

Performance-Based Recording

Primary Data Question:

- To what extent does the student's behavior meet a defined performance criteria?

When to Use:

- ✓ When you want a consistent structure to documenting the presence or absence of a specific behavior (contextually appropriate or inappropriate behavior) over time, across staff, across settings
- ✓ For cluster behavior that have many specific types of instances (e.g., on task, tantrum, etc.) that may be difficult to recording individually or that frequency of an incident underrepresents the concern

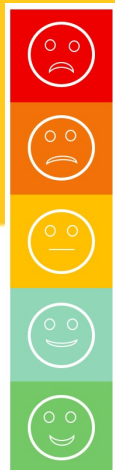
Examples:

- ✓ Achieve 90% of points for using respectful interactions

Implementation Resource:

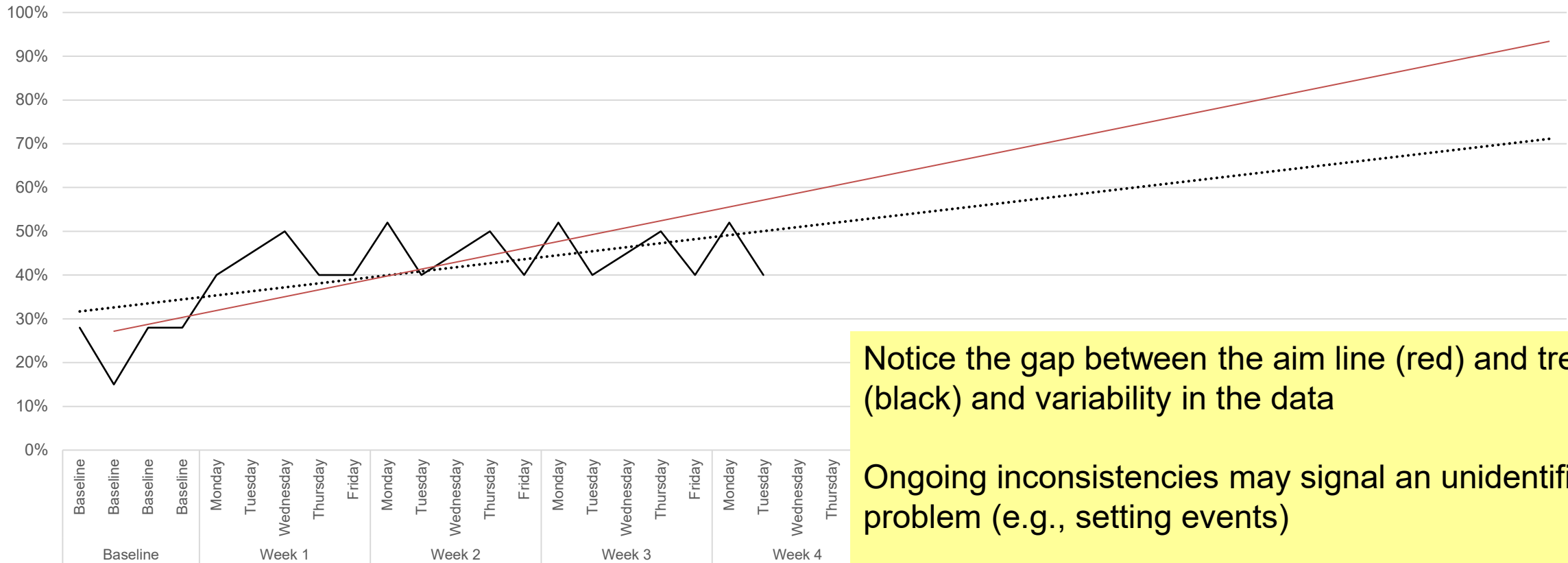
- ✓ Requires consistent application of the rubric
- ✓ May be easier for area level staff because continuous observation and recording are not needed during class periods
- ✓ Requires an operationalized definition and rubric with point levels
- ✓ Training on how to document
- ✓ Intermittent reliability calibration (2nd observer check for accurate recording)

Met Expectation	Partially Met Expectation	Did Not Meet Expectation
2	1	0



Performance Based Rating

Achieve 90% of Points Using a Rubric for Respectful Behavior



Notice the gap between the aim line (red) and trend line (black) and variability in the data

Ongoing inconsistencies may signal an unidentified problem (e.g., setting events)

Use the median along with the average adds confidence to data decisions

Daily Accomplishments Form: Point-Based Data Recording Example

Student Name:

Date:

	Math			Language Arts			Science			Social Studies			Special Area		
<i>Use Respectful Interactions</i>	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1

Respectful Interactions include listening when someone is speaking, asking before touching or taking another's belongings, using words or actions that affirmed another's point of view, feelings, worth or dignity, cooperating with requests,

Did Not Meet Expectation	Partially Met Expectation	Met Expectation
Did not demonstrate respectful interactions even after receiving multiple (4 or more) reminders, redirections, or opportunities to reframe.	Used respectful interactions inconsistently and/or needed 2-3 reminders or opportunities to reframe to meet the expectation.	Used respectful interactions with precorrections and occasional reminders or cues.