

INDIVIDUAL PROBLEM SOLVING WORKSHEET

File Review and Problem Identification

Date:	School:	Grade:	Teacher:	Person completing this form:
Student Name:	Case Manager:	Current Services (circle): Sp. Ed., ELL, Title 1, 504, other: _____		

ATTENDANCE REVIEW

(based on an average of 171 school days per year)

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
School Year													
School Attended													
Days Total	171	342	513	684	855	1026	1197	1368	1539	1710	1881	2052	2223
Student's Attendance per Year													
Student Total for all Years													

Grand Total of Days of School Attended: _____ Divide by 171: _____. Years + Months of Actual Attendance: _____

Review of report cards, progress reports, and teacher remarks by grade level significant for:

<i>Reading achievement:</i>
<i>Math achievement:</i>
<i>Behavior (including attending skills):</i>
<i>Language skills:</i> Significant difficulty (2's or less on report card) in writing, speaking skills, organization, social skills, following directions, or difficulty across subject areas requiring comprehension that can not be explained by other factors.
<i>Hearing Screening Results:</i>
<i>Vision Screening Results:</i>
<i>English Language Development:</i>
<i>Other:</i>

INDIVIDUAL PROBLEM SOLVING WORKSHEET – CONTINUED

STUDENT: _____ **DATE:** _____

ACHIEVEMENT REVIEW – READING

Grade	K	1	2	3	4
BENCHMARKS	PSF: 35 NWF: 25	NWF: 50 (Winter) ORF: 40-60	ORF: 90	ORF: 110 OAKS: 204	ORF: 118 OAKS: 211
EXPECTED GAINS	N/A	ORF: 1.9 Words per Week	ORF: 1.2 Words per Week	ORF: 1.1 Words per Week	ORF: .9 Words per Week OAKS: 7 points
STUDENT SCORE	PSF: NWF:	ORF:	ORF:	ORF: OAKS:	ORF: OAKS:

Grade	5	6	7	8	10
BENCHMARKS	ORF: 124 OAKS: 218	ORF: 125 OAKS: 222	OAKS: 227	OAKS: 231	OAKS: 236
EXPECTED GAINS	ORF: .9 Words per Week OAKS: 7 points	ORF: .7 Words per Week OAKS: 5 points	OAKS: 6 points	OAKS: 5 points	OAKS: 8 points
STUDENT SCORE	ORF: OAKS: %ile:	ORF: OAKS: %ile:	OAKS: %ile:	OAKS: %ile:	OAKS: %ile:

Other information: Summary of teacher concerns, referral questions, etc.

ACHIEVEMENT REVIEW – ELL LANGUAGE

Grade	K	1	2	3	4	5	6	7	8	9	10
ELPA benchmarks											
Early Intermediate level 2	483	492	495	501	497	497	497	497	499	491	493
Intermediate Level 3	492	507	508	514	508	508	506	507	508	501	501
Early Advanced Level 4	498	514	514	521	514	516	515	517	518	515	516
Advanced Level 5- EXIT	507	523	523	529	521	523	522	524	526	526	527
TOTAL Student Score	T ___	T ___	T ___	T ___	T ___	T ___	T ___	T ___	T ___	T ___	T ___
Reading	R ___	R ___	R ___	R ___	R ___	R ___	R ___	R ___	R ___	R ___	R ___
Writing	W ___	W ___	W ___	W ___	W ___	W ___	W ___	W ___	W ___	W ___	W ___
Listening	L ___	L ___	L ___	L ___	L ___	L ___	L ___	L ___	L ___	L ___	L ___
Speaking	S ___	S ___	S ___	S ___	S ___	S ___	S ___	S ___	S ___	S ___	S ___
Comprehension	C ___	C ___	C ___	C ___	C ___	C ___	C ___	C ___	C ___	C ___	C ___

DISCLAIMER: This tool has not been reviewed, vetted, or endorsed by the Center on Instruction or the U.S. Department of Education.

It was developed as a resource for use by the schools or districts we visited and was not intended to have a broader use.

It is provided here simply as a way to fulfill a commonly received request for examples of tools that schools and districts use in their RTI implementation.

Practitioners wishing to use this tool in their own schools or districts should consider modifying it to meet the unique needs of their educational setting(s).

INDIVIDUAL PROBLEM SOLVING WORKSHEET - CONTINUED

STUDENT: _____ **DATE:** _____

ACHIEVEMENT REVIEW - MATH MULTIPLE CHOICE

Grade	3	4	5	6	7	8	10
BENCHMARKS	OAKS: 205	OAKS: 212	OAKS: 218	OAKS: 221	OAKS: 226	OAKS: 230	OAKS: 236
EXPECTED GAINS	N/A	OAKS: 6 points	OAKS: 7 points	OAKS: 5 points	OAKS: 6 points	OAKS: 5 points	OAKS: 8 points
STUDENT SCORE	OAKS: %ile	OAKS: %ile	OAKS: %ile	OAKS: %ile	OAKS: %ile	OAKS: %ile	OAKS: %ile

Other information: Summary of teacher concerns, referral questions, etc.

ACHIEVEMENT REVIEW - WRITING

	Grade 4	Grade 7	Grade 10
COMPOSITE BENCHMARK	32 to 39 (28 to 31 may conditionally meet. The district may declare the student met if all work sample requirements are met) Minimum of 3 in each trait.	40 to 49 (35 to 39 may conditionally meet. The district may declare the student met if all work sample requirements are met) Minimum of 3 in each trait.	40 to 49 (35 to 39 may conditionally meet. The district may declare the student met if all work sample requirements are met) Minimum of 3 in each trait.
STUDENT SCORE (Note areas of concern by traits)			

INDIVIDUAL PROBLEM SOLVING WORKSHEET

PAGE 4 TO BE COMPLETED WITH THE TEAM PRIOR TO DESIGNING THE INDIVIDUALIZED INTERVENTION

STUDENT: _____ **DATE:** _____

TEAM MEMBERS: _____

HYPOTHESIS DEVELOPMENT

Summarizing evidence above, address questions below:

1. Does evidence support that the student's problems may be primarily due to problems with attention, motivation, or other behavioral difficulty? Include data along with progress monitoring of behavioral supports.

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2. Does evidence support that the student's problems may be primarily due to attendance problems, or frequent school interruptions? If so, indicate reasons for absences and interruptions. What interventions have been put in place to address this issue?"

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3. Does evidence support that the student's problems may be primarily due to other concerns like trauma, economic or cultural disadvantage, or other disabilities? Describe. Be sure to note *when* these issues occurred and their correlations with any academic concerns. What will be done to help the student be more successful?

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4. Does the evidence support that the child's difficulties may be the result of language difficulties in areas such as language processing, social language, or articulation? Indicate next steps.

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5. Does the evidence support the hypothesis that the difficulty is due to limited English proficiency? Indicate next steps.

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6. Does the evidence suggest that the student has low skills and slow progress despite intensive interventions?

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