Student Name:	

## **Tiered Support**

	Beginning Date	Days	Amount of Time	Group Size	Interventionist
Tier III		····			
Skills targeted:					J
Strategies used:					
Tier II				37	
Skills targeted:			Lieuwei - Li		L
Strategies used:	XX				
Tier I					
Accommodations:			11		
<u>Differentiation</u> : Prodeficit area:	ovide examples o	of how you h	nave differentiate	d instruction	in the student's
Outcome of accom	nmodations and	differentiate	d instruction:		•
8					,

### **Student Support Plan**

Complete and attach to <u>Teacher Assessment of Student Needs Form</u> if student is <u>not</u> making adequate progress toward curriculum goals

Tier I (General Education)
Accommodations provided to student:
<u>Differentiation</u> : What strategies are you using to ensure student is learning the material? Provide examples of how you are using research-based strategies (i.e. Marzano's Instructional Strategies) to deliver instruction to this student.
Outcome of accommodations and strategy instruction for this student:

Student	Name:	
Student	Name:	

## Intervention Planning Form

í.	(Fill out one	torm per academic	c area, i.e. Math, ELA)	
	sed on this data easure and sco		Skills to Targe	t
II. Using these re	esearch-based	strategies:		
			(8	
II.				
Who	Group size	Frequency (days/wk)	Time (min per session)	Duration (weeks)
f intervention re	view, in which a	area have you incr	eased intensity:	
Who	Group size	Frequency (days/wk)	Time (min per session)	Duration (weeks)
		area have you incr		
Who	Group	Frequency	Time	Duration

IV. Go	al Setting:				
Fluenc	cy Goal:				
	Student will obtain an end	goal of		in	
	weeks, with a gain of				
_	acy Goal:			-	
	Student's skill accuracy w	ill increase from _		_ to	in
	weeks. (				
V. Prog	gress Monitoring:				
Dat	es: M	leasure:	Score	e:	
6)					
7)					
	come of Progress Monitori	ng:			
□ s	tudent met goal	☐ Student did n	ot meet goa	ut	
□ s	tudent did not meet goal b	ut is progressing	toward goa	ſ	
VIII Das	lala				
VII. Dec					
	ontinue with intervention	-		on intensity	
	hange intervention		additional o	lata	
Spec	ify:				
VIII D-4	o of word OOT				
	of next SST meeting:				
	son to contact parent rega		ı plan, imple	ementation, and	data
coll	ection:				

# INTERVENTION DOCUMENTATION

Student						
READING Data	Dates/Scores/Time	mes				
Deficit area						
DRA Score						
DIBELS NEXT LNF						
FSF	ഥ					
NWF	L					
ORF	ĹĽ					
Daze	e					
Retell	п					
Tier 2	Dates/Times					
Groups 3-5 2 to 3 x/wk						
Read Naturally						
Guided Reading						
Reading A to Z						
Phonics for Reading						
Rewards Program						
Study Island						
Florida File Folder Games						
Tiler 3	Dates/Times					
Groups 1-3 4-5 x / week						

WRITING - Tier 1			Children of the Control of the		The second secon	The second second second	
	Dates/Scores/Times	8					
Tion 2	Ė						
1 161 2	Dates/ I Imes						
Group 3-5 2-3 x/week							
Tier 3	Dates/Times						
Group 1-3 4-5 x /week							

MATH - Tier 1	<b>Dates/Times</b>					
Deficit area						
Star Math				Name and Address of the Party o		OF TAX SECOND SALES
Tier 2	Dates/Times					
Group 3-5 2-3 x/week						
Study Island						
PALS MATH						
Tier 3	Dates/Times					
Group 1-3 4-5 x/week						

