

Student Intervention and Data Review

Student: _____

Date: _____

DOB: _____

[Click for new form or update to 11-20-09](#)

Meeting Log: Date, Grade, School, District and Concern [help]	Team Participants (name, title)	Next Steps to Address Concern

Area(s) of Concern: (Enter date a concern is first discussed) [\[help\]](#)

	Basic Reading		Math Calculation		Behavior
	Reading Fluency		Math Problem Solving		Sensory
	Reading Comprehension		Hearing		Adaptive Functioning
	Writing		Vision		Health / Medical
	Communication/Language		Social / Emotional		Motor Functioning

Student strengths and interests:

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Attendance, Discipline by Year [\[help\]](#)

School Year	Total number of:					Briefly describe or attach documentation: [help]	
	Absent	Tardy	Office Referrals	ISS	OSS	Behavior	Type of instructional support, if any

Achievement [\[help\]](#)

Criteria: Data documenting achievement relative to age/state approved grade-level standards.

Assessment Type	List date and existing data			Identify date and additional data needs		
Benchmark (CBM) screening [help]						
Progress Monitoring (daily, weekly or bi-weekly intervals) [help]						
Criterion referenced assessments [help]						
Norm-referenced achievement tests [help]						
Curriculum assessments aligned with GLCEs and classroom instruction [help]						
State/District Tests (name)	Year	Reading	Writing	Math	Science	Social St.

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Rate of Progress
Attach charts/graphs comparing student progress monitoring data to the student's goal line, e.g., DIBELS, AIMSweb, EDCheckup, Yearly Progress Pro, behavior plan charting, etc. Or enter data into chart provided here.

Additional Data - on academic achievement, functional performance and intellectual development. [help]		
Assessment Type	List existing data and date	Identify additional data needs and date
Cognitive assessment		
Adaptive/functional behavior scales		
Grades		
Teacher report (recommendations and observations)		
Parent input		
Observation in area of concern, including behavior		

Other Factors That May Affect Performance: (check each area with sufficient data) [help]			
Criteria: Data on other factors that may affect performance on appropriate age/grade-level standards or activities.			
<input type="checkbox"/>	Vision	<input type="checkbox"/>	Cognitive
<input type="checkbox"/>	Hearing	<input type="checkbox"/>	Social/Emotional
<input type="checkbox"/>	Health	<input type="checkbox"/>	Cultural
<input type="checkbox"/>	Motor Functioning	<input type="checkbox"/>	Environmental, Economic Disadvantage
<input type="checkbox"/>		<input type="checkbox"/>	English As Second Language
<input type="checkbox"/>		<input type="checkbox"/>	Autism Spectrum Disorder
<i>List date & existing information for any checked area(s)</i>		<i>List date & data needed for any unchecked area(s)</i>	

Observation for Academic Performance and Behavior in the Area(s) of Difficulty [help]			
Criteria: Data documenting that the student was observed in the learning environment (including general education setting) to document academic performance and behavior in the area(s) of difficulty			
<i>Check skill area(s) of difficulty. Any checked skill area(s) should be observed.</i>			
<input type="checkbox"/>	Oral Expression	<input type="checkbox"/>	Reading Fluency Skills
<input type="checkbox"/>	Listening Comprehension	<input type="checkbox"/>	Reading Comprehension
<input type="checkbox"/>	Written Expression	<input type="checkbox"/>	Math Calculation
<input type="checkbox"/>	Basic Reading Skills	<input type="checkbox"/>	Math Problem Solving
<i>For any area(s) of concern document academic and behavioral data from any observation by using the provided Classroom Observation Checklists - OR - the Log below.</i>			
Date	Observer (Name/title)	Academic Area	Academic/Behavioral Results

