

# How to Use the Graphing Tool

\*Remember, Only enter information in the yellow boxes. Do not attempt to edit other portions of the

**STEP 1: Demographic data** - Enter info & Tier Level

**Step 2: Goal-** Define the (a) Target Skill (area of concern), (b) state the student's baseline level in comparison to what is expected, and (c) define the goal (where should the student be at the end of the intervention). *Example: Susie is having difficulty with Reading (especially- sight words and comprehension) On STAR Reading (8/24/2012) Susie obtained a scaled score of 77 (5<sup>th</sup> %ile) which is below the expected fall benchmark of 110 (25<sup>th</sup> %ile). By 10/31/2012 Susie will achieve a score of 119 (22<sup>nd</sup> %ile).*

**STEP 3: Specify the Goal-** Enter goal here. For the example above: End Date= 10/31/2011, Score= 119, Units= standard score. Once you enter these, your goal line (in yellow) will appear on the graph.

**Step 4: Baseline Data** - Enter baseline data. The program will graph the median of three scores entered. If three scores are not available, you may just enter one. NOTE: Baseline data can come from a number of sources such as Aimsweb, DIBELS, STAR, behavioral data from a classroom management system, discipline data or absences. Remember to use the same measure to monitor progress as you did to describe the baseline. The red aim line on the graph will show you the rate of progress the student will need to achieve in order to meet the goal.

**STEP 5: Intervention-** Describe the intervention you will implement increase the student's rate of learning. Include the name of the intervention, the ratio of adults to children in the group, the amount of time per day and number of days per week. *Example: Susie will participate in Reading Mastery, small group (5:1), 30 minutes per day, 4 days per week, with the Interventionist.*

**Progress Monitoring**

Level of Intervention → Tier

Name:

Grade:

Class:

School:

Goal:

Goal End Date:  Score:  Units:

Baseline Data

Point	Date/s	Score/s	Units
Point 1			0
Point 2			0
Point 3			0

Intervention Data

Point	Date/s	Score/s	Units
Point 1			0
Point 2			0
Point 3			0
Point 4			0
Point 5			0
Point 6			0
Point 7			0
Point 8			0
Point 9			0

**Intervention Implemented:**

**Data Based Decision Making Outcome Discussion**

Date of Discussion:

Summary:

**Directions: Enter information in yellow boxes only. Click on a box to enter text or data. Do not attempt to edit other portions of the spread sheet. Always keep a back up copy of the original document.**

	Baseline	Baseline	Baseline	Point 1	Point 2	Point 3	Point 4	Point 5	Point 6	Point 7	Point 8	Point 9
Date/s	1/0/00	1/0/00	1/0/00	1/0/00	1/0/00	1/0/00	1/0/00	1/0/00	1/0/00	1/0/00	1/0/00	1/0/00
Score/s	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A

**Steps 1-5 Occur prior to implementing your intervention.**

**Complete Step 6 each week as you implement your intervention with fidelity. Data will be graphed as soon as it is entered.**

**Once the intervention period has ended, complete Step 7.**

**Step 6: Intervention Data-** This is where you enter your progress monitoring data points. As you enter dates and scores, each point will appear on the graph (in blue). You can enter up to 9 progress monitoring data points. You can compare the average rate of actual progress (the black line) with the expected rate of progress (the red aim line) to see if the student is demonstrating an adequate response to the intervention.

**Step 7: Data Based Decision Making-** Discuss the student's response to the intervention based on the data graphed. When the progress (blue or black) line is above the red aim line, adequate progress is being made. When the progress line is below the aim line (or flat), instructional changes are necessary. Some rules of thumb: 3-4 consecutive data points below the aim line may indicate a need for change in intervention or intervention intensity (change from 3 days/wk to 5 days or lower the teacher: student ratio). If 6 consecutive data points are above the aim line, the goal is too low and should be increased.

Discuss and document whether the intervention should continue as specified, should continue with specific changes (list changes to be made), should be changed to a different intervention, or discontinued.