#### **Intervention Meeting Log**

Student:		DOB	ı	Grade:
How was the parent	informed that	student was part	cicipating in RtI?	
Letter	Phone Call	Conference	Other:	
Date parent was info	ormed:	=		
P				
Meeting Date:				
Team Participants: (Name & Title)				
Actions Taken:				
Meeting Date:				
Team Participants: (Name & Title)				
Actions Taken:				
-				
Meeting Date:				
Team Participants:				
(Name & Title)				
	-		1	<del></del> ,
Actions Taken:				

# Observation Checklist for Pre-academic/Academic Areas of Concern – Pre-school / Kindergarten [back to Observation form]

Student:		Grade: 1	Feacher/Location:	A		
Observer:		Date:	Time:	ACTIVITI	es:	
Directions: First, identify the are observation, place a check mark These checklists are not exhaust behaviors which may interfere way be necessary to observe the than school age or out of school his/her age.	next to the live, so you need to the live in the stude student mo	behaviors that are list nay want make notes ent's learning. In orde ore than once, possibl	ed within each domain th regarding other additiona er to obtain a full and acco y in different settings and	at correlates I behavior o Irate picture at different	with the noted area(s) of concer bserved, including strengths and of the student's performance, it times of the day. If a child is less	
		Check area(s	s) of concern [help]			
Oral Expression	☐ Basic F		☐ Reading Comprehe	ension	☐ Math Calculation	
Listening Comprehension		g Fluency	☐ Written Expression		☐ Math Problem Solving	
nstructional Activities (i.e. indi seatwork, small group cooperati reading lesson, math lesson, etc	ve work,			directed,	of Presentation (i.e. teacher- small group, new skill modeling, actice, whole group, etc.)	
anguage (Oral Expression, Liste Grade appropriate skills	ning Compre		☐ Difficulty re-telling	g what has ju		
Difficulty modulating voice (e	.g., too soft,	too loud)			ers (e.g., uh, you know, um)	
Difficulty naming people or o	ojects		☐ Difficulty with pro		ords	
Difficulty staying on topic			☐ Difficulty rhyming			
Difficulty in explaining things	(e.g. feeling	s, ideas) due		<ul> <li>Difficulty with phonemic awareness tasks (e.g., saying initial sounds, saying sounds of words, saying words fast)</li> </ul>		
to lack of vocabulary, articula						
□ Difficulty understanding instr	uctions or di	rections	☐ Limited interest in	books or st	ories	
Notes:						
Reading (Basic Reading, Reading	Compreher	ision, Reading Fluency	<ul> <li>- During observation st</li> <li>Difficulty reading s</li> </ul>	udent demo	instrated:	
Grade appropriate skills			☐ Difficulty reading s			
Difficulty identifying sounds			☐ Difficulty reteiling			
☐ Difficulty blending sounds int☐ Difficulty reading short, regul		The second second	☐ Difficulty with ret ☐ Difficulty demons sentences/stories	trating comp		
Notes:				9		

#### Preschool / Kindergarten - Pg. 2

tudent demonstrated:
1] Difficulty with drawing familiar shapes
☐ Difficulty with naming, copying or writing letters
☐ Frequent letter, number, and symbol reversals
vation student demonstrated:
Difficulty in recognizing numbers
☐ Difficulty in comparing relative size (e.g. numbers, objects)
<ul> <li>Difficulty in matching number symbol to corresponding objects</li> </ul>
nctional Skills
onstrated:
☐ Difficulty with self-control when frustrated.
☐ Difficulty using other students as models to cue self on appropriate behavior
d:    Difficulty sustaining attention in work or play activities
ent demonstrated:   □ Poor ability to color or write 'within the
lines'
☐ Writing instruments awkwardly, resulting in poor handwriting, drawing
☐ Difficulty using small objects or items that demand precision (e.g., legos, puzzle pieces, scissors)
D / G / F Proces solutions

