

SECTION 2 • TAKE THE GROUP'S DATA

DATA Student-Within-Group Data Log

GROUP	SKILL FOCUS (FROM PAGE 7)	LESSON OBJECTIVE	INTERVENTIONS

THE ARITHMETIC, EVERY TIME

BEHAVIOR NOTE IS WHAT WAS SEEN, NOT WHY

GROUP'S DATA

LITERACY GROUP DATA SHEETS

GROUP	TEXT LEVEL (AS YOUR PROGRAM LABELS IT)	TAKEN BY
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99		
100		

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USING THIS PAGE ACROSS THE GROUP

Page 12 of 22

→ BRIGHT PATH SPED

★ BRIGHT PATH SPEED

CONTENTS

What Is Inside, and Where

22 pages: three sections, a worked example and a set of binder tabs. No page here names a leveling system, sets an accuracy or fluency target, or says which students belong in a group; every one of those is your team's own decision.

Before you begin

PAGES 4–5



**Start Here —
Three Steps**
START HERE

4



**Binder Cover and
Divider Tabs**
SETUP

5

01 Set Up the Group

PAGES 7–9



**Group
Composition and
Rationale**
SETUP

7



**Small-Group
Roster**
ROSTER

8



**Daily Small-Group
Lesson Log**
LOG

9

02 Take the Group's Data

PAGES 11–14



**Student-Within-
Group Data Log**
DATA

11



**Small-Group
Running Record
Log**
DATA

12



**Group Reading-
Level
Advancement
Tracker**
TRACKER

13



**Individual-Within-
Group Progress
Graph**
TRACKER

14

03 Track, Report and Share

PAGES 16–20



**Month-End Group
Summary**
REPORTING

16



**Group Exit Criteria
and Move Decision
Sheet**
REPORTING

17



**Family Literacy
Update**
NOTES

18



**Classroom
Literacy Carryover
Check-In**
NOTES

19



**Progress Note
Phrase Bank**
REFERENCE

20

Worked example

PAGE 21



**A Small Reading
Group, Filled In**
EXAMPLE

21

Start Here — Three Steps



1

Set up once

Open the file in Adobe Acrobat Reader (free) or Preview on a Mac — not a browser tab, which may fill fields and then not save them.

Print the binder cover and divider tabs (page 5) once at the start of a cycle, and type the group composition page (page 7) and roster once per group.



2

Take the data every session

Run the daily lesson log (page 9) for the plan, then the student-within-group data log (page 11) so every student's objective, accuracy and engagement are on record before the group leaves the table.

Take a running record (page 12) on rotation and update the level-advancement tracker (page 13) whenever a level changes.



3

Roll up and share

Plot each student's trend on the progress graph (page 14) and fill in the month-end summary (page 16) once a month.

The family literacy update (page 18) and the classroom carryover check-in (page 19) are ready to send as soon as a data page is filled — no separate write-up.

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 calculate a percent or draw the graph. You can type in it and print it; you cannot drag the boxes around or restyle the page.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Not a reading program, not a leveling system, and not a placement tool. Nothing here says which students belong in a group, what accuracy or level counts as on track, or when a student is ready for less-intensive instruction; you write those in, from your program and your team's own judgment. The sheets only make sure the number gets written down.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them.

Open it in Acrobat Reader and use Save As.

I need more sessions than a sheet holds. Print the sheet again and number it; the month-end summary only needs the latest numbers, and the graph holds ten sessions.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN YOUR CASELOAD FOLDER

A filled-in sheet is a student record: initials only on anything that leaves your hands, first name only on the family update and the carryover sheet. Print the composition page, roster and binder tabs once and keep them at the front; the month-end summary and progress graph stay on top of each group's data sheets so the trend is the first thing anyone finds.

DATA

Student-Within-Group Data Log

One row per student per session: did the student meet the lesson's objective, an accuracy percent, an engagement percent, and a short note on what was actually observed.

GROUP

SKILL FOCUS (FROM PAGE 7)

LESSON OBJECTIVE

INTERVENTIONIST

#	STUDENT	DATE	MET OBJECTIVE? (Y/N)	ACCURACY %	ENGAGEMENT %	BEHAVIOR NOTE (WHAT WAS OBSERVED)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

THE ARITHMETIC, EVERY TIME

Accuracy % = items or reads correct ÷ items or reads given, for the task the lesson used that day.

Engagement % = minutes actively participating ÷ minutes in the lesson, from the lesson log (page 9). Round both to the nearest whole percent.

