

DATA SHEET

Student: _____ School: _____ Grade: _____
Last First MI

Guidance Counselor: _____ ELL: Yes No Gender: Male Female Race/Ethnicity: _____

DOB: _____ Phone: _____
Home Mom Work Dad Work

Parent/Guardian: _____ Address: _____

TEACHER OBSERVATIONS – For each area: Rate the student in comparison to classmates using scale from 1 to 5.

(In lowest 10% - use 1; Below average – use 2; Average – use 3; Above average – use 4; In highest 10% - use 5)

- | | | | |
|--------------------------------|---------------------------------------|---------------------------------|--|
| _____ Completes Assignments | _____ Speech | _____ Relates Well with Adults | _____ Attends School Regularly |
| _____ Motivation & Effort | _____ Spoken Language Skills | _____ Generally Appears Healthy | _____ Age Appropriate Self-Help Skills |
| _____ Gross Motor Coordination | _____ Sensitive to Social Cues | _____ Normal Energy Level | _____ Basic Reading Skills |
| _____ Fine Motor Coordination | _____ Displays Feelings | _____ Is Reality Oriented | _____ Basic Math Skills |
| _____ Follows Directions | _____ Appropriate to Situation | _____ Follows Rules & Structure | _____ Reading Comprehension Skills |
| _____ Written Language Skills | _____ Can Concentrate/Attend in Class | _____ Relates Well with Peers | |
| _____ Functions Independently | | _____ Arrives on Time for Class | |

DOCUMENT ATTEMPTS TO MEET NEEDS WITHIN THE REGULAR PROGRAM – Indicate below the strategies/interventions used over a reasonable period of time in response to this student’s problem(s). (RTI requires 6-8 weeks.)

- | | | |
|--|--|---|
| _____ Alternative reading materials | _____ Help from parent/volunteer tutor | _____ Frequent checks by teacher |
| _____ Provide study sheets to review and drill | _____ Alternative math materials | _____ Provide rewards for task completion |
| _____ Flexible small groups | _____ Increase repetition and drill | _____ Enlist parent support |
| _____ Read with student | _____ Skill-based learning groups | _____ Instructional Software: _____ |
| _____ 1-1 with teacher/assistant | _____ Increase positive reinforcement | _____ Other: _____ |
| _____ Increase use of manipulatives | _____ Break assignments into small steps | |

DESCRIBE TIER I STRATEGIES CHECKED ABOVE OR OTHER STRATEGIES IMPLEMENTED

Programs/Materials	Implementation Dates

ASSESSMENT DATA – Include recent test/quiz grades)

Date	Assessment	Results

DOCUMENTATION/WORK SAMPLES THAT DEMONSTRATES AREA OF CONCERN – Please attach.

Additional Information: _____

Parental Involvement: _____

LACK OF MOTIVATION – Students should not be classified as having a learning disability if failure to progress automatically is due to an absence of motivation. To help clarify if motivational issues are the primary cause of the student’s academic deficits, please address the following questions:

- Does the student want to succeed in school? Yes No
- Does the student seek assistance from teachers, peers, others? Yes No
- Does the parent report efforts made at home to complete homework or study assignments? Yes No
- Is the student making an effort to learn? Yes No
- Are student’s test scores consistent with the student’s grade? Yes No

BEHAVIOR/SOCIAL/EMOTIONAL ISSUES – Complete social/emotional checklist (Form C), if area of concern.