#### Preschool / Kindergarten - Pg. 3

Effort/Motivation - During observation student demonstrate	d:	
1] Hesitance in beginning work	[] Carelessness in work	
1] An inability to start work without adult prompting	☐ Eager to please	
() Persistent effort	☐ Apathetic/Indifferent	
1] Gives up easily	☐ Refused to work	
Notes:		
Summary of academic performance/behavior observed in are	ea(s) of difficulty:	

# Observation Checklist for Pre-academic/academic Areas of Concern – Grades 1-4 [back to Observation form]

Student:		Grade:	Teacher/Location:		
Observer:		Date:		Activ	vities:
These checklists are not exhaust behaviors which may interfere w	next to the lve, so you r with the stude student mo	behaviors that are lis may want make note: lent's learning. In ord ore than once, possib	sted within each domain th s regarding other additiona der to obtain a full and acci lly in different settings and	at correlat al behavior urate pictu at differen	es with the noted area(s) of concern. observed, including strengths and ire of the student's performance, it it times of the day. If a child is out of
		Check area(s) of	f concern for evaluation:		
1) Oral Expression	[ ] Basic R	teading	☐ Reading Comprehe	ension	☐ Math Calculation
17 Listening Comprehension	1] Readin	g Fluency	[] Written Expression	1	☐ Math Problem Solving
		instruc	tional Domain		
Instructional Activities (i.e. indiv seatwork, small group cooperativ reading lesson, math lesson, etc.	e work,	Instructional Mate computers, overhe manipulatives, cale		directed	of Presentation (i.e. teacher- l, small group, new skill modeling, practice, whole group, etc.)
		Acad	demic Skills		
Language (Oral Expression, Listen	ing Comprei	hension, Basic Readir	ng - Phonemic Awareness)	During o	bservation student demonstrated:
☐ Grade appropriate			☐ Difficulty re-telling		
☐ Difficulty modulating voice (e.g.	z., too soft, t	oo loud)	☐ Slow/halting speed	h, using fill	lers (e.g., uh, you know, um)
☐ Difficulty naming people or ob	ects		☐ Difficulty with pron	ouncing wo	ords
□ Difficulty staying on topic			☐ Difficulty rhyming		
☐ Difficulty in explaining things (					reness tasks (e.g., saying
to use of imprecise language an					f words, saying words fast)
☐ Difficulty understanding instruc		ections	☐ Poor grammar or m		
☐ Inserts malapropisms into conv	versation				(e.g., understands the and listener, staying on topic,
Notes:					
Reading (Basic Reading, Reading (	omprehensi	ion. Reading Fluency	) During observation stu	dent demo	instrated:
☐ Grade appropriate skills		,	☐ Slow oral reading sk		
☐ Difficulty identifying sounds, ble	ending sound	ds into words	☐ Difficulty retelling v	what has be	en read
☐ Difficulty reading regular words			☐ Difficulty with reten		
☐ Difficulty reading irregular sight			☐ Difficulty demonstrates		
☐ Difficulty when reading senten					
place, omit words, insert words,					
from initial sounds, reverse wor	ds, make sel	f-corrections			

