

Scatter Plot Assessment Tool






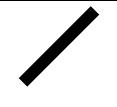


























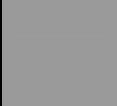
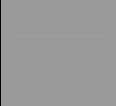


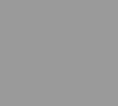
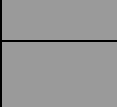

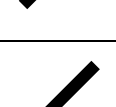

Date 10-1-03 through 10-29-03 Name of Person Observed: Gordon

Observer: Mrs. Yeager

Behavior(s): Blurting Out- Any verbal disruption during learning time

Directions: At the end of each time interval, fill in the square indicating the appropriate time and date on the chart using the code given below:

20 or more  10-19  9 or less 

Time	8:15-8:30	8:31-8:45	8:46-9:00	9:01-9:15	9:16-9:30	9:31-9:45	Total
10-1-03							67
10-2-03							99
10-3-03							86
10-6-03							87
10-7-03							68
10-8-03							84
10-9-03							85
10-10-03							78
10-13-03							81
10-14-03							72

10-15-03		■		▀		■	69
10-16-03	■	■	■		▀		82
10-17-03	■		▀	▀			54
10-20-03			▀	■		■	78
10-21-03	■		■		■		75
10-22-03			▀	■	■	■	84
10-23-03	■	■	■	■	■		95
10-24-03		■	▀	■		■	85
10-27-03	■			▀		■	75
10-28-03		■	■		■	■	84
10-29-03	■			■	▀		65