

IEP Data Sheet Bundle — 9 Printable Sheets

Pick the sheet that matches the goal. Using the wrong method is the most common reason progress data does not hold up at the annual review.

WHICH SHEET DO I USE?

SHEET	USE IT WHEN	PAGE
Discrete Trial (DTT)	Teaching a new discrete skill, trial by trial	p.2
ABC Chart	Figuring out WHY a behavior happens (before an FBA)	p.3
Interval Recording	Behavior that is continuous or hard to count (on-task, stimming)	p.4
Frequency / Tally	Countable behaviors — call-outs, requests, hits	p.5
Duration	How LONG something lasts — tantrum, on-task stretch	p.6
Prompt Level	Student can do it with help; goal is fading support	p.7
Task Analysis	Multi-step routines — hand-washing, making a snack	p.8
Fluency / Rate	Speed matters, not just accuracy — CWPM, math facts	p.9
Weekly Summary	Roll every goal for one student into one page	p.10

Two rules that save rework: (1) Use the same method for baseline and progress monitoring — mixing them makes growth impossible to prove. (2) Record the observation window, not just the count. "3 incidents" means nothing without "in 30 minutes."

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Discrete Trial (DTT) Data Sheet

Mark + for independent correct, – for incorrect, P for prompted. Calculate % of independent correct.

STUDENT			GOAL / TARGET SKILL					DATE		STAFF	
TRIAL	1	2	3	4	5	6	7	8	9	10	% CORRECT

Mastery criteria: write it at the top of the goal box — for example "80% independent correct across 3 consecutive sessions." Without a written criterion, nobody can say when the skill is actually mastered.

ABC Chart

Antecedent → Behavior → Consequence. Use this before writing an FBA or BIP.

STUDENT		GOAL / TARGET SKILL	DATE	STAFF
DATE / TIME	ANTECEDENT (right before)	BEHAVIOR (what they did)	CONSEQUENCE (what happened after)	

Describe, do not interpret. Write "threw pencil, left seat" not "was defiant." Two staff should be able to read your entry and picture the same event.

Interval Recording Sheet

Circle the interval if the behavior occurred at any point. Choose your interval length first.

STUDENT		GOAL / TARGET SKILL						DATE		STAFF		
INTERVAL	1	2	3	4	5	6	7	8	9	10	11	12

Interval length: _____ minutes · Behavior: _____

Shorter intervals give better data but are harder to run alone. 5 minutes is a realistic starting point for a classroom teacher without a dedicated observer.

Frequency / Tally Sheet

Tally each time the behavior occurs. Always record the length of the observation window.

STUDENT		GOAL / TARGET SKILL		DATE	STAFF
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DATE	OBSERVATION WINDOW (start–end)	TALLY	TOTAL	RATE (per hour)

Duration Data Sheet

Record start and stop time for each occurrence. Total or average, depending on the goal.

STUDENT		GOAL / TARGET SKILL		DATE	STAFF
DATE	START	STOP	DURATION	WHAT WAS HAPPENING BEFORE	

Prompt Level Data Sheet

Record the LEAST intrusive prompt the student needed. The goal is the prompt level going down.

STUDENT			GOAL / TARGET SKILL			DATE	STAFF
DATE	FP	PP	G	V	I	NOTES	

FP full physical · **PP** partial physical · **G** gestural · **V** verbal · **I** independent.
Circle the level used. A student at "V" for three sessions in a row is ready for the goal criteria to move to "I."

Task Analysis Data Sheet

Break the routine into steps, then score each step separately. Write the steps once, reuse the sheet.

STUDENT		GOAL / TARGET SKILL		DATE		STAFF	
STEP	TASK STEP (write once)	S1	S2	S3	S4	S5	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Score each step + / – / P per session (S1–S5). Task analysis shows exactly *where* a routine breaks down — far more useful than one overall percentage for the whole routine.

Fluency / Rate Data Sheet

For goals where speed matters: reading rate, math fact fluency, typing.

STUDENT		GOAL / TARGET SKILL		DATE	STAFF
DATE	PROBE / PASSAGE	CORRECT	ERRORS	TIME	RATE (per min)

Track accuracy alongside rate. A student reading 120 words per minute with 15 errors has not mastered the passage — flag both numbers in the progress note.

Weekly Summary — All Goals, One Student

Roll the week up here so progress notes take minutes instead of an evening.

STUDENT		GOAL / TARGET SKILL					DATE	STAFF
GOAL AREA	MON	TUE	WED	THU	FRI	WEEK AVG	NOTES	

Turning These Sheets Into a Progress Note

The step most teachers dread — and the one this data makes fast.

1. Start from the number, not a memory

Open the weekly summary and read the week average. A progress note that opens with a number ("averaged 72% across 4 sessions") is defensible; one that opens with "is doing better" is not.

2. Compare to the baseline in the PLAAFP

Progress is only meaningful against the starting point. State both: where the student started and where they are now, using the same measure.

3. Say what you changed if progress stalled

If the data is flat, the note should say what instruction changed in response — more practice opportunities, a different prompt level, a smaller group. A flat line with no instructional response is what draws scrutiny at the meeting.

4. Keep the raw sheets

Progress notes summarize; the sheets are the evidence. Store them for the school year at minimum — longer if your district requires it.

Tired of rebuilding these forms every year?

IEP Goal Writer saves each student's profile once, then generates goals, PLAAFPs, progress notes, and parent updates from the same data — free to try at iepgoalwriter.pro

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