#### Grades 1 to 4 - Pg. 2

	Written Language (Written Expression) During observation s	tudent demonstrated:
Difficulty with holding writing instruments	1) Grade appropriate skills	
Inaccurate copying skills (e.g., confuses similar-looking erasures   Inacurate copying skills   Inacurate copying ski	(.) Difficulty with holding writing instruments	[] Uneven spacing between letters and words, has trouble
Difficulty remembering shapes of letters and numbers   Diffoculty proofreading and self-correcting work   Difficulty proofreading and self-correcting work   Difficulty written assignments		☐ Inaccurate copying skills (e.g., confuses similar-looking
Difficulty proofreading and self-correcting work	1) Difficulty remembering shapes of letters and numbers	
Math (Math Calculation, Math Problem Solving) During observation student demonstrated:    Grade appropriate skills	☐ Difficulty proofreading and self-correcting work	
Age appropriate skills	Math (Math Calculation, Math Problem Solving) During obsent Grade appropriate skills  Difficulty with simple counting and one-to-one correspondence between number and objects  Difficulty counting by other numbers (2's, 5's, 10's)  Difficulty estimating quantity (e.g., quantity, value)	<ul> <li>☐ Difficulty with comparisons</li> <li>☐ Difficulty telling time or conceptualizing the passage of time</li> <li>☐ Difficulty solving one-step word problems</li> </ul>
Difficulty 'Joining in' and maintaining positive social status in a peer group.  Difficulty in 'picking up' on other people's moods/feelings  Difficulty detecting or responding appropriately to teasing  Difficulty in understanding the social hierarchy (students, teachers, administrators) of school  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty or a won't do problem  Difficulty organizing tasks and activities  Difficulty organizing tasks and activities  Difficulty with losing things that are necessary for tasks  Difficulty being easily distracted	ocial Emotional (All Areas) During observation student demo	onstrated:
appropriate behavior  Difficulty in 'picking up' on other people's moods/feelings  Difficulty detecting or responding appropriately to teasing  Difficulty in understanding the social hierarchy (students, teachers, administrators) of school  Otes:  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a		☐ Difficulty with self-control when frustrated.
Difficulty in 'picking up' on other people's moods/feelings  Difficulty detecting or responding appropriately to teasing  Difficulty in understanding the social hierarchy (students, teachers, administrators) of school  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions — may be a can't do (lack of vocabulary) or a won't do problem	status in a peer group.	☐ Difficulty using other students as models to cue self on appropriate behavior
Difficulty dealing with group pressure, embarrassment and unexpected challenges  Difficulty in understanding the social hierarchy (students, teachers, administrators) of school  Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem  Difficulty sustaining attention in work or play activities  Difficulty with losing things that are necessary for tasks  Difficulty with remembering daily/routine activities  Difficulty with losing things that are necessary for tasks	Difficulty in 'picking up' on other people's moods/feelings	
Difficulty in understanding the social hierarchy (students, teachers, administrators) of school  Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem  Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem  Difficulty:  Difficulty in following directions – may be a can't do (lack of vocabulary) or a won't do problem  Difficulty:  D		<ul> <li>Difficulty dealing with group pressure, embarrassment and</li> </ul>
ttention (All Areas) During observation student demonstrated:  Age appropriate skills  Difficulty organizing tasks and activities  Difficulty with losing things that are necessary for tasks  Difficulty with remembering daily/routine activities  Difficulty by being easily distracted	Difficulty in understanding the social hierarchy (students, teachers, administrators) of school	☐ Difficulty in following directions — may be a can't do (lack
Age appropriate skills  Difficulty organizing tasks and activities  Difficulty with losing things that are necessary for tasks  Difficulty with remembering daily/routine activities  Difficulty by being easily distracted	otes:	
Age appropriate skills  Difficulty organizing tasks and activities  Difficulty with losing things that are necessary for tasks  Difficulty with remembering daily/routine activities  Difficulty by being easily distracted		
Difficulty organizing tasks and activities  □ Difficulty with losing things that are necessary for tasks  Difficulty with remembering daily/routine activities  □ Difficulty by being easily distracted	tention (All Areas) During observation student demonstrated	
Difficulty with remembering daily/routine activities  □ Difficulty with losing things that are necessary for tasks □ Difficulty by being easily distracted		☐ Difficulty sustaining attention in work or play activities
Difficulty by being easily distracted	Difficulty with remembering dath/court	☐ Difficulty with losing things that are necessary for tasks
vites:	ites:	☐ Difficulty by being easily distracted