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Appropriate Instruction [help]			
Criteria: Data demonstrating appropriate instruction.			
Note: Consider the following only with respect to appropriate instruction in the area(s) of concern.			
	Factors to be considered in the analysis of appropriate instruction in each area of academic concern	List existing data supporting explicit, systematic and active instruction in each area of concern checked below	If data is not available, what will be done to document appropriate instruction? Describe appropriate instruction during intervention period or other.
What	Essential Components of Reading Instruction		
	Phonemic Awareness- ability to notice, think about, and work with individual sounds in a spoken word		Describe:
	Phonics- an understanding of the relationship between letters or written language and the individual sounds of spoken language		Describe:
	Vocabulary- the words we must know to communicate effectively		Describe:
	Fluency- the ability to read text accurately and quickly with proper expression		Describe:
	Comprehension- understanding the meaning of what is read.		Describe:
	Concepts and Reasoning		Describe:
	Automatic Recall-# facts		
	Computation Algorithms		
	Functional Math		
	Verbal Problem Solving		
	Oral Expression		Describe:
	Written Expression		
	Listening Comprehension		
	Curriculum Alignment	List existing alignment data	
Evidence that district curriculum is aligned to the CEs		Describe:	

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Worksheet for Charting Strengths and Weaknesses [help]								
Criteria: Data Demonstrating Pattern(s) of Strengths and Weaknesses in Performance, Achievement or both Relative to Age/State Approved Grade-level Standards or Intellectual Development								
<i>In each box below, indicate: S = Strength W = Weakness N = Neither</i>	Academic Achievement with respect to grade-level expectations		Academic Achievement with respect to age-level expectations	Classroom performance with respect to grade-level expectations				Areas of Age/appropriate functional/intellectual skills
	Progress Monitoring, CBM or criterion referenced instruments	MEAP	Norm-referenced achievement test	Curriculum Assessments	Grades	Teacher Report	Classroom Observation	Observation, interviews, IQ assessment
Basic Reading								
Reading Fluency								
Reading Comprehension								
Math Calculation								
Math Problem Solving								
Written Expression								
Oral Expression								
Listening Comprehension								

Suggested Guidelines for Determining Strengths and Weaknesses: [\[help\]](#)

See [SIDR Manual](#) for sample decision rules on how to determine whether a particular performance on a given assessment is rated as a strength "S" or weakness

Pattern of Strengths (at least 3 "S" in a given skill area):

Pattern of Weaknesses (at least 4 "W" in a given skill area, including at least 1 individually administered academic achievement assessment):

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Checklist for Pre-academic/Academic Areas of Concern – Pre-school / Kindergarten

Student: _____ Grade: ____ Teacher: _____ Date: _____

Directions: Identify the area(s) of concern in the box below.

Check area(s) of concern [help]			
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Basic Reading	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Math Calculation
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Math Problem Solving

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - -	
	<input type="checkbox"/> Difficulty re-telling what has just been said
<input type="checkbox"/> Difficulty modulating voice (e.g., too soft, too loud)	<input type="checkbox"/> Slow/halting speech, using fillers (e.g., uh, you know, um)
<input type="checkbox"/> Difficulty naming people or objects	<input type="checkbox"/> Difficulty with pronouncing words
<input type="checkbox"/> Difficulty staying on topic	<input type="checkbox"/> Difficulty rhyming
<input type="checkbox"/> Difficulty in explaining things (e.g. feelings, ideas) due to lack of vocabulary, articulation, and/or grammar skills	<input type="checkbox"/> Difficulty with phonemic awareness tasks (e.g., saying initial sounds, saying sounds of words, saying words fast)
<input type="checkbox"/> Difficulty understanding instructions or directions	<input type="checkbox"/> Limited interest in books or stories

Notes: _____

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - -	
	<input type="checkbox"/> Difficulty reading short, irregular sight words
<input type="checkbox"/> Difficulty identifying sounds	<input type="checkbox"/> Difficulty retelling what has been read
<input type="checkbox"/> Difficulty blending sounds into words	<input type="checkbox"/> Difficulty with retention of new vocabulary
<input type="checkbox"/> Difficulty reading short, regular words	<input type="checkbox"/> Difficulty demonstrating comprehension of sentences/stories

Notes: _____

Written Language (Written Expression) - -	
	<input type="checkbox"/> Difficulty with drawing familiar shapes
<input type="checkbox"/> Difficulty with holding writing instruments	<input type="checkbox"/> Difficulty with naming, copying or writing letters

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<input type="checkbox"/> Difficulty copying / tracing	<input type="checkbox"/> Frequent letter, number, and symbol reversals
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Notes: _____

