

# Math Intervention Data Sheets



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# What Is Inside, and Where

25 pages: three sections, a worked example and a set of binder tabs. No page here names a strategy, sets an accuracy or fluency target, or says when a student moves to less-intensive instruction; every one of those is your team's own decision.

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# 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 skill selector (page 7) and roster once per group.



2

## Take the data every session

Use the selector (page 7) to find the sheets for the group's current skill focus, then run the accuracy log, the strategy-use log, and the speed-monitoring sheet when fluency is the target.

Type the headers once per student; the marks themselves (correct over given, a tally, a timing) are faster with a pen at the table.



3

## Roll up and share

Copy the percent onto the weekly summary (page 18) every Friday, and update the comparison grid (page 16) once the group has a few weeks of data.

The family note (page 21) and the classroom carryover check-in (page 22) are ready to send as soon as a data sheet 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, a rate, 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 math program, not a set of strategies, and not a screener. Nothing here says which strategy to teach, what accuracy or speed counts as fluent, 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 weekly summary only needs the latest score, and the graph holds twelve 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 note and the carryover sheet. Print the skill selector, roster and binder tabs once and keep them at the front; the weekly summary and comparison grid stay on top of each group's data sheets so the trend is the first thing anyone finds.



CHECKLIST

# Intervention Fidelity Checklist

Ten practices across four moments in a lesson. Mark each one Y (in place), N (not in place) or NO (not observed this session) and write what was actually seen, not a judgment of the adult teaching.

GROUP / STUDENT

SKILL FOCUS

INTERVENTIONIST

DATE

| #  | MOMENT            | PRACTICE                                                                           | WHAT WAS OBSERVED (TYPE IT) | IN PLACE?                                                                         |
|----|-------------------|------------------------------------------------------------------------------------|-----------------------------|-----------------------------------------------------------------------------------|
| 1  | Planning          | Session occurred on the day and at the time planned                                |                             | <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NO |
| 2  | Planning          | Group size matched the plan (a missing student is noted, not silent)               |                             | <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NO |
| 3  | Planning          | Materials and manipulatives for the lesson were ready before students arrived      |                             | <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NO |
| 4  | Explicit teaching | The strategy or model was explicitly taught or reviewed before practice began      |                             | <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NO |
| 5  | Explicit teaching | Manipulatives or visual models, where used, matched the strategy being taught      |                             | <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NO |
| 6  | Practice          | Guided practice occurred before independent practice                               |                             | <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NO |
| 7  | Practice          | Corrective feedback was given during practice, not only at the end                 |                             | <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NO |
| 8  | Practice          | Students had a chance for independent or checked practice before the session ended |                             | <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NO |
| 9  | Wrap-up           | The session ran the planned number of minutes                                      |                             | <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NO |
| 10 | Wrap-up           | A data point was taken and recorded before the group left the table                |                             | <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NO |

## FIDELITY, NOT A JUDGMENT

This page measures whether ten planned practices were observed during one session, not whether the adult leading the group is doing a good job. Mark **NO** for anything not observed rather than guessing; a row marked NO is missing data, not a finding.

## USING THIS PAGE ACROSS A CYCLE

Print or copy one row-set per session rather than reusing a single page; a run of ten items covers most sessions in a two- to three-week block. If the same item comes back N across several sessions, that pattern belongs on the change log (page 19), not just on this page.

DATA

# Student Accuracy Log

One row per lesson: items given, items correct, the percent, and whether the taught strategy was used. The percent goes onto the weekly summary (page 18) the same day.

STUDENT

SKILL FOCUS (FROM PAGE 7)

TAUGHT STRATEGY (NAME IT)

LINE (AS YOUR PROGRAM SPECIFIES)

| #  | DATE | PROBLEM TYPE | ITEMS GIVEN | ITEMS CORRECT | PERCENT | STRATEGY USED? (Y/N) | NOTES |
|----|------|--------------|-------------|---------------|---------|----------------------|-------|
| 1  |      |              |             |               |         |                      |       |
| 2  |      |              |             |               |         |                      |       |
| 3  |      |              |             |               |         |                      |       |
| 4  |      |              |             |               |         |                      |       |
| 5  |      |              |             |               |         |                      |       |
| 6  |      |              |             |               |         |                      |       |
| 7  |      |              |             |               |         |                      |       |
| 8  |      |              |             |               |         |                      |       |
| 9  |      |              |             |               |         |                      |       |
| 10 |      |              |             |               |         |                      |       |
| 11 |      |              |             |               |         |                      |       |
| 12 |      |              |             |               |         |                      |       |

THE ARITHMETIC, EVERY TIME

**Percent** = items correct ÷ items given. Keep the number of items the same from session to session so the percents sit on one line. The Y/N column is a quick flag; the strategy-use log (page 13) is where that question gets its own numbers.