#### Grades 1 to 4 - Pg. 3

Gross and Fine Motor Skills (All Areas) During observation s	student demonstrated:
11 Age appropriate skills	[] Poor ability to color or write 'within the lines'
[] Awkwardness and clumsiness (dropping, spilling, or	11 Awkward grasp of writing instruments, resulting in poor
knocking things over)	handwriting, drawing
☐ Difficulty with buttons, zippers, hooks, snaps and tying	13 Difficulty using small objects or items that demand
shoes	precision (e.g., legos, puzzle pieces, scissors)
1] Art work that is immature for age	☐ Limited success with games and activities that demand
	eye-to-hand coordination (e.g. musical instruments, sports)
Notes:	
Other Notes or Observed Behavior During observation stud	
Confusion of left and right	[] Difficulty learning new games and mastering puzzles
☐ Loses things often	<ul> <li>Difficulty generalizing or applying skills from one situation to another</li> </ul>
Effort/Motivation – During observation student demonstrated:	
Effort/Motivation – During observation student demonstrated:  ① Hesitance in beginning work	: □ Carelessness in work
Hesitance in beginning work	
	☐ Carelessness in work
☐ Hesitance in beginning work ☐ An inability to start work without adult prompting	☐ Carelessness in work ☐ Eager to please
☐ Hesitance in beginning work ☐ An inability to start work without adult prompting ☐ Persistent effort	☐ Carelessness in work ☐ Eager to please ☐ Apathetic/Indifferent ☐ Refused to work
☐ Hesitance in beginning work ☐ An inability to start work without adult prompting ☐ Persistent effort ☐ Gives up easily Notes:	☐ Carelessness in work ☐ Eager to please ☐ Apathetic/Indifferent ☐ Refused to work
☐ Hesitance In beginning work ☐ An Inability to start work without adult prompting ☐ Persistent effort ☐ Gives up easily Notes:	☐ Carelessness in work ☐ Eager to please ☐ Apathetic/Indifferent ☐ Refused to work

# Observation Checklist for Pre-academic/Academic Areas of Concern — Grades 5-8 [back to Observation form]

Student:		Grade:	Feacher/Location:		
Observer:			Time:		tles:
Directions: First, identify the are observation, place a check mark	ea(s) of conce t next to the	ern in the box below behaviors that are li	<ul> <li>Your observation should isted within each domain to</li> </ul>	focus on the	e identified area(s). During the second seco
These checklists are not exhaust	tive, so you n	nay want make note	es regarding other addition	al behavior o	observed, including strengths and
behaviors which may interfere w	vith the stud	ent's learning. In or	der to obtain a full and acc	urate olctur	e of the student's performance, it
may be necessary to observe the	e student mo	re than once, possil	bly in different settings and	d at different	times of the day, if a child is out o
school (e.g. drop-out, suspende	d, expelled) o	observations should	be conducted in an enviro	nment appro	oprlate for his/her age.
			of concern for evaluation:		
11 Oral Expression	1) Basic R		☐ Reading Compreh		☐ Math Calculation
11 Listening Comprehension	[] Readin	g Fluency	☐ Written Expressio	n	☐ Math Problem Solving
			ctional Domain		
Instructional Activities (i.e. Indi			terlals (I.e. worksheets,		of Presentation (i.e. teacher-
seatwork, small group cooperation		computers, overh			small group, new skill modeling,
reading lesson, math lesson, etc.	1	manipulatives, ca	lculator, etc.)	guided pr	ractice, whole group, etc.)
Language (Ocal Everencies, Lister			demic Skills		
☐ Grade appropriate skills	ing comprei	iension, Basic Readi	ng - Phonemic Awareness)	During of	oservation student demonstrated:
☐ Difficulty modulating voice (e.g	too soft to	oo loud)	☐ Difficulty re-telling		
Difficulty naming people or obj		oo loady	☐ Inserted malaprop		
☐ Difficulty staying on topic	ccis		☐ Difficulty with pror		
☐ Difficulty in explaining things (e	.g. feelings, i	ideas) due			e.g., understands the
to use of imprecise language an	d Ilmited voc	cabulary	relationship between making inferences)	en speaker a	nd listener, staying on topic,
□ Difficulty understanding instruction	tions or dire	ctions	☐ Slow/halting speec you know, um)	h, using filler	's (e.g., uh,
Notes:	· · · · · · · · · · · · · · · · · · ·				· · · · · · · · · · · · · · · · · · ·
Reading (Basic Reading, Reading C	omprehensi	on, Reading Fluency	) During observation stu	dent demon	strated:
Grade appropriate skills			☐ Difficulty retelling to	what has bee	en read
☐ Difficulty reading grade level sig			☐ Difficulty with reter		
Difficulty reading common wor	ds seen in	-	☐ Difficulty demonstr	ating literal	comprehension of
school/community			sentences/stories		
☐ Difficulty when reading sentenc place, omit words, insert words, from initial sounds, reverse wor	substitute w	ords, guess	☐ Difficulty demonstra stories and connecti	ating inferentions between	tial comprehension of n stories
Slow oral reading skills that man comprehension	y interfere w	ith			
otes:		#1			

