



RTI STUDENT DATA REFERRAL FORM

STEP 1- STUDENT INFORMATION

Student: _____ Grade: _____
Date of Birth: _____ Gender: _____
Race/Ethnicity: _____ ELL : _____
Name of Referring Teacher: _____ Signature: _____
Name of Parent/Guardian: _____ Phone: _____
Parent/Guardian contact prior to referral: _____ Phone call _____ Note home _____ Conference
Date of contact (s): _____

STEP 2: ASSESSING CONCERNS

_____ BEHAVIOR _____ ACADEMIC _____ SOCIAL/EMOTIONAL _____ ELL _____ SPL

ONLY COMMENT ON THE AREA OF CONCERN.

List and describe area (s) of concern with academic progress: _____

List and describe area (s) of concern with behavior: _____

List and describe area(s) of concern with emotional/social development: _____

List and describe area(s) of concern with speech/language development: _____

List and describe area(s) of concern with learning English as a second language: _____

STEP 3: STUDENT STRENGTHS AND WEAKNESSES

- List the strengths/weaknesses that have been observed in the classroom: _____

- The student's preferred learning style is:
_____ Visual _____ Auditory _____ Tactile/Kinesthetic

STEP 4: BACKGROUND INFORMATION

Attendance

Please attach attendance form from Power Schools.

Has the student ever been retained? _____ Yes _____ No (if yes specify grade levels): _____

Has the student ever been suspended for disciplinary reasons during the current school year?

_____ Yes _____ No (if yes, explain): _____

Medical Concerns

Are there medical concerns? _____ Yes _____ No (if yes, please list): _____

How does medical condition affect classroom performance and student learning? _____

STEP 5: ASSESSMENT INFORMATION

Assessment information/results: (Complete what is applicable to your grade level)

DRA Benchmark Levels (if applicable) : Fall _____ Winter _____ Spring _____

Scantron Information: Please attach copy of Scantron Report

A-Z Reading Level: _____ **Dolch Word List:** _____

MLPP Assessment (Kindergarten & First Grade Only):

Onset and Rime: _____ Phoneme Blending: _____ Rhyme Choice: _____

Rhyme Supply: _____ Phoneme Segmentation: _____

Letter Sound Identification: Uppercase ____/26 Lowercase ____/26 Letter Sounds ____/26

Writing Benchmarks: Fall _____ Winter _____ Spring _____

Mathematics Assessments:

1st & 2nd Grade Benchmarks: Fall _____ Winter _____ Spring _____

3rd-5th Grades: Please attach copy of Scantron Performance

FOR ALL GRADE LEVELS: PLEASE ATTACH A COPY OF CURRENT REPORT CARD OR

Outside classroom intervention(s) in place for student

Intervention	Times per week		
Frazier/Gardella			
Student Support Services		Reading Specialist	
Interventionists: Mathematics Reading			
ESL: Paden/Barada			
Speech & Language			
Social Work Services			

ABT Elementary Classroom Best Practices Checklist

Check if used	Activity/Intervention	Start Date	End Date	Effectiveness
	Whisper Phones			
	Phonemic Awareness/stretching out sounds			
	Books on Tape or CD			
	Buddy Reading			
	Raz-Kids time			
	Starfall time			
	Pre-read/re-read			
	Poetry or chants			
	Reader's Theater			
	Pre-teach vocab prior to reading			
	Highlighting important words in a passage			
	Use of anticipation guide			
	Sticky notes for questioning/ vocabulary/ predicting			
	Read assignment to student			
	Reading response journal			
	Graphic organizers			
	Venn Diagram			
	KWL Charts			
	Guided Reading			
	Use EZ reader			
	Adjust reading level to assignment			
	Flashcards-alphabet/sight word/ word family...etc.			
	Move desk/seat			
	Break assignments into smaller parts			
	Rotate around classroom as teaching			
	Repeat directions			
	Have student restate directions			
	Peer academic buddy			
	Daily assignment sheet			
	Tutoring			

	Use timer for time allocation			
	Partition or study coral			
	Behavior management plan			
	Use kinesthetic activities to build fine motor skills			
	Use writing journal & check journal			
	Computer use for writing assignments			
	Use of hi-write paper			
	Skip counting			
	Use of number charts			
	Use of number line			
	Use of manipulatives			
	Use of clocks			
	Reading problems aloud			
	Use of addition/subtraction/multiplication flashcards			
	Underlining key words for story problems			
	Documented home/school communication			
	Moby Mathematics			
	Use of Mathematics word wall			
	Mathematics Vocabulary word sorts			
	Study Island			
	Glory Schools			
	EnVision Mathematics RtI			

Teacher Signature: _____ Date: _____

RtI Team Signature: _____ Date: _____

ABT Elementary Standard ELL Accommodations

At least 3 of these accommodations must be used prior to referral to RtI. If one accommodation is not effective remember to try another.

