

Benchmark and Assessment Data Report

PARCC Test Results:

Year Administered:	Year Administered:	Year Administered:
Grade Level During Testing:	Grade Level During Testing:	Grade Level During Testing:
Score: ELA_____ Math_____	Score: ELA_____ Math_____	Score: ELA_____ Math_____
Percentile: ELA_____ Math_____	Percentile: ELA_____ Math_____	Percentile: ELA_____ Math_____
Classification: ELA_____ Math_____	Classification: ELA_____ Math_____	Classification: ELA_____ Math_____

Benchmark Data:

	WINTER	SPRING
STAR Reading Report (Attach) Fall Score _____ Percentile _____ Fall Target _____	STAR Reading Report (Attach) Winter Score _____ Percentile _____ Winter Target _____	STAR Reading Report (Attach) Spring Score _____ Percentile _____ Spring Target _____
STAR Math Report (Attach) Fall Score _____ Percentile _____ Fall Target _____	STAR Math Report (Attach) Winter Score _____ Percentile _____ Winter Target _____	STAR Math Report (Attach) Spring Score _____ Percentile _____ Spring Target _____
Writing Benchmark Data – Fall (Attach)	Writing Benchmark Data – Winter (Attach)	Writing Benchmark Data – Spring (Attach)

Signature of person completing report: _____ Title: _____ Date: _____

Classroom "Walk-Through"

Date: _____ Teacher: _____ Subject: _____ Grade Level: _____

Start Time: _____ End Time: _____ Period: _____ # of Students: _____

Grouping Format: Whole Group Small Group Paired Individual

Activity (describe): _____

Materials used: _____

(Indicate with ✓)

- Expected lesson is being taught
- Learning objective(s) for instruction was given: _____
- Teacher appears adequately prepared to deliver instruction
- Instruction is clear and explicit for all students
- Pacing and transitions are effective and smooth
- Students in group appear to be homogeneous
- Teacher-student ratio appears appropriate
- Physical arrangement of classroom is appropriate/lesson can be seen
- Teacher utilizes positive techniques to manage student behavior
- Teacher uses program materials effectively during instruction
- Student and teacher materials are organized/accessible
- If observed, students engaged in independent seatwork are on-task
- Students appear attentive and engaged
- Teacher demonstrates knowledge of content
- Noise level is appropriate

Signature of Observer: _____ Title: _____

Determinant Factors

*to verify for eligibility documentation

Student: _____ Grade: _____

Core Instruction Minutes Daily: Reading/Language Arts _____ Math _____ Writing _____

Textbook Name	Publisher	Implementation Date	Is this curriculum research-based?	Does it meet the Essential Components ?	Do 80% or more of students meet on PARCC?	Is the teacher highly qualified?	Is the teacher trained in the curriculum?	Is the core curriculum effective?

Principal Signature: _____ * Date: _____

*Signature verifies that the local district is responsible for and will maintain the documents to support this data

Math Intervention Plan

Date: _____ Student: _____ Grade: _____

General Education Teacher: _____ Special Education/Title Teacher: _____

Skill Deficit (check all that apply): Mathematical Calculation Mathematical Problem Solving

Goal of intervention(s) (specify goal for each skill deficit identified above & timeframe for reaching goal):

Intervention*	Started	Ended	Days/ wk	Length of session	Location (Gen Ed, SPED, Title)	Group or Individual?	Tool used to monitor progress**	Intervention Effective?

*There should be at least one intervention for each skill deficit area identified

**Progress should be monitored in each skill deficit area

Reading Intervention Plan

Date: _____ Student: _____ Grade: _____

General Education Teacher: _____ Special Education/Title Teacher: _____

Skill Deficit (check all that apply): Early Reading Skills Reading Fluency Basic Reading Reading Comprehension

Goal of intervention(s) (specify goal for each skill deficit identified above & timeframe for reaching goal):

Intervention*	Started	Ended	Days/ wk	Length of session	Location (Gen Ed, SPED, Title)	Group or Individual?	Tool used to monitor progress**	Intervention Effective?