1 Grade appropriate skills	
CIRAL DE LA DE	Difficulty proofreading and self-correcting work
<ul> <li>Messy and incomplete writing, with many cross-outs a erasures</li> </ul>	nd IJ Poor and inconsistent spelling
1 Uneven spacing between letters and words, has troublestaying 'on the line'	e Difficulty developing ideas in writing so written work is incomplete and too brief.
Inaccurate copying skills (e.g., confuses similar-looking letters and numbers	
Notes:	
	,
Math (Math Calculation, Math Problem Solving) During	observation student demonstrated:
Grade appropriate skills	☐ Difficulty with comparisons (e.g., less than, greater than)
Difficulty counting by single digit numbers, 10's 100's	☐ Difficulty telling time or conceptualizing the passage of time
	, conte
Difficulty aligning numbers resulting in computation err	
Difficulty estimating quantity (e.g., quantity, value)	
	ors   ☐ Difficulty solving word problems
Difficulty estimating quantity (e.g., quantity, value) Difficulty interpreting / creating charts and graphs	ors
Difficulty estimating quantity (e.g., quantity, value) Difficulty interpreting / creating charts and graphs otes:	Functional Skills
Difficulty estimating quantity (e.g., quantity, value) Difficulty interpreting / creating charts and graphs otes:	Functional Skills  Difficulty solving word problems Difficulty understanding / applying measurement concepts  Functional Skills
Difficulty estimating quantity (e.g., quantity, value) Difficulty interpreting / creating charts and graphs otes:	Functional Skills  t demonstrated:  Difficulty with self-control when frustrated.  Difficulty using other students as models to cue self on
Difficulty estimating quantity (e.g., quantity, value) Difficulty interpreting / creating charts and graphs otes:  clai Emotional (All Areas) During observation studen Age appropriate skills Difficulty 'Joining in' and maintaining positive social status in a peer group. Difficulty in 'picking up' on other people's moods/feeling	Functional Skills  t demonstrated:  Difficulty with self-control when frustrated. Difficulty using other students as models to cue self on appropriate behavior  Difficulty knowing how to share/express feelings
Difficulty estimating quantity (e.g., quantity, value) Difficulty interpreting / creating charts and graphs otes:  ocial Emotional (All Areas) During observation studen Age appropriate skills Difficulty 'Joining in' and maintaining positive social status in a peer group. Difficulty in 'picking up' on other people's moods/feeling Difficulty detecting or responding appropriately to teasir	Functional Skills  t demonstrated:  Difficulty with self-control when frustrated. Difficulty using other students as models to cue self on appropriate behavior  Difficulty knowing how to share/express feelings Difficulty dealing with group pressure, embarrassment and unexpected challenges
Difficulty estimating quantity (e.g., quantity, value) Difficulty interpreting / creating charts and graphs otes:  clai Emotional (All Areas) During observation studen Age appropriate skills Difficulty 'Joining in' and maintaining positive social status in a peer group. Difficulty in 'picking up' on other people's moods/feeling	Functional Skills  t demonstrated:  Difficulty with self-control when frustrated. Difficulty using other students as models to cue self on appropriate behavior  Difficulty knowing how to share/express feelings Difficulty dealing with group pressure, embarrassment and unexpected challenges

