

EDITABLE

A rating scale and strategy key your team defines, a caseload roster, a self-monitoring strategy log, an executive-function task-completion log, an organization and materials checklist, a weekly self-assessment rating log, a metacognitive reflection log, a tracker and graph, session notes, a quarterly summary, a family note, and a filled example. Fillable PDF.

[illegible]

BRIGHT PATH SPEED

Which Sheet, and What This File Is Not

Match the goal's wording to a sheet once, and write the page number on the roster. The bottom two rows say where a mood or an incident goal belongs instead.

IF THE GOAL SAYS	USE	WHERE
"will self-monitor ___ using a self-monitoring strategy, recording accurately ___ of ___ checks"	Self-monitoring strategy log	Page 8
"will initiate an assigned task within ___ and complete it with ___ or fewer prompts" — something you can count	Executive-function task-completion log	Page 9
"will bring required materials to class" / "will keep a work area or planner organized"	Organization and materials checklist	Page 10
"will rate their own ___ skill on a ___ point scale" — quality, not a count	Weekly self-assessment rating log	Page 11
The team wants the student's own words on what helped or did not, not a rating	Metacognitive reflection log	Page 12
Any self-monitoring or executive-function goal, across the quarter	Cumulative tracker and graph, then the quarterly summary	Pages 13, 14, 16
A goal about an emotion, a mood number, or a coping strategy for emotional regulation	Not this file. Use this store's Emotional Regulation and Coping Skills Data Sheets Editable instead	Elsewhere in the store
A goal about how often a specific behavior happens, or a Tier 2 check-in / check-out program	Not this file. Use this store's Behavior Data Collection Sheets Editable instead	Elsewhere in the store

Two similar titles in this store, and how this one differs

Emotional Regulation and Coping Skills tracks a mood number and a COPING strategy for an emotion-regulation goal — this file is task behavior, not mood. **Student Self-Monitoring Checklists and Goal Sheets** is the student's own in-the-moment checklist; this file is the DATA file — strategy log, task log, weekly trend, graph — that tracks whether the plan is working across weeks. Use one, the other, or both; they answer different questions.

What this file is not

Not a behavior plan, not a curriculum, not an assessment, and not a label of any kind. Nothing here says a student has attention difficulties or any clinical condition; your team writes every rating level, strategy name and skill definition in, from the plan and its own judgment. The sheets only make sure the number gets written down.

How the paper moves

WHEN	WHAT
Every observation	Self-monitoring strategy log (8) or task-completion log (9); half of a notes page (15)
Every day	Organization and materials checklist (10) for the students on that routine
Every week	Self-assessment rating (11) onto the tracker (13); reflection (12) with the student; family note (17) for whoever needs one
Every quarter	Graph (14) plotted, quarterly summary (16) written from it

Self-Monitoring / EF Skill Rating Scale

The levels below are written by your team, from the plan or your own judgment. Nothing here decides what a level means or assigns any label to the student.

How this scale is used

This is the scale for the weekly self-assessment log (page 11) and the tracker (page 13). Write what each level looks like FOR THIS GOAL, in behaviors someone else could see, before the first rating — a 3 that means something different in September and in March is not data. This scale never assigns a label to the student; it describes what the team can observe.

SELF-MONITORING / EF SKILL RATING LEVELS (PAGE 11)

LEVEL	WHAT IT LOOKS LIKE FOR THIS GOAL (WRITE IT BEFORE THE FIRST RATING)
1	
2	
3	
4	

PROMPT LEVEL CODES

CODE	PROMPT LEVEL (USED ON PAGES 8, 9, 11)
I	Independent — no prompt needed
V	After a verbal reminder
M	After the adult modeled or walked through it
O	No chance came up
X	Not observed (write why in the notes)

Why the levels are written first

A rating a second adult cannot reproduce within a point is not data. Define the four levels for THIS goal against observable behavior, not against how the day felt, and keep the definitions the same all year.

Two adults rating the same week should land within one point; if they do not, rewrite the level definitions above

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STUDENT

GOAL (USES PER OPPORTUNITIES, OR A RATING)

Observable words only

Situations where the strategy is hardest to use, from the rows above

Executive-Function Task-Completion Log

One row per assigned task: whether it was started, finished and turned in, and what prompt level it took to start.

STUDENT

CLASS / BLOCK

WEEK OF

DATE	TASK / ASSIGNMENT	INITIATED (I / V / M / O)	COMPLETED (Y / N / PARTIAL)	TURNED IN (Y / N / N-A)	NOTES

What counts as initiated

Pencil moving on the assigned task within the time your team defines, not just sitting still. Independent (I) means no reminder was given, even a nonverbal one. A task with no deadline that week still gets a row, marked "O" if it was never started.

