

2023–2024 Request for Academic Assistance

Please complete and return to Kristina Hansen. This information will be reviewed by members of the Student Success Team and you will be contacted for follow-up.

Date:	Student:	
Grade:	Referring Staff:	
Best time to contact you for follow-up:		
Are you looking for new ideas/strategies to address your concerns?	• YES	• NO

Indicate Academic Area(s) of Concern:

<ul style="list-style-type: none">• Math Computation	<ul style="list-style-type: none">• Work Accuracy/quality	<ul style="list-style-type: none">• Reading
<ul style="list-style-type: none">• Math Concepts/Application	<ul style="list-style-type: none">• Following oral instructions	<ul style="list-style-type: none">• Written Expression
<ul style="list-style-type: none">• Following written instructions	<ul style="list-style-type: none">• Listening comprehension	<ul style="list-style-type: none">• Spelling
<ul style="list-style-type: none">• Oral Expression	<ul style="list-style-type: none">• Other:	

Describe primary concern:

Describe student's positive attributes:

Baseline Data: Submit Supporting evidence/data relevant to your concern (e.g., screening results, work samples, classroom assessments, etc).

Reading Data			
Acadience Benchmark Measure	Most Recent Score	Current Benchmark Goal	End of the Year Benchmark Goal
Composite Score			
FSF			
PSF			
NWF-CLS			
NWF-WWR			
DORF Words Correct			
DORF Accuracy			
Retell			
Retell Quality			
Progress Monitoring	Last 4 Scores	Result	
Measure:		• Meeting/Exceeding Aimline	• Below Aimline at least 4 consec. weeks
Pathways of Progress: <i>Student is making progress that is considered...</i>			
• Well above typical		• Typical	• Well below typical
• Above typical		• Below typical	

NWEA MAP Reading		
Student RIT:	District Grade-Level Mean RIT:	Norm Grade Level Mean RIT:

Math Data		
NWEA MAP Math		
Student RIT:	District Grade-Level Mean RIT:	Norm Grade Level Mean RIT:

Classroom Assessments	Subject:
Last 3 Test Scores:	Class range of test scores:
Student's Test Avg:	Classwide Avg.:
Student's Current Grade:	Accommodations and/or Modifications used? Y / N

Homework Activities (e.g., practice worksheets, reading assignments, etc.)	
% Completed:	Describe Work Quality:
Homework Avg:	

Home/School Partnership	Yes	No	Not Applicable
Letters signed/returned			
Assignment book signed/returned			
Weekly Reading			
Spelling			
Other:			

Indicate Preliminary Problem-Solving Steps You Have Taken:

Action	Date(s):	Result/Outcome:		
1. Reviewed CA-60		Passed Vision screening? Y / N	Passed Hearing screening? Y / N	Known physical/medical problems? Y / N
		S.I.T. Folder on file? Y / N (If Yes, specify in next step)	Retained? Y / N	Acceptable Attendance? Y / N (10+ per yr)
		Other Important Info:		
2. Implemented prior Intervention Plan on file		• Academic plan targeting _____ Follow-up Needed? Y / N		Progress? Y / N
		• Behavior plan targeting _____ Follow-up Needed? Y / N		Progress? Y / N
3. Consulted with other school staff		Describe attempted solution:		
4. Contacted Parent		Describe attempted solution:		

Check Interventions in Place:

Tier I: The classroom teacher gives additional, individualized, evidenced-based academic support to the students beyond that provided in core/universal instruction (e.g., differentiated instruction).		
<ul style="list-style-type: none">• Differentiated instruction• Extra Drill and practice• Monitor assignments• Student restates information• Word Bank	<ul style="list-style-type: none">• Immediate feedback• Pictures/Charts• Oral/visual reminders• Concrete Examples• Manipulatives	<ul style="list-style-type: none">• Pre-teach content• Review directions• Study partners• Display key vocabulary• Number lines/models
Tier II: Additional direct, explicit, intervention/instruction strategically targets the area(s) of academic deficit; intervention is evidence-based and implemented with fidelity.		
<ul style="list-style-type: none">• If group-based, all students enrolled in an intervention group have a shared intervention need that can reasonably be addressed through the group instruction/intervention provided.• Occur a minimum of 3-5 times/week in sessions of 30 minutes or more.• Group size \leq 7 students• Specific Program/Strategy:		
Tier III: Intervention/Instruction intensively targets the skill deficit.		
<ul style="list-style-type: none">• Group size \leq 3 students• Occur daily in sessions of 30 minutes or more.		