#### Grades 5 to 8 - Pg. 3

Attention (All Areas) During observation student demonstra	ated:
1) Age appropriate skills	11 18 Difficulty sustaining attention in work or play activities
11 Difficulty organizing tasks and activities	1] Difficulty with losing things that are necessary for tasks
11 Difficulty with remembering daily/routine activities	1) Difficulty by being easily distracted
Failure to pay close attention to details or makes careless     mistakes in schoolwork or other activities	
Notes:	The state of the s
	4:
Gross and Fine Motor Skills (All Areas) During observation st	
11 Age appropriate skills	☐ Limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)
() Awkwardness and clumsiness (dropping, spilling, or	13 Grasps writing instruments awkwardly, resulting in poor
knocking things over)	handwriting, drawing
Motor	
Notes:	
Other Notes or Observed Behavior During observation stude	ent demonstrated:
Confusion of left and right	☐ Difficulty learning new games and mastering puzzles
Loses things often	☐ Difficulty generalizing or applying skills from one
	situation to another
[] Finds it hard to judge speed and distance	☐ Difficulty reading charts and maps
Difficulty with organization and planning	☐ Difficulty listening and taking notes at the same time
Notes:	
Effort/Motivation - During observation student demonstrated:	
Hesitance in beginning work	
☐ An inability to start work without adult prompting	☐ Carelessness in work
Persistent effort	☐ Eager to please ☐ Apathetic/Indifferent
☐ Gives up easily	☐ Refused to work
Control of Control	La relased to work
Notes:	
Summary of academic performance/behavior observed in area	(s) of difficulty:
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# Observation Checklist for Pre-academic/Academic Areas of Concern—Grades 9-12 [back to Observation form]

Student:		Grade:	Teacher/Location:		
Student:Observer:		Date:	Time:	Activit	ies:
These checklists are not exhaus behaviors which may interfere was a second control of the contr	k next to the tive, so you r with the stud e student mo	behaviors that are list may want make notes lent's learning. In ord ore than once, possibl	ed within each domain th regarding other additiona er to obtain a full and accu y in different settings and	at correlate: Il behavior o urate picture at different	s with the noted area(s) of concerr bserved, including strengths and of the student's performance, it times of the day. If a child is out o
		Check area(s) of	concern for evaluation:		
11 Oral Expression	[] Basic R		[] Reading Comprehe	nsion	U Math Calculation
1) Listening Comprehension		g Fluency	☐ Written Expression		☐ Math Problem Solving
		Instruct	ional Domain		
Instructional Activities (I.e. indi seatwork, small group cooperati reading lesson, math lesson, etc.	ve work,	Instructional Mate computers, overheam manipulatives, calc		directed,	f Presentation (i.e. teacher- small group, new skill modeling, actice, whole group, etc.)
			emic Skill <b>s</b>		
	ning Comprel	hension, Basic Reading			servation student demonstrated:
Grade appropriate skills		- I-udi	☐ Difficulty re-telling v		
☐ Difficulty modulating voice (e.g ☐ Confuses words with others th			☐ Inserts malapropism ☐ Difficulty with prono		
☐ Difficulty staying on topic	at Journa Ian	ши	☐ Poor grammar or m		
☐ Difficulty in explaining things (e to use of imprecise language ar	_		☐ Difficulty with pragr	natic skills (e	
☐ Difficulty understanding instruc	tions or dire	ctions		haiting spee	ch, using fillers (e.g., uh,
Notes:					)
Reading (Basic Reading, Reading)	Comprehensi	on, Reading Fluency)			
☐ Grade appropriate skills			☐ Difficulty retelling w		
☐ Difficulty reading content area			☐ Difficulty with retent		
<ul> <li>Difficulty reading common wor school/community</li> </ul>	as seen in		☐ Difficulty demonstrates	ating literal c	comprehension of
<ul> <li>Difficulty when reading senten place, omit words, insert words from initial sounds, reverse wor</li> </ul>	, substitute v	vords, guess	Difficulty demonstra		
<ul> <li>Demonstrates slow oral readin with comprehension</li> </ul>					
Notes:					
					-
Grades 9 to 12 – Pg. 2					