BEHAVIOR NOTE IS WHAT WAS SEEN, NOT WHY

Describe what happened — “left the table twice”, “asked to reread a line” — never a label for the student. A pattern across several sessions belongs on the month-end summary (page 16), not a guess at cause on this page.

DATA

Small-Group Running Record Log

One student at a time, taken during the small-group block. Accuracy percent and the self-correction count come straight off the marked passage, not from memory afterward.

STUDENT

GROUP

TEXT LEVEL (AS YOUR PROGRAM LABELS IT)

TAKEN BY

#	DATE	BOOK TITLE / LEVEL	WORDS IN PASSAGE	ERRORS	SELF-CORRECTIONS	ACCURACY %	NOTES
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

THE ARITHMETIC, EVERY TIME

Accuracy % = (words in passage – errors) ÷ words in passage, rounded to the nearest whole percent. Self-corrections are counted and recorded separately; they are not subtracted from the error count.

USING THIS PAGE ACROSS THE GROUP

Print or copy one row-set per student rather than sharing a single page across the group. A level change here is what moves onto the level-advancement tracker (page 13) the same week.


TRACKER

Individual-Within-Group Progress Graph

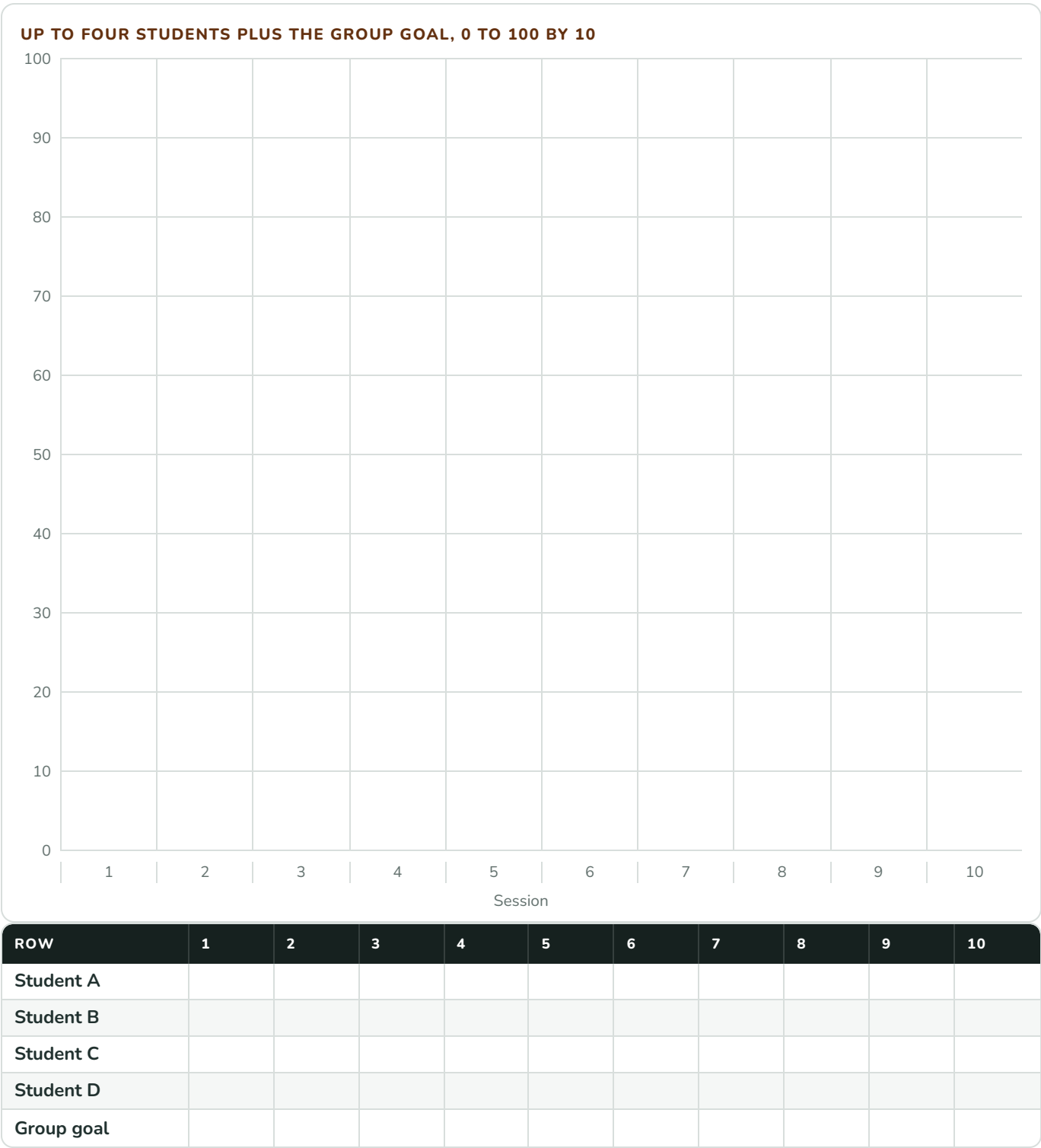
Up to four students' trend lines on one grid, against a single group goal line drawn first from the group's plan. A line that never approaches the goal is a decision (page 16), not a longer wait.