Math (Math Calculation, Math Problem Solving) - -	
<input type="checkbox"/> Difficulty counting aloud	<input type="checkbox"/> Difficulty in recognizing numbers
<input type="checkbox"/> Difficulty in one-to one correspondence when counting objects	<input type="checkbox"/> Difficulty in comparing relative size (e.g. numbers, objects)
	<input type="checkbox"/> Difficulty in matching number symbol to corresponding objects

Notes: _____

Functional Skills

Social Emotional (All Areas) - -	
<input type="checkbox"/> Difficulty 'joining in' and maintaining positive social status in a peer group.	<input type="checkbox"/> Difficulty with self-control when frustrated.
<input type="checkbox"/> Difficulty with sharing (e.g., objects, teacher's time)	<input type="checkbox"/> Difficulty using other students as models to cue self on appropriate behavior

Notes: _____

Attention (All Areas) - -	
	<input type="checkbox"/> Difficulty sustaining attention in work or play activities

Notes: _____

Gross and Fine Motor Skills (All Areas) - -	
	<input type="checkbox"/> Poor ability to color or write 'within the lines'
<input type="checkbox"/> Awkward and clumsy motor skills (dropping, spilling, or knocking things over)	<input type="checkbox"/> Writing instruments awkwardly, resulting in poor handwriting, drawing

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<input type="checkbox"/> Difficulty with buttons, zippers, hooks, snaps and tying shoes	<input type="checkbox"/> Difficulty using small objects or items that demand precision (e.g., legos, puzzle pieces, scissors)
<input type="checkbox"/> Art work that is immature for age	

Notes: _____

Effort/Motivation –	
<input type="checkbox"/> Hesitance in beginning work	<input type="checkbox"/> Carelessness in work
<input type="checkbox"/> An inability to start work without adult prompting	<input type="checkbox"/> Eager to please
<input type="checkbox"/> Persistent effort	<input type="checkbox"/> Apathetic/Indifferent
<input type="checkbox"/> Gives up easily	<input type="checkbox"/> Refused to work

Notes: _____

Summary of academic performance/behavior observed in area(s) of difficulty:

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Checklist for Pre-academic/academic Areas of Concern – Grades 1-4

Student: _____ Grade: ____ Teacher _____ Date: _____

Directions: Identify the area(s) of concern in the box below.

Check area(s) of concern for evaluation:			
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Basic Reading	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Math Calculation
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Math Problem Solving

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - -	
<input type="checkbox"/> Difficulty modulating voice (e.g., too soft, too loud)	<input type="checkbox"/> Difficulty re-telling what has just been said
<input type="checkbox"/> Difficulty naming people or objects	<input type="checkbox"/> Slow/halting speech, using fillers (e.g., uh, you know, um)
<input type="checkbox"/> Difficulty staying on topic	<input type="checkbox"/> Difficulty with pronouncing words
<input type="checkbox"/> Difficulty in explaining things (e.g. feelings, ideas) due to use of imprecise language and limited vocabulary	<input type="checkbox"/> Difficulty rhyming
<input type="checkbox"/> Difficulty understanding instructions or directions	<input type="checkbox"/> Difficulty with phonemic awareness tasks (e.g., saying initial sounds, saying sounds of words, saying words fast)
<input type="checkbox"/> Inserts malapropisms into conversation	<input type="checkbox"/> Poor grammar or misuses words in conversation
	<input type="checkbox"/> Difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, staying on topic, making inferences)

Notes: _____

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - -	
<input type="checkbox"/> Difficulty identifying sounds, blending sounds into words	<input type="checkbox"/> Slow oral reading skills that may interfere with comprehension
<input type="checkbox"/> Difficulty reading regular words	<input type="checkbox"/> Difficulty retelling what has been read
<input type="checkbox"/> Difficulty reading irregular sight words	<input type="checkbox"/> Difficulty with retention of new vocabulary
<input type="checkbox"/> Difficulty when reading sentences; may frequently lose place, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self-corrections	<input type="checkbox"/> Difficulty demonstrating comprehension of sentences/stories

