1. Data collection is important, as data allows the teacher to judge whether an academic intervention is effective.
2. Let's take a quick look at nine specific ways that teachers can collect classroom data to monitor student academic performance.
3. Archival data consists of data that schools routinely collect (e.g., office referrals, attendance) that provides useful ongoing information about the student's academic or behavioral performance. An advantage of archival data is that it is already being collected, so it does not require additional effort.
4. A behavior report card is a teacher-made rating scale that measures student classroom behaviors. A behavior report card contains several rating items describing goal behaviors. After an observation period, the rater fills out the report card as a summary snapshot of the student's behavior. Behavior report cards are among the easiest methods for collecting data on student behaviors.
5. There is a free application on Intervention Central that allows teachers to easily design, download, and print behavior report cards to use right away.
6. A checklist is a larger behavioral task or sequence that is divided into constituent steps, sub-skills, or components. Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it. These are great tools for students to use to evaluate their own academic performance or behavior.
7. You can find an application on Intervention Central to create your own customized checklists for data collection. These can be downloaded in PDF or RTF format and printed off for immediate use.
8. A cumulative mastery record is a form that records the cumulative record of the student's acquisition or mastery of a defined collection of academic items --like math facts, letter names, or sight words. This record is updated whenever the student masters another academic item.
9. There are 4 sections to the Cumulative Mastery Record. [Read captions.]
10. Curriculum-based measurement, or 'CBM', is a series of brief measures of basic academic skills given under timed conditions and scored using standardized procedures. CBM measures include benchmark norms to assess a student's risk for academic failure. These are ideal measures for basic academic skills.
11. Examples of CBMs are writing fluency (3 min), math-fact fluency (2 mins), and oral reading fluency (1 min). DIBELS and AIMSweb are 2 commercial assessment products that use CBM.
12. Grades are part of every teachers' data-collection toolkit. They represent in letter or number form the teacher's formal, summary evaluation of the student's academic performance on an assignment, quiz, test, or longer span of evaluation. Grades can be useful in assessing academic interventions, but only if they provide a 'pure' measure of academic performance, and are administered with sufficient frequency (e.g., weekly) to track the intervention in real time.
13. Logs are brief written adult or student entries that track the frequency (and perhaps additional details) of relevant academic performance and/or behaviors. Logs can be used to track things like homework completion, incidents of non-compliance, a student's record of dates when he or she uses a self-guided academic intervention, etc.
14. A rubric is an instrument designed to measure a student on complex tasks. In a rubric, the teacher defines the categories that make up the important dimensions of a task, develops written exemplars representing mastery for each dimension, and creates a rating scale to be used in evaluating a particular student's work for each dimension.

15. Here is an example of a rubric for evaluating student participation in discussion groups. Notice that the dimensions of performance appear on the left-most column and 1-9 rating scale appears in the top row.

16. Work products reflect students' performance on a series of similar in-class or homework assignments (e.g., successive writing assignments or ongoing math homework).

    A work product can track growth in specific intervention target skill(s). Element(s) of the work product being tracked can be objectively measured and converted to numeric data (e.g., % problems completed; number of annotations on a reading assignment, etc.). Work products are a convenient source of data to collect—since students are already producing them. They can also provide very targeted information about a student's academic abilities.