCPM** = words read in one minute – errors. Plot both on the graph (page 11) the same day. A word-list task and a passage task are two different numbers; keep the columns separate rather than averaging them.

Word list or passage set, written here before the first session

EXAMPLE

Six Sessions, Filled In

Diego is invented, and so is every number. Every percent, every WCPM and every trend comes from the cells already written on the pages before it.

Decoding accuracy and fluency data sheet (page 10) — Diego, grade 3, individual sessions, aim 90% typed from his plan (invented)

DATE	DECODING: GIVEN	DECODING: CORRECT	DECODING ACCURACY %	WORDS READ	ERRORS	WCPM	NOTES
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Decoding accuracy and fluency progress graph (page 11), the data rows under the grid

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Date	9/9	9/11	9/16	9/18	9/23	9/25	–	–	–	–	–	–
Decoding %	60	65	70	65	80	85	–	–	–	–	–	–
WCPM	42	45	44	48	53	57	–	–	–	–	–	–
Aim line	90	90	90	90	90	90	–	–	–	–	–	–

Six decoding-accuracy points at 60, 65, 70, 65, 80, 85, all under the aim line at 90. WCPM rose from 42 to 57 across the same sessions. The dip on 9/18 is one point; the rule on page 13 needs three.

Weekly summary row (page 13), week of 9/25, written Friday

STUDENT	SKILL AND SHEET	LAST WEEK	THIS WEEK	TREND	DECISION	WHY, IN ONE LINE
Diego	Decoding (page 10)	65	85	up	continue	three points rising (65, 80, 85), under the aim line of 90; group size and minutes unchanged except the 9/16 fire drill

The score in each week column is the last session of that week: 9/18 for last week, 9/25 for this week.

What the numbers say, and what they do not

Decoding accuracy is items correct divided by items given: $12 \div 20 = 60$ percent on 9/9, $17 \div 20 = 85$ percent on 9/25. WCPM is words read minus errors: $46 - 4 = 42$ on 9/9, $61 - 4 = 57$ on 9/25. The aim line of 90 percent was typed from Diego's plan; nothing on this page says what an aim should be, or what a third grader should decode. The 9/16 session ran 20 of its planned 30 minutes for a fire drill and skipped the phoneme-manipulation step (fidelity checklist, page 12); every other session matched the plan. Decision: continue. Check again on 10/9 against the line his program specifies.