PROBLEM TYPES WAITING TO BE ADDED, IN YOUR PROGRAM'S ORDER

TRACKER

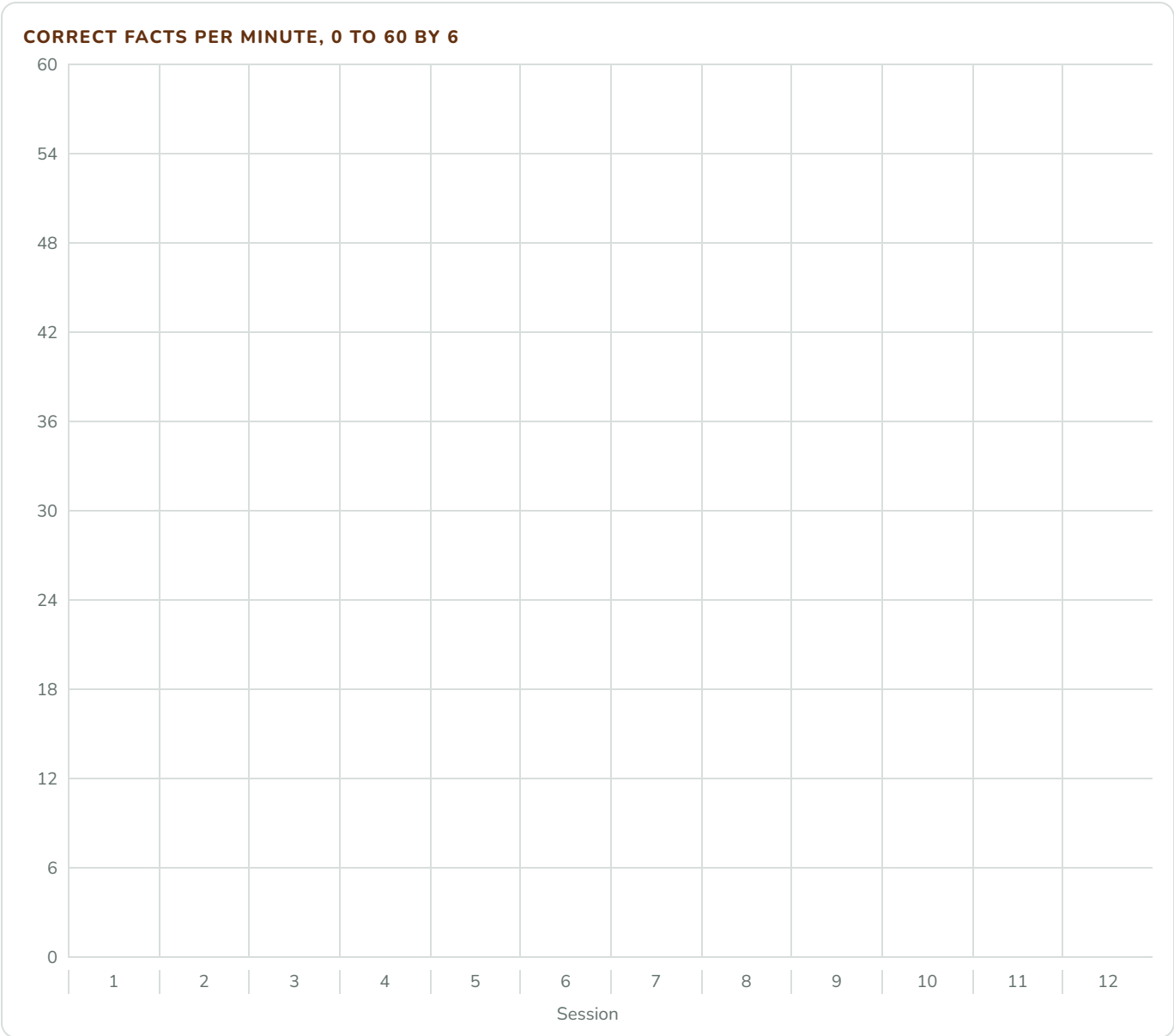
Speed Monitoring Progress Graph

Correct facts per minute, twelve sessions. Draw the aim line first from the goal on the student's plan. Three points below it in a row is a decision (page 18), not a longer wait.

STUDENT

FACT SET / SKILL

AIM: GOAL CORRECT PER MINUTE



| SESSION       | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------|---|---|---|---|---|---|---|---|---|----|----|----|
| Date          |   |   |   |   |   |   |   |   |   |    |    |    |
| Correct / min |   |   |   |   |   |   |   |   |   |    |    |    |
| Aim line      |   |   |   |   |   |   |   |   |   |    |    |    |



# Within-Group Comparison Grid

The same intervention, the same weeks, one row per student. A group that moves together is different from a group where one student is not responding — this page is built to show the difference.

| GROUP |         | SKILL FOCUS          |                     |        | WEEKS COMPARED |                                      |       |
|-------|---------|----------------------|---------------------|--------|----------------|--------------------------------------|-------|
| #     | STUDENT | BASELINE %<br>(DATE) | CURRENT %<br>(DATE) | CHANGE | STRATEGY USE   | SPEED TREND<br>(UP / FLAT /<br>DOWN) | NOTES |
| 1     |         |                      |                     |        |                |                                      |       |
| 2     |         |                      |                     |        |                |                                      |       |
| 3     |         |                      |                     |        |                |                                      |       |
| 4     |         |                      |                     |        |                |                                      |       |
| 5     |         |                      |                     |        |                |                                      |       |
| 6     |         |                      |                     |        |                |                                      |       |
| 7     |         |                      |                     |        |                |                                      |       |
| 8     |         |                      |                     |        |                |                                      |       |

WHY COMPARE, SIDE BY SIDE

The same intervention does not land the same way for every student. This page pulls one baseline and one current row from the accuracy log (page 12) for each student in the group, so a student who is not responding shows up next to three who are, instead of only in their own file.

