Problem-Solving: Level 1 & 2 Documentation

Directions: Classroom teachers begin filling out these 3 pages when you have concerns for this student.

STUDENT:

Grade: // Teacher:

Teacher and TRP Notes						
2014-2015 School Year						
Date and Action (i.e., TRP meeting, parent conference)	Describe Concerns / Notes	Concern Affected by Which Domain? • Instruction • Curriculum • Environment • Student Describe How Affected by Domain?				
Example: 2-2-10 TRP Meeting	1 st grade sight words not yet mastered	Instruction just moved-in from out of state (different history of instruction)				

Data to Monitor Progress								
2014-2015 School Year								
Data Date	Assessment Name	Target Student's Score	Peer Comparison (%ile rank / mean)	Improvement Goal				
Example: 9-2-2002	MAP, Running Records, DIBELS	179 RIT math (23 rd %ile) Took the test in 8 minutes with the rest of class	Math District avg =210 RIT Most students took the test in around 45 min.	190 for winter 2003 math MAP				

Interventions, Supports, and Accommodations / Modifications								
2014-2015 School Year								
Description and Skills Targeted	Who? What? When?	Start Date	End Date	Why Ended?				
Example: friendship group, Read Naturally, extended time on homework, rephrasing of directions	Reading specialist Hahn – 30 minutes 4 times per week	October 2003	April 2004	"Graduated" – made progress up to grade- level expectations				