Notes: _____

Student Intervention and Data Review

Student: _____ Date: _____

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Written Language (Written Expression) - -	
<input type="checkbox"/> Difficulty with holding writing instruments	<input type="checkbox"/> Frequent reversals of letters and numbers
<input type="checkbox"/> Messy and incomplete writing, with many cross-outs and erasures	<input type="checkbox"/> Uneven spacing between letters and words, has trouble staying 'on the line'
<input type="checkbox"/> Difficulty remembering shapes of letters and numbers	<input type="checkbox"/> Inaccurate copying skills (e.g., confuses similar-looking letters and numbers)
<input type="checkbox"/> Difficulty proofreading and self-correcting work	<input type="checkbox"/> Poor and inconsistent spelling
	<input type="checkbox"/> Complete written assignments

Notes: _____

Math (Math Calculation, Math Problem Solving) - -	
<input type="checkbox"/> Difficulty with simple counting and one-to-one correspondence between number and objects	<input type="checkbox"/> Difficulty with comparisons
<input type="checkbox"/> Difficulty counting by other numbers (2's, 5's, 10's)	<input type="checkbox"/> Difficulty telling time or conceptualizing the passage of time
<input type="checkbox"/> Difficulty estimating quantity (e.g., quantity, value)	<input type="checkbox"/> Difficulty solving one-step word problems
	<input type="checkbox"/> Difficulty solving facts and longer operations

Notes: _____

Functional Skills

Social Emotional (All Areas) - -	
<input type="checkbox"/> Difficulty 'joining in' and maintaining positive social status in a peer group.	<input type="checkbox"/> Difficulty with self-control when frustrated.
<input type="checkbox"/> Difficulty in 'picking up' on other people's moods/feelings	<input type="checkbox"/> Difficulty using other students as models to cue self on appropriate behavior
<input type="checkbox"/> Difficulty detecting or responding appropriately to teasing	<input type="checkbox"/> Difficulty knowing how to share/express feelings
<input type="checkbox"/> Difficulty in understanding the social hierarchy (students, teachers, administrators) of school	<input type="checkbox"/> Difficulty dealing with group pressure, embarrassment and unexpected challenges
	<input type="checkbox"/> Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem

Notes: _____

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Student: _____ Date: _____

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DOB: _____

Attention (All Areas) - -	
<input type="checkbox"/> Difficulty organizing tasks and activities	<input type="checkbox"/> Difficulty sustaining attention in work or play activities
<input type="checkbox"/> Difficulty with remembering daily/routine activities	<input type="checkbox"/> Difficulty with losing things that are necessary for tasks
	<input type="checkbox"/> Difficulty by being easily distracted

Notes: _____

Gross and Fine Motor Skills (All Areas) - -	
<input type="checkbox"/> Awkwardness and clumsiness (dropping, spilling, or knocking things over)	<input type="checkbox"/> Poor ability to color or write 'within the lines'
<input type="checkbox"/> Difficulty with buttons, zippers, hooks, snaps and tying shoes	<input type="checkbox"/> Awkward grasp of writing instruments, resulting in poor handwriting, drawing
<input type="checkbox"/> Art work that is immature for age	<input type="checkbox"/> Difficulty using small objects or items that demand precision (e.g., legos, puzzle pieces, scissors)
	<input type="checkbox"/> Limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)

Notes: _____

Other Notes or Observed Behavior - -	
<input type="checkbox"/> Confusion of left and right	<input type="checkbox"/> Difficulty learning new games and mastering puzzles
<input type="checkbox"/> Loses things often	<input type="checkbox"/> Difficulty generalizing or applying skills from one situation to another

Notes: _____

Effort/Motivation - -	
<input type="checkbox"/> Hesitance in beginning work	<input type="checkbox"/> Carelessness in work
<input type="checkbox"/> An inability to start work without adult prompting	<input type="checkbox"/> Eager to please
<input type="checkbox"/> Persistent effort	<input type="checkbox"/> Apathetic/Indifferent
<input type="checkbox"/> Gives up easily	<input type="checkbox"/> Refused to work

Notes: _____

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Summary of academic performance/behavior observed in area(s) of difficulty:

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DOB: _____

Checklist for Pre-academic/Academic Areas of Concern – Grades 5-8

Student: _____ Grade: ____ Teacher: _____ Date: _____

Directions: Identify the area(s) of concern in the box below.

