



MTSS Data Analysis & Interpretation Checklist

Purpose: Use this checklist during intervention meetings to analyze student data, identify error types, and determine whether concerns reflect a skill deficit or performance issue.

Step 1: Review Data Sources

- ☐ Multiple data sources are present (progress monitoring, work samples, assessments)
- ☐ Data is recent and aligned to the target skill
- ☐ Data shows patterns over time (not a single data point)
- ☐ Data is described objectively (not interpreted yet)

Step 3: Analyze When and How Errors Occur

- ☐ Errors occur during independent work
- ☐ Errors occur only with increased complexity
- ☐ Errors occur across settings (whole group, small group, independent)
- ☐ Errors occur more frequently under time constraints

Step 2: Identify Error Types

- ☐ Conceptual Error (student does not understand the underlying concept)
- ☐ Procedural Error (student understands but applies incorrectly)
- ☐ Language-Based Error (difficulty due to vocabulary, syntax, or language access)
- ☐ Attention/Executive Error (inconsistent mistakes due to inattention, motivation and/or lack of knowledge on task initiation)



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Step 4: Determine Skill vs. Performance Gap

☐ Skill Deficit (cannot do it)

- Student is unable to demonstrate the skill even with support
- Limited prior mastery
- Low accuracy across settings
- Limited success even with prompts
- Errors remain similar over time

☐ Performance Issue (can do it inconsistently)

- Student demonstrates skill under certain conditions
- Inconsistent execution based on attention, motivation, and/or environment
- Improves with reinforcement or monitoring
- Inconsistent output

Step 5: Examine Instructional Match

- ☐ Instruction directly targeted the identified skill (e.g., small group instruction focused on explicit instruction/guided practice on skill)
- ☐ Intervention/Strategy matched the type of error (e.g., small group instruction focused on procedural/content/language/attention practice)
- ☐ Adequate modeling and guided practice were provided (e.g., how many times over an average week)
- ☐ Opportunities for practice were sufficient (e.g., amount of independent practice time during an average week)



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Step 6: Review Progress Monitoring Patterns (if available)

- ☐ Data shows upward trend
- ☐ Data shows plateau
- ☐ Data shows regression
- ☐ Growth is inconsistent (up and down pattern)

Step 7: Team Determination

Based on analysis, the primary concern is:

- ☐ Skill Deficit - Requires explicit instruction and guided practice
- ☐ Performance Issue - Requires self-monitoring and reinforcement strategies
- ☐ Combination of both - Requires combination of explicit instruction and guided practice with self-monitoring strategies

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Notes:	Notes:	Notes:
Step 4: Determine Skill vs. Performance Gap	Step 5: Examine Instructional Match	Step 6: Review Progress Monitoring Patterns (if available)
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Step 7: Team Determination		
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