Check if used Consistently	Activity/Intervention	Effectiveness
	Grade only what the student has completed, do not mark unanswered questions wrong.	
	If identical exams are given to ELL students and traditional students, circle the key concept questions to answer. Do not penalize ELL student for incomplete exams.	
	Grade for content: overlook minor language usage mistakes especially if the meaning is there	
	Use other people as Resources (Mrs. Paden & Mrs. Barada)	
	Allow extended time	
	Work toward longer passages as skills in English increase	
	Introduce key vocabulary before lesson	
	Provide a copy of notes for students	
	Use visuals	
	Write key words on board and define them	
	Provide highlighted text and/or key concepts	
	Teacher reads aloud daily	
	Provide peer tutoring	
	Use a strong student as a "buddy" (does not have to speak primary language)	
	Check for comprehension often (10 minute intervals)	
	Draw ELL students gradually in to class discussions	
	Allow student to see material ahead of time	
	Listen to books on tape or computer	

	Allow students to work together	
	Focus on oral language as a basis for learning content	
	Have bilingual dictionaries available	
	Divide information into smaller chunks	
	Provide summaries or outline of texts for ELL students	
	Use the Language Experience Approach	
	Use graphic organizers, Thinking maps	
	Use "hands-on" and manipulatives	
	Encourage easy to read books	
	Use flash cards	
	<p>Work up to more difficult methods of testing:</p> <ul style="list-style-type: none"> • true/false • matching in groups of less than ten • multiple choice limited to two choices • fill-ins with word bank with the same number of answers as choices • Complete sentences • Questions and answers • short paragraphs • essays 	

Teacher Signature: _____ Date: _____

Thank you to Mrs. Paden for contributing this document to RtII

Classroom Accommodations for English Language Learners

Student Name _____
Date _____

Teacher _____
Reason _____

Environment:

- Preferential Seating
- Assign peer tutor
- Visual charts/cues
- Provide tape recorded discourse
- Highlight key words
- Use real objects/manipulatives
- Refer to prior knowledge (K-W-L or other)
- Provide quiet study space

Other: _____

Assignment:

- Adjust reading level materials
- Single step directions
- Provide extra examples/models
- Shorten assignment/task
- Directions read aloud
- Adapt/simplify language on task
- Give oral prompts/cues
- Allow projects to replace written tasks

Other: _____

Presentation:

- Individual/small group discussions
- Use specialized curriculum/equipment
- Simplify language/key word
- Demonstrations for key concepts
- Visual or Multi-modal presentations
- Frequently check for understanding
- Use manipulatives
- Native Language presentations

Other: _____

Materials:

- Provide tape recorded text
- Provide supplementary materials
- Highlighted text
- Bilingual dictionaries/glossaries
- Use of graphic organizers
- Pre-teach all vocabulary
- Provide varied visual/multi-sensory input
- Native Language text

Other: _____

Management:

- Use positive reinforcement
- Repeat all directions
- Use cooperative learning groups
- Use projects/interdisciplinary tasks
- Provide language experience tasks
- Have student repeat directions
- Immediate praise/feedback
- Plan peer tutors/models
- Provide high interest topics/options
- Provide extended time to complete tasks
- Allow student to think/speak in native language

Other: _____

Class Assessment:

- Allow oral responses
- Use multiple choice format
- Read test aloud due to: _____
- Read portions/key words on test
- Modify format/length of test
- Alternate with culturally non-biased items:
Specify _____
- Provide glossaries in native language
- Modify test items/weighted scores due to:
Specify _____

Other: _____

List any other individual interventions or accommodations used:

ABT Elementary PBIS Best Practices Checklist

Check if used	Activity/