**There should be at least one intervention for each skill deficit area identified*

***Progress should be monitored in each skill deficit area*

Written Expression Intervention Plan

Date: _____ Student: _____ Grade: _____

General Education Teacher: _____ Special Education/Title Teacher: _____

Skill Deficit (check all that apply): Spelling Sentence Composition Essay Composition

Goal of intervention(s) (specify goal for each skill deficit identified above & timeframe for reaching goal):

Intervention*	Started	Ended	Days/ wk	Length of session	Location (Gen Ed, SPED, Title)	Group or Individual?	Tool used to monitor progress**	Intervention Effective?

**There should be at least one intervention for each skill deficit area identified*

***Progress should be monitored in each skill deficit area*

Math Intervention Log

Student: _____ Grade: _____ School Year: _____

Date/Date Range	Intervention Code(s)	Times Per Week	Session Length	Group/Individual/Independent	Initials of Implementer

Intervention Code Key:

Reading Intervention Log

Student: _____ Grade: _____ School Year: _____

Date/Date Range	Intervention Code(s)	Times Per Week	Session Length	Group/Individual/Independent	Initials of Implementer

Intervention Code Key:

Writing Intervention Log

Student: _____ Grade: _____ School Year: _____

Date/Date Range	Intervention Code(s)	Times Per Week	Session Length	Group/Individual/Independent	Initials of Implementer

Intervention Code Key:

Intervention Integrity Observation Checklist

Date: _____ Teacher: _____ Period: _____ Grade Level(s): _____
Start Time: _____ End Time: _____ # of Students: _____ # of Adults: _____
Grouping Format: Whole Group Small Group Paired Individual One on One
Intervention/Program: _____

Activity (describe): _____

Indicate Student Deficit Area (*Complete observation during each intervention student receives*)

- Basic Reading Reading Fluency Reading Comprehension
 Mathematical Calculation Mathematical Problem Solving Written Expression

(Indicate with ✓)

- The appropriate research-based intervention is being used according to student's needs (based on RtI Plan)
- Learning objective for intervention was given: _____
- Intervention session length is appropriate for intervention requirements
- Number of students is appropriate
- Group appears matched for skill deficit
- Teacher uses program materials effectively during intervention
- Teacher and student materials are organized and accessible
- Physical arrangement of room allows instruction to be seen by all students
- Teacher is using appropriate prompts per intervention requirements
- Teacher appears adequately prepared to deliver intervention
- Instruction is clear and explicit for all students
- Teacher adheres to intervention components as designed
- Teacher demonstrates knowledge of content and intervention strategy
- Students appear attentive and engaged

Signature of Observer: _____ Title: _____

Progress Monitoring Data

The following deficit areas are being monitored for _____ on an ongoing
(student)

basis of every _____ week(s):

- Early Reading Skills
- Basic Reading Skills
- Reading Fluency
- Reading Comprehension
- Mathematical Computation
- Mathematical Problem Solving
- Written Expression

I have attached data to support this notion by including the following progress monitoring data*:

**Progress should be monitored in each deficit area identified on Student's RtI Plan*
***Include attached graphs*

Signature of person completing report: _____ Title: _____ Date: _____

Exclusionary Criteria & Additional Data Attachments

- Please list previous evaluation dates and eligibility (if any):

- Please attach the following:

- Current Grades
- Transcripts
- Attendance
- Discipline Reports (if relevant)

