



Student: _____ Date: _____

To use this data record, record data during natural pauses in the activity every 3–5 minutes. **Before you begin CPRT:** Enter the goals to be addressed with CPRT in the spaces provided, and define easy and hard tasks for the student. **During the activity:** After each interval, record the materials and the type of support used *most often* to elicit the *hard tasks*. Record sample student responses for the hard tasks at the support level indicated. At each interval, rate the student's performance of easy tasks for that goal, based on the key below.

Support Level:

F: Full or P: Partial

KEY:

+ = Independent or accurate on all or almost all (at least 80%) opportunities

✓ = Independent or accurate on most opportunities (50%), but requires support for some opportunities

– = Requires support to respond to or inaccurate on all or almost all opportunities

Support Type:

Ph: Physical, V: Verbal, Vs:

Visual, G: Gestural,

I: Independent (no support)

Goal/Curriculum Area: _____

Easy Task: _____ Hard task: _____

Initials	Material/Activity	Support		Hard + / ✓ / –	Sample Student Response/Notes	Easy + / ✓ / –
		F / P	Ph V Vs G I			
		F / P	Ph V Vs G I			
		F / P	Ph V Vs G I			
		F / P	Ph V Vs G I			
SUMMARY	Most frequent level of response:			Most frequent support level:		

Goal/Curriculum Area: _____

Easy Task: _____ Hard Task: _____

Initials	Material/Activity	Support		Hard + / ✓ / –	Sample Student Response/Notes	Easy + / ✓ / –
		F / P	Ph V Vs G I			
		F / P	Ph V Vs G I			
		F / P	Ph V Vs G I			
		F / P	Ph V Vs G I			
SUMMARY	Most frequent level of response:			Most frequent support level:		

(cont.)