DESCRIBING STRATEGY USE AND SPEED TREND IN THIS TABLE

Strategy use: consistent, inconsistent, or mostly guessing, from the strategy-use log (page 13). Speed trend: up, flat, or down, from the last three points on the speed graph (page 15). Both are a summary of the pages behind them, not a new judgment.

WHAT THE TEAM DECIDED FROM THIS COMPARISON, IN ONE LINE

## EXAMPLE

# A Multiplication Fluency Group, Filled In

SAMPLE · INVENTED STUDENT

Jayden, Camille, Owen, Priya and Mr. Reyes are invented, and so is every number on this page. Every figure can be re-counted from the row above it.

Mr. Reyes' Tuesday / Thursday multiplication-facts group: Jayden, Camille, Owen and Priya (invented, not real students). Skill focus: multiplication facts 0–10, taught strategy is the array/equal-groups model. Six sessions shown, 9/9 through 9/25.

## ACCURACY LOG (PAGE 12) — JAYDEN

| DATE | PROBLEM TYPE              | GIVEN | CORRECT | PERCENT | STRATEGY? (Y/N) |
|------|---------------------------|-------|---------|---------|-----------------|
| 9/9  | Multiplication facts 0–10 | 20    | 11      | 55      | N               |
| 9/11 | Multiplication facts 0–10 | 20    | 13      | 65      | N               |
| 9/16 | Multiplication facts 0–10 | 20    | 14      | 70      | Y               |
| 9/18 | Multiplication facts 0–10 | 20    | 15      | 75      | Y               |
| 9/23 | Multiplication facts 0–10 | 20    | 16      | 80      | Y               |
| 9/25 | Multiplication facts 0–10 | 20    | 17      | 85      | Y               |

## STRATEGY-USE LOG (PAGE 13) — JAYDEN, OF 20 ATTEMPTED EACH SESSION

| DATE | USED STRATEGY / GUESSED | CORRECT W/ STRATEGY / W/ GUESS |
|------|-------------------------|--------------------------------|
| 9/9  | 10 / 10                 | 9 / 2                          |
| 9/11 | 13 / 7                  | 11 / 2                         |
| 9/16 | 15 / 5                  | 13 / 1                         |
| 9/18 | 17 / 3                  | 14 / 1                         |
| 9/23 | 18 / 2                  | 15 / 1                         |
| 9/25 | 19 / 1                  | 16 / 1                         |

## SPEED MONITORING (PAGE 14) — JAYDEN, 1-MINUTE TIMINGS, AIM 25/MIN FROM HIS PLAN (INVENTED)

| DATE | ATTEMPTED | CORRECT | CORRECT / MIN | ACCURACY % |
|------|-----------|---------|---------------|------------|
| 9/9  | 10        | 8       | 8             | 80%        |
| 9/11 | 12        | 10      | 10            | 83%        |
| 9/16 | 15        | 13      | 13            | 87%        |
| 9/18 | 17        | 15      | 15            | 88%        |
| 9/23 | 20        | 18      | 18            | 90%        |
| 9/25 | 23        | 21      | 21            | 91%        |

## WITHIN-GROUP COMPARISON GRID (PAGE 16)

| STUDENT | BASELINE  | CURRENT    | CHANGE | STRATEGY USE          | SPEED TREND |
|---------|-----------|------------|--------|-----------------------|-------------|
| Jayden  | 55% (9/9) | 85% (9/25) | +30    | consistent by the end | up          |
| Camille | 60% (9/9) | 72% (9/25) | +12    | inconsistent          | flat        |
| Owen    | 48% (9/9) | 48% (9/25) | +0     | mostly guessing       | flat        |
| Priya   | 65% (9/9) | 90% (9/25) | +25    | consistent            | up          |

## HOW EVERY NUMBER CHECKS OUT, AND THE FRIDAY DECISION (WEEKLY SUMMARY, PAGE 18)

- ☐ Accuracy: correct ÷ 20 given — 11, 13, 14, 15, 16, 17 correct = 55%, 65%, 70%, 75%, 80%, 85%; correct with strategy plus correct while guessing equals total correct every session (9/9: 9 + 2 = 11).
- ☐ Speed: correct per minute equals problems correct for a one-minute timing — 8, 10, 13, 15, 18, 21; comparison-grid change is current minus baseline for each student — +30, +12, +0, +25.
- ☐ Jayden's Friday decision: **keep** — three points rising (75, 80, 85) with strategy use also rising (17, 18, 19 of 20).
- ☐ Owen's Friday decision: **change** — his comparison-grid row is flat at 48% baseline and current, the three-flat-points rule from the weekly summary.