Written Language (Written Expression) During observation stu	dent demonstrated:
i.) Grade appropriate skills	Difficulty proofreading and self-correcting work
1) Messy and incomplete writing, with many cross-outs and	13 Poor and inconsistent spelling
erasures	
I Uneven spacing between letters and words, has trouble staying 'on the line'	<ol> <li>Difficulty developing ideas in writing so written work is incomplete and too brief.</li> </ol>
☐ Inaccurate copying skills (e.g., confuses similar-looking	1) Difficulty completing written assignments
letters and numbers	
Notes:	
Math (Math Calculation, Math Problem Solving) During observa	tion student demonstrated:
Grade appropriate skills	☐ Difficulty with comparisons (e.g., less than, greater than)
1] Difficulty counting by single digit numbers, 10's 100's	Difficulty telling time or conceptualizing the passage of time
☐ Difficulty aligning numbers resulting in computation errors	☐ Difficulty solving word problems
☐ Difficulty estimating quantity (e.g., quantity, value)	☐ Difficulty solving facts and longer operations
☐ Difficulty interpreting / creating charts and graphs	☐ Difficulty understanding / applying measurement concepts
Notae	
Notes:	
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a Funct	Ional Skills
Social Emotional (All Areas) During observation student demon	
☐ Age appropriate skills	☐ Difficulty with self-control when frustrated.
☐ Age appropriate skills ☐ Difficulty 'joining in' and maintaining positive social	☐ Difficulty with self-control when frustrated. ☐ Difficulty using other students as models to cue self on
☐ Age appropriate skills ☐ Difficulty 'joining in' and maintaining positive social status in a peer group,	☐ Difficulty with self-control when frustrated. ☐ Difficulty using other students as models to cue self on appropriate behavior
☐ Age appropriate skills ☐ Difficulty 'joining in' and maintaining positive social status in a peer group. ☐ Difficulty in 'picking up' on other people's moods/feelings	<ul> <li>□ Difficulty with self-control when frustrated.</li> <li>□ Difficulty using other students as models to cue self on appropriate behavior</li> <li>□ Difficulty knowing how to share/express feelings</li> </ul>
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Gross and Fine Motor Skills (All Areas) During observation	
11 Has age appropriate skills	<ul> <li>Limited success with games and activities that demand eye-to-hand coordination (e.g. musical instruments, sports)</li> </ul>
1) Appears awkward and clumsy, dropping, spilling, or knocking things over	☐ Grasps writing instruments awkwardly, resulting in poor handwriting, drawing
Notes:	
Other Notes or Observed Behavlor During observation study	dant damaneters and
1 Confusion of left and right	☐ Difficulty learning new games and mastering puzzles
17 Loses things often	<ul> <li>Difficulty generalizing or applying skills from one situation to another</li> </ul>
Difficulty judging speed and distance	☐ Difficulty reading charts and maps
Difficulty with organization and poor planning	<ul> <li>Difficulty listening and taking notes at the same time</li> </ul>
Start/Mathematics During the Control of the Control	
Effort/Motivation — During observation student demonstrated  J Hesitance in beginning work	
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Persistent effort	☐ Eager to please ☐ Apathetic/Indifferent
Gives up easily	☐ Refused to work
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ummary of academic performance/behavior observed in area	a(s) of difficulty:
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