Classroom Accommodations and Strategies

Student: _____ Teacher: _____ Subject/Content Areas: _____

Environmental Modifications	Start Date	End Date	Successful	Unsuccessful
Preferential seating				
Modify/clarify rules				
Time out/seclusion				
Special study area				
Change classroom location				
Presentational Modifications	Start Date	End Date	Successful	Unsuccessful
Shortened assignments				
Work breaks				
Individual contracts				
Use of tape recorder				
Daily assignment sheet				
Study buddy				
Provide oral and visual instruction				
Sample/practice test provided				
Providing legible materials				
Teaching Techniques	Start Date	End Date	Successful	Unsuccessful
Pre-correct/pre-teach				
Teach note-taking and study skills				
Provide extra practice				
Repeated instructions/assignments				
Small group instruction				
Curriculum/Materials Strategies	Start Date	End Date	Successful	Unsuccessful
Special materials				
Extra drill/practice opportunities				
Use of computer				
Calculator				
Books on tape/taped notes				
Providing study guide				
Reducing quantity of work required				
Alternate response				
Organizational Strategies	Start Date	End Date	Successful	Unsuccessful
Extended Time/time limits for assignments				
Allowing additional time on tests				
Questioning at end of each sentence/paragraph to help focus on important facts				
Organizing notebook or folder				
Assignment notebook/calendar/planner				
Highlighting main facts in book/assignment				
Motivational Strategies	Start Date	End Date	Successful	Unsuccessful
Immediate reinforcement of student's response				
Keeping graphs/charts of student's progress				
Positive reinforcement/incentive/point system				
Home/school communication system				

Vision/Hearing Screening Results

Student: _____ Teacher: _____ Grade: _____

Wears Glasses/Corrective Lenses

Vision Screening Results:

Date: _____ Pass Fail

Date: _____ Pass Fail

Date: _____ Pass Fail Referral Made

Hearing Screening Results:

Date: _____ Pass Fail

Date: _____ Pass Fail

Date: _____ Pass Fail Referral Made

Nurse/Health Department Screener Signature: _____

Physical Impairment Impacting Education

None Present

Present (list description of adverse education impact): _____

Signature of person completing physical impairment portion: _____

Title: _____ Date: _____

Additional Factors to be Considered Prior to Eligibility

Student: _____ Grade: _____

Directions: Please check any factors that apply to this student. Use of school records, parent and teacher interviews, classroom observations, rating scales, etc. may be necessary in completing this form.

(Note: High number of checks indicates the IEP team must determine if these factors significantly impact student's learning.)

Environmental Factors	
	Late School entrance (after age 7)
	Limited experiential background (lack of opportunity to acquire basic learning skills, lack of exposure to school environments, lack of familiarity with instruments and materials used in standardized testing and in the classroom, lack of opportunities to interact with peers and adults).
	Irregular attendance (absent at least 25% of the time in a grading period for reasons other than a verified illness).
	Transiency in elementary school years (at least 3 moves).
	Adaptation to culture different from his/her own native one is in process (e.g., student is from foreign country or has moved from an isolated rural area to an urban city environment).
	Non-active parent participation in school activities related to the student's education (e.g., parents do not attend school meetings, parent-teacher conferences, parents do not respond to school correspondence attempts).
Language Factors	
	Lack of proficiency in English (as determined by the test and procedures that the district's bilingual program uses to identify English proficiency students).
	Lack of language development in native language (as determined by assessments and observations conducted by bilingual teachers and/or other building professional and interviews with parents).
	Insufficient exposure to the formal English language (e.g., English is not the language spoken at home, limited opportunities to interact with English speaking peers, lack of adequate supportive instructional services in school to facilitate the acquisition of English).
	Acquisition of basic oral language proficiency in English but inadequate acquisition of cognitive language proficiency in English (e.g., student lacks the literate language needed to profit from regular classroom instruction, such as poor receptive English vocabulary as measured by a standardized assessment).
Culture Factors	
	Limited experiences of social interaction with mainstream culture (student does not participate in school activities with mainstream peers, student does not participate in mainstream social organizations in the community).
	Limited experiences which stimulate intellectual growth and fund of knowledge (limited exposure to: cultural activities such as visits to museums, zoos, experiences to develop art appreciation, interaction with adults and positive role models).
Economic Factors	
	Participation in district's Title 1 program
	Unemployed parents; low income family
	Physical environment in home is characterized by limited facilities and space

____ **Total Check Marks**

Signature of Person Completing Form: _____

Title: _____ Date: _____