GROUP

SKILL FOCUS

WHAT IS PLOTTED
(ACCURACY %, LEVEL, OR
WCPM)

GROUP GOAL



REPORTING

Month-End Group Summary

Once a month, ten minutes. Each student's start-of-month and end-of-month numbers side by side, sessions attended against sessions planned, and the decision the team made.

GROUP	MONTH		INTERVENTIONIST			
#	STUDENT	START OF MONTH	END OF MONTH	CHANGE	SESSIONS ATTENDED / PLANNED	DECISION (KEEP / CHANGE / EXIT / MOVE)
1						
2						
3						
4						
5						
6						

DECISION RULES, WRITTEN IN ADVANCE

☐ No movement across a full month against the aim on the progress graph (page 14): change something (the group size, the minutes, the materials, the text level) and write it on the exit and move sheet (page 17) with the date.

☐ The exit criterion your team specifies met and holding for the sessions in a row your team specifies: fill in the exit and move sheet (page 17) this month; do not wait for the review date.

☐ Attendance below what your team specifies as adequate for the month: the schedule failed, not the student. Fix who takes the data, and write the gap here with the reason.

☐ A number that moved more than ____ points in one month (write your program's figure): check the passage, the timing and the scorer before deciding anything.

GAPS THIS MONTH AND WHY; WHAT THE TEAM NEEDS TO HEAR

EXAMPLE

A Small Reading Group, Filled In

SAMPLE · INVENTED STUDENT

Marcus, Aaliyah, Devon, Sofia and Ms. Whitfield are invented, and so is every number on this page. Every figure can be re-counted from the row above it.

Ms. Whitfield's Monday / Wednesday small reading group: Marcus, Aaliyah, Devon and Sofia (invented, not real students). Skill focus: guided oral reading and decoding, group formed to work on multisyllable words at the same text level. Three weeks of data shown, September.

STUDENT-WITHIN-GROUP DATA LOG (PAGE 11) — MARCUS

DATE	MET OBJECTIVE?	ACCURACY %	ENGAGEMENT %	BEHAVIOR NOTE
9/8	N	60	70	Needed a reread prompt twice
9/10	Y	70	80	Asked to reread one line
9/15	Y	80	90	On task the full lesson

SMALL-GROUP RUNNING RECORD (PAGE 12) — AALIYAH

DATE	BOOK / LEVEL	WORDS	ERRORS	SELF-CORR.	ACCURACY %
9/9	Level M passage	100	8	3	92%
9/16	Level M passage	100	5	4	95%

MONTH-END GROUP SUMMARY (PAGE 16)

STUDENT	START	END	CHANGE	ATTEND.	DECISION
Marcus	60%	80%	+20	8/8	keep
Aaliyah	78%	92%	+14	7/8	keep
Devon	55%	58%	+3	8/8	change
Sofia	65%	85%	+20	8/8	exit review

HOW EVERY NUMBER CHECKS OUT, AND THE GROUP'S DECISIONS

- ☐ Marcus' accuracy: correct ÷ 10 given — 6, 7, 8 correct = 60%, 70%, 80%; engagement: minutes active ÷ 20 planned — 14, 16, 18 minutes = 70%, 80%, 90%.
- ☐ Aaliyah's running-record accuracy: (100 words – errors) ÷ 100 — errors 8, 5 give 92%, 95%.
- ☐ Month-end change is end minus start for each student — +20, +14, +3, +20.
- ☐ Devon's decision: **change** — a 3-point move against a group averaging double digits is the flat-pattern rule from the month-end summary.
- ☐ Sofia's decision: **exit review** — a +20 point move with the criterion the team specified now met on the exit and move sheet.

WHAT THE TEAM DECIDED NEXT FOR THIS GROUP

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