DISTRICT RULE FOR LATE OR MISSING WORK, IF THIS LOG FEEDS A GRADE

Tasks that are hardest to start, from the rows above

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Organization and Materials Checklist

A week at a time. What “organized” and “materials ready” mean for this student is written in by your team before the first check mark.

STUDENT

WEEK OF

WHAT “READY” MEANS FOR THIS
STUDENT (WRITE IT BEFORE THE FIRST
CHECK)

CHECKED AT	MON	TUE	WED	THU	FRI
Required materials in bag or desk					
Planner or agenda updated					
Homework recorded and put away					
Long-term assignment tracked					
Work area, locker or desk clear					
Binder or folders sorted by subject					
Technology charged and brought					

One mark, one meaning

A checkmark for “present and used correctly,” a dash for “not this time.” Define each row’s meaning at the top before week one; a checklist that changes meaning mid-quarter is not data. Checking at the same time each day (arrival, before dismissal) keeps the count comparable.

What changed this week (schedule, room, materials swapped)

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Rows this student needs but are not listed above

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Who checks, and when in the day

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Open lines, not a checklist. The student writes what happened in their own words; nothing here supplies the answer.

STUDENT

WEEK OF

WHO THIS GOES TO, IF ANYONE

What worked this week?

What was hard this week?

What will I try next week?

Something I am proud of

Open lines, on purpose

These prompts have no scripted answer on this page or anywhere in this file. The student writes in their own words, at whatever length they can manage that week; a short answer is a complete answer. An adult may scribe for a student who cannot yet write independently, in the student's own words.

ADULT WHO REVIEWED THIS WITH THE STUDENT

NOTE, IF THIS WAS SCRIBED

EXAMPLE

Five Weeks and an Eight-Task Log, Filled In

J.K. is invented, and so is every number. Notice that the status and the classroom decision came from cells already written, not from how the week felt.

Tracker (page 13) — J.K., grade 6, self-monitoring / EF goal (invented)

Goal (short): rates own work-completion self-monitoring skill 1 to 4 against the levels on page 5 · **Criterion:** rated 4, the top level, on four consecutive weeks · **Aim line:** 4 (plotted at 40 on page 14)

WEEK OF	9/8	9/15	9/22	9/29	10/6
Date	9/8	9/15	9/22	9/29	10/6
Rating	2	3	4	4	4

Ratings add to 17 over 5 weeks, average 3.4. Weeks of 9/22, 9/29 and 10/6 (4, 4, 4) are the first three in a row at the top level; the criterion asks for four, so the status is SP, not MET. The page 13 rule for three at or above: check the skill in a second setting before calling it met. The week of 9/8 dipped to 2, the first week the strategy was tried.

Task-completion log (page 9), week of 10/6–10/9, and the quarterly summary row (page 16)

DATE	TASK	INITIATED	COMPLETED	TURNED IN
10/6	Reading log	I	Y	Y
10/6	Math worksheet	I	Y	Y
10/7	Vocabulary cards	V	Y	Y
10/7	Science questions	I	N	NA
10/8	Reading log	M	Y	Y
10/8	Math worksheet	I	Y	Y
10/9	Journal entry	I	Y	Y
10/9	Math worksheet	I	Y	Y

Initiated independently 6 of 8 tasks; completed 7 of 8. The one V was a math worksheet after a busy transition; the one M was the first vocabulary set of the unit. The 10/7 science task was started but not finished (N) and has no turn-in entry (N-A).

GOAL (SHORT)	BASELINE (DATE)	CURRENT LEVEL (DATE)	STATUS	ONE SENTENCE FOR THE REPORT
Work-completion self-monitoring, rated 1–4	2 (9/8)	4 (10/6); last three weeks 4, 4, 4	SP	Three consecutive weeks at the top level (4); criterion needs four; checked in a second setting next.

Session / observation note (page 15) — 10/6

Targeted, and the data: self-monitoring strategy (visual timer, S2 on page 6), independent work block, rated 4 (top level); set the timer without a reminder and checked it twice before the bell. **Response:** the timer is easier to use first period than after lunch. **Plan:** keep it; add a materials check before lunch block; family note home.

Why this is enough

Every decision on this page came from a number that was already written: the status from three rows at the top level, the plan note from the count of tasks initiated independently. Nothing here says why J.K. finds afternoons harder; it says whether the strategy from the plan was used, and how many tasks were finished.