Check area(s) of concern for evaluation:			
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Basic Reading	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Math Calculation
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Math Problem Solving

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - -	
	<input type="checkbox"/> Difficulty re-telling what has just been said
<input type="checkbox"/> Difficulty modulating voice (e.g., too soft, too loud)	<input type="checkbox"/> Inserted malapropisms into conversation
<input type="checkbox"/> Difficulty naming people or objects	<input type="checkbox"/> Difficulty with pronouncing words
<input type="checkbox"/> Difficulty staying on topic	<input type="checkbox"/> Poor grammar or misuses words in conversation
<input type="checkbox"/> Difficulty in explaining things (e.g. feelings, ideas) due to use of imprecise language and limited vocabulary	<input type="checkbox"/> Difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, staying on topic, making inferences)
<input type="checkbox"/> Difficulty understanding instructions or directions	<input type="checkbox"/> Slow/halting speech, using fillers (e.g., uh, you know, um)

Notes: _____

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - -	
	<input type="checkbox"/> Difficulty retelling what has been read
<input type="checkbox"/> Difficulty reading grade level sight words	<input type="checkbox"/> Difficulty with retention of new vocabulary
<input type="checkbox"/> Difficulty reading common words seen in school/community	<input type="checkbox"/> Difficulty demonstrating literal comprehension of sentences/stories
<input type="checkbox"/> Difficulty when reading sentences; may frequently lose place, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self-corrections	<input type="checkbox"/> Difficulty demonstrating inferential comprehension of stories and connections between stories
<input type="checkbox"/> Slow oral reading skills that may interfere with comprehension	<input type="checkbox"/>

Notes: _____

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Student: _____ Date: _____

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DOB: _____

Written Language (Written Expression) - -	
<input type="checkbox"/> Messy and incomplete writing, with many cross-outs and erasures	<input type="checkbox"/> Difficulty proofreading and self-correcting work <input type="checkbox"/> Poor and inconsistent spelling
<input type="checkbox"/> Uneven spacing between letters and words, has trouble staying 'on the line'	<input type="checkbox"/> Difficulty developing ideas in writing so written work is incomplete and too brief.
<input type="checkbox"/> Inaccurate copying skills (e.g., confuses similar-looking letters and numbers)	<input type="checkbox"/> Difficulty completing written assignments

Notes: _____

Math (Math Calculation, Math Problem Solving) - -	
	<input type="checkbox"/> Difficulty with comparisons (e.g., less than, greater than)
<input type="checkbox"/> Difficulty counting by single digit numbers, 10's 100's	<input type="checkbox"/> Difficulty telling time or conceptualizing the passage of time
<input type="checkbox"/> Difficulty aligning numbers resulting in computation errors	<input type="checkbox"/> Difficulty solving word problems
<input type="checkbox"/> Difficulty estimating quantity (e.g., quantity, value)	<input type="checkbox"/> Difficulty solving facts and longer operations
<input type="checkbox"/> Difficulty interpreting / creating charts and graphs	<input type="checkbox"/> Difficulty understanding / applying measurement concepts

Notes: _____

Functional Skills

Social Emotional (All Areas) - -	
	<input type="checkbox"/> Difficulty with self-control when frustrated.
<input type="checkbox"/> Difficulty 'joining in' and maintaining positive social status in a peer group.	<input type="checkbox"/> Difficulty using other students as models to cue self on appropriate behavior
<input type="checkbox"/> Difficulty in 'picking up' on other people's moods/feelings	<input type="checkbox"/> Difficulty knowing how to share/express feelings
<input type="checkbox"/> Difficulty detecting or responding appropriately to teasing	<input type="checkbox"/> Difficulty dealing with group pressure, embarrassment and unexpected challenges
<input type="checkbox"/> Difficulty in understanding the social hierarchy (students, teachers, administrators) of school	<input type="checkbox"/> Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem

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<input type="checkbox"/> Difficulty with 'getting to the point' (e.g., gets bogged down in details in conversation)	
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Notes: _____

Attention (All Areas) - -	
	<input type="checkbox"/> Difficulty sustaining attention in work or play activities
<input type="checkbox"/> Difficulty organizing tasks and activities	<input type="checkbox"/> Difficulty with losing things that are necessary for tasks
<input type="checkbox"/> Difficulty with remembering daily/routine activities	<input type="checkbox"/> Difficulty by being easily distracted
<input type="checkbox"/> Failure to pay close attention to details or makes careless mistakes in schoolwork or other activities	

Notes: _____

Gross and Fine Motor Skills (All Areas) - -	
	<input type="checkbox"/> Limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)
<input type="checkbox"/> Awkwardness and clumsiness (dropping, spilling, or knocking things over)	<input type="checkbox"/> Grasps writing instruments awkwardly, resulting in poor handwriting, drawing

Notes: _____

Other Notes or Observed Behavior - -	
<input type="checkbox"/> Confusion of left and right	<input type="checkbox"/> Difficulty learning new games and mastering puzzles
<input type="checkbox"/> Loses things often	<input type="checkbox"/> Difficulty generalizing or applying skills from one situation to another
<input type="checkbox"/> Finds it hard to judge speed and distance	<input type="checkbox"/> Difficulty reading charts and maps
<input type="checkbox"/> Difficulty with organization and planning	<input type="checkbox"/> Difficulty listening and taking notes at the same time

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Effort/Motivation –	
<input type="checkbox"/> Hesitance in beginning work	<input type="checkbox"/> Carelessness in work
<input type="checkbox"/> An inability to start work without adult prompting	<input type="checkbox"/> Eager to please
<input type="checkbox"/> Persistent effort	<input type="checkbox"/> Apathetic/Indifferent
<input type="checkbox"/> Gives up easily	<input type="checkbox"/> Refused to work

Notes: _____

Summary of academic performance/behavior observed in area(s) of difficulty:

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Checklist for Pre-academic/Academic Areas of Concern– Grades 9-12

Student: _____ Grade: ____ Teacher: _____ Date: _____

Directions: Identify the area(s) of concern in the box below.

Check area(s) of concern for evaluation:			
<input type="checkbox"/> Oral Expression	<input type="checkbox"/> Basic Reading	<input type="checkbox"/> Reading Comprehension	<input type="checkbox"/> Math Calculation
<input type="checkbox"/> Listening Comprehension	<input type="checkbox"/> Reading Fluency	<input type="checkbox"/> Written Expression	<input type="checkbox"/> Math Problem Solving

Academic Skills

Language (Oral Expression, Listening Comprehension, Basic Reading - Phonemic Awareness) - - During observation student demonstrated:	
<input type="checkbox"/> Difficulty modulating voice (e.g., too soft, too loud)	<input type="checkbox"/> Difficulty re-telling what has just been said
<input type="checkbox"/> Confuses words with others that sound familiar	<input type="checkbox"/> Inserts malapropisms into conversation
<input type="checkbox"/> Difficulty staying on topic	<input type="checkbox"/> Difficulty with pronouncing words
<input type="checkbox"/> Difficulty in explaining things (e.g. feelings, ideas) due to use of imprecise language and limited vocabulary	<input type="checkbox"/> Poor grammar or misuses words in conversation
<input type="checkbox"/> Difficulty understanding instructions or directions	<input type="checkbox"/> Difficulty with pragmatic skills (e.g., understands the relationship between speaker and listener, staying on topic, making inferences)
	<input type="checkbox"/> Demonstrates slow/halting speech, using fillers (e.g., uh, you know, um)

Notes: _____

Reading (Basic Reading, Reading Comprehension, Reading Fluency) - -	
<input type="checkbox"/> Difficulty reading content area sight words	<input type="checkbox"/> Difficulty retelling what has been read
<input type="checkbox"/> Difficulty reading common words seen in school/community	<input type="checkbox"/> Difficulty with retention of new vocabulary
<input type="checkbox"/> Difficulty when reading sentences; may frequently lose place, omit words, insert words, substitute words, guess from initial sounds, reverse words, make self-corrections	<input type="checkbox"/> Difficulty demonstrating literal comprehension of sentences/stories
<input type="checkbox"/> Demonstrates slow oral reading skills that may interfere with comprehension	<input type="checkbox"/> Difficulty demonstrating inferential comprehension of stories and connections between stories/ideas

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Written Language (Written Expression) - -	
<input type="checkbox"/> Messy and incomplete writing, with many cross-outs and erasures	<input type="checkbox"/> Difficulty proofreading and self-correcting work <input type="checkbox"/> Poor and inconsistent spelling
<input type="checkbox"/> Uneven spacing between letters and words, has trouble staying 'on the line'	<input type="checkbox"/> Difficulty developing ideas in writing so written work is incomplete and too brief.
<input type="checkbox"/> Inaccurate copying skills (e.g., confuses similar-looking letters and numbers)	<input type="checkbox"/> Difficulty completing written assignments

Notes: _____

Math (Math Calculation, Math Problem Solving) - -	
<input type="checkbox"/> Difficulty counting by single digit numbers, 10's 100's	<input type="checkbox"/> Difficulty with comparisons (e.g., less than, greater than) <input type="checkbox"/> Difficulty telling time or conceptualizing the passage of time
<input type="checkbox"/> Difficulty aligning numbers resulting in computation errors	<input type="checkbox"/> Difficulty solving word problems
<input type="checkbox"/> Difficulty estimating quantity (e.g., quantity, value)	<input type="checkbox"/> Difficulty solving facts and longer operations
<input type="checkbox"/> Difficulty interpreting / creating charts and graphs	<input type="checkbox"/> Difficulty understanding / applying measurement concepts

Notes: _____

Functional Skills

Social Emotional (All Areas) - -	
<input type="checkbox"/> Difficulty 'joining in' and maintaining positive social status in a peer group.	<input type="checkbox"/> Difficulty with self-control when frustrated. <input type="checkbox"/> Difficulty using other students as models to cue self on appropriate behavior
<input type="checkbox"/> Difficulty in 'picking up' on other people's moods/feelings	<input type="checkbox"/> Difficulty knowing how to share/express feelings
<input type="checkbox"/> Difficulty detecting or responding appropriately to teasing	<input type="checkbox"/> Difficulty dealing with group pressure, embarrassment and unexpected challenges
<input type="checkbox"/> Difficulty in understanding the social hierarchy (students, teachers, administrators) of school	<input type="checkbox"/> Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem
<input type="checkbox"/> Difficulty with 'getting to the point' (e.g., gets bogged down in details in conversation)	

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Attention (All Areas) - - Student has:	
<input type="checkbox"/> Difficulty organizing tasks and activities	<input type="checkbox"/> Difficulty sustaining attention in work or play activities
<input type="checkbox"/> Difficulty with remembering daily/routine activities	<input type="checkbox"/> Difficulty with losing things that are necessary for tasks
<input type="checkbox"/> Failure to pay close attention to details or makes careless mistakes in schoolwork or other activities	<input type="checkbox"/> Difficulty by being easily distracted

Notes: _____

Gross and Fine Motor Skills (All Areas) - -	
<input type="checkbox"/> Appears awkward and clumsy, dropping, spilling, or knocking things over	<input type="checkbox"/> Limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)
	<input type="checkbox"/> Grasps writing instruments awkwardly, resulting in poor handwriting, drawing

Notes: _____

Other Notes or Observed Behavior - -	
<input type="checkbox"/> Confusion of left and right	<input type="checkbox"/> Difficulty learning new games and mastering puzzles
<input type="checkbox"/> Loses things often	<input type="checkbox"/> Difficulty generalizing or applying skills from one situation to another
<input type="checkbox"/> Difficulty judging speed and distance	<input type="checkbox"/> Difficulty reading charts and maps
<input type="checkbox"/> Difficulty with organization and poor planning	<input type="checkbox"/> Difficulty listening and taking notes at the same time

Notes: _____

**Student Intervention
and Data Review**

Student: _____ Date: _____

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DOB: _____

Effort/Motivation –	
<input type="checkbox"/> Hesitance in beginning work	<input type="checkbox"/> Carelessness in work
<input type="checkbox"/> An inability to start work without adult prompting	<input type="checkbox"/> Eager to please
<input type="checkbox"/> Persistent effort	<input type="checkbox"/> Apathetic/Indifferent
<input type="checkbox"/> Gives up easily	<input type="checkbox"/> Refused to work

Notes: _____

Summary of academic performance/behavior observed in area(s) of difficulty:

