**Student Referral to RTI2** **Team**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Birthdate: \_\_\_\_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_

Parents/Guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact info: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student’s Current Performance**

|  |  |  |
| --- | --- | --- |
| **Target area** | **Benchmark score** | **√ if below 25th percentile** |
| **Reading** | | |
| Phonological Awareness |  |  |
| Phonics |  |  |
| Reading Fluency |  |  |
| Reading Comprehension |  |  |
| Vocabulary |  |  |
| **Math** | | |
| Math Computation |  |  |
| Math Problem Solving |  |  |
| **Written Expression** | | |
| Writing |  |  |

**\*\*For the earliest skill area checked, please attach the corresponding page of differentiation strategies**

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| **Informal/Additional Assessments** | **Score** |
| Student’s **Instructional** reading level (i.e. DRA, lexile) |  |
| Student’s **Independent** reading level (i.e. DRA, lexile) |  |
| Other (please specify) |  |
| Other (please specify) |  |

**Special Education/Program Interventions:**

□ ESL □ Counseling □ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

□ Speech/Language □ Tutoring/ Reading Club

**Classroom Accommodations (If appropriate)**

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| ***Check those that apply (max 3 at a time)*** | ***General classroom* Accommodations** | ***Date started*** | ***Date(s) reviewed*** | **Notes/Observations (optional)** |
|  | Small group reading instruction at ability level |  |  |  |
|  | Small group math instruction at ability level |  |  |  |
|  | Preferential seating |  |  |  |
|  | Directions given in short, clear, steps |  |  |  |
|  | Directions repeated frequently |  |  |  |
|  | Verbal/non-verbal prompts, cues |  |  |  |
|  | Directions repeated by student |  |  |  |
|  | Pair up with another student for assistance |  |  |  |
|  | Allow ample response time |  |  |  |
|  | Frequent review |  |  |  |
|  | Visual aids |  |  |  |
|  | Use of manipulatives |  |  |  |
|  | Assignments and/or tests read aloud |  |  |  |
|  | Oral assessments |  |  |  |
|  | Modified/shortened assignments |  |  |  |
|  | Daily/weekly behavior plan |  |  |  |
|  | Other: |  |  |  |
|  | Other: |  |  |  |

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| ***Check those that apply (max 3 at a time)*** | **Letter Naming**  ***strategies*** | ***Date started*** | ***Date(s) reviewed*** | **Notes/Observations (Optional)** |
|  | Match lower case letters |  |  |  |
|  | Match upper case letters |  |  |  |
|  | Match upper case to lower case letters |  |  |  |
|  | Find letters in text |  |  |  |
|  | Play Memory Game with letter cards |  |  |  |
|  | Practice sorting letters |  |  |  |
|  | Practice ordering letters |  |  |  |
|  | Other: |  |  |  |
|  | Other: |  |  |  |

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| ***Check those that apply (max 3 at a time)*** | **Letter Sound**  ***strategies*** | ***Date started*** | ***Date(s) reviewed*** | **Notes/Observations (Optional)** |
|  | Practice matching letters to their corresponding sound |  |  |  |
|  | Play Memory game to match letter to sound |  |  |  |
|  | Sort pictures by their initial phoneme |  |  |  |
|  | Practice matching final phonemes to their corresponding letter |  |  |  |
|  | Practice sorting pictures by final phoneme |  |  |  |
|  | Match medial phoneme to corresponding letter |  |  |  |
|  | Other: |  |  |  |
|  | Other: |  |  |  |

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| ***Check those that apply (max 3 at a time)*** | **Phonological Awareness *strategies*** | ***Date started*** | ***Date(s) reviewed*** | **Notes/Observations (Optional)** |
|  | Practice recognizing words that rhyme |  |  |  |
|  | Identify/match rhyming pictures |  |  |  |
|  | Create silly sentences with alliteration |  |  |  |
|  | Use counters or magnets to sound out words (e.g. Elkonian boxes) |  |  |  |
|  | Practice clapping syllables |  |  |  |
|  | Use word families (e.g. –at, -in) to form rimes |  |  |  |
|  | Play games to identify words that have the same beginning, middle, and ending sounds |  |  |  |
|  | Other: |  |  |  |
|  | Other: |  |  |  |

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| ***Check those that apply (max 3 at a time)*** | **Phonics**  ***strategies*** | ***Date started*** | ***Date(s) reviewed*** | **Notes/Observations (Optional)** |
|  | Practice matching letters to their sounds |  |  |  |
|  | Group words by common spelling patterns |  |  |  |
|  | Use plastic letters to make words by changing beginning letter |  |  |  |
|  | Sort words by initial or ending consonant sounds |  |  |  |
|  | Highlight words parts, suffixes, or prefixes |  |  |  |
|  | Teach syllable patterns. Students divide words into syllables |  |  |  |
|  | Form words without medial vowel sound (e.g. p\_t). Students supply missing letter to form different words |  |  |  |
|  | Other: |  |  |  |
|  | Other: |  |  |  |

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| ***Check those that apply (max 3 at a time)*** | **Fluency**  ***strategies*** | ***Date started*** | ***Date(s) reviewed*** | **Notes/Observations (Optional)** |
|  | Guided oral reading at student’s **independent** reading level |  |  |  |
|  | Silent reading at student’s **independent** reading level |  |  |  |
|  | Have student follow along with book on tape |  |  |  |
|  | Use of tracker (i.e. index card) to keep place while reading |  |  |  |
|  | Choral reading. Teacher sets the pace and models aspects of reading fluency |  |  |  |
|  | Use flashcards to practice sight words and/or commonly misread words |  |  |  |
|  | Repeated reading passages at student’s instructional level. |  |  |  |
|  | Other: |  |  |  |
|  | Other: |  |  |  |

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| ***Check those that apply (max 3 at a time)*** | **Vocabulary**  ***strategies*** | ***Date started*** | ***Date(s) reviewed*** | **Notes/Observations (Optional)** |
|  | Post and interact with high frequency words on a word wall |  |  |  |
|  | Collect high frequency words in a personal vocabulary journal |  |  |  |
|  | Use of graphic organizers |  |  |  |
|  | Create a vocabulary semantic web or map |  |  |  |
|  | Match vocabulary words with their meanings |  |  |  |
|  | Sort words into groups using the same root or base |  |  |  |
|  | Use analogies |  |  |  |
|  | Other: |  |  |  |
|  | Other: |  |  |  |

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| ***Check those that apply (max 3 at a time)*** | **Reading Comprehension**  ***strategies*** | ***Date started*** | ***Date(s) reviewed*** | **Notes/Observations (Optional)** |
|  | Access prior knowledge by discussing book/passage before reading |  |  |  |
|  | Match sentence and picture cards |  |  |  |
|  | Break long passages into shorter reading segments and have students recall information from each segment |  |  |  |
|  | Compare characters using Venn diagrams |  |  |  |
|  | Use advance, semantic, and graphic organizers |  |  |  |
|  | Retell stories using puppets or actors |  |  |  |
|  | Use time lines to recall events in story. |  |  |  |
|  | Other: |  |  |  |
|  | Other: |  |  |  |

**Math Strategies**

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| ***Check those that apply (max 3 at a time)*** | **Math Computation Strategies** | ***Date started*** | ***Date(s) reviewed*** | **Notes/Observations (Optional)** |
|  | Separate basic addition and subtraction facts into “sets”. Require the student to memorize each set in succession. |  |  |  |
|  | Choose a peer to drill the student each day on math facts (e.g. flash cards) |  |  |  |
|  | Have student complete math facts worksheet and use a calculator to check and correct answers |  |  |  |
|  | Use manipulatives to represent quantities in math problems |  |  |  |
|  | Develop math reference sheet for the student to keep at his/her desk (e.g. steps used in doing addition, subtraction, multiplication, division problems) |  |  |  |
|  | Provide student with a number line on his/her desk to use as reference |  |  |  |
|  | Require student to go through math assignments and highlight or otherwise mark operation of each problem. |  |  |  |
|  | Other: |  |  |  |
|  | Other: |  |  |  |

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| ***Check those that apply (max 3 at a time)*** | **Math Problem Solving Strategies** | ***Date started*** | ***Date(s) reviewed*** | **Notes/Observations (Optional)** |
|  | Teach the student clue or key words to look for in word problems that indicate mathematical operations |  |  |  |
|  | Have the student verbally analyze the steps that are required to solve word problems |  |  |  |
|  | Have student write a number sentence after reading a math word problem. |  |  |  |
|  | Have student highlight key words that represent mathematical processes (e.g. all together, difference, etc) |  |  |  |
|  | Provide student a list of words and phrases that often indicate certain mathematical processes (e.g. between, how many more/less, etc) |  |  |  |
|  | Have student solve word problems by manipulating objects. |  |  |  |
|  | Allow student to use calculator when solving math problems. |  |  |  |
|  | Other: |  |  |  |
|  | Other: |  |  |  |

**Writing Strategies**

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| ***Check those that apply (max 3 at a time)*** | **Written Expression Strategies** | ***Date started*** | ***Date(s) reviewed*** | **Notes/Observations (Optional)** |
|  | Provide student a model of correctly written material. |  |  |  |
|  | Allow student to perform a “practice page” before turning in the actual assignment. |  |  |  |
|  | Assign the student shorter tasks while increasing the quality of expectations. |  |  |  |
|  | Provide exercises for making sentences out of non-sentence groups of words. |  |  |  |
|  | Give the student a group of unrelated words (e.g. author, read, love, etc) and have him/her make up a paragraph including all the words) |  |  |  |
|  | Provide the student with 5 or 6 sentences out of sequence. Have student cut them out and paste in proper order. |  |  |  |
|  | Use graphic organizers to help student organize writing activities |  |  |  |
|  | Other: |  |  |  |
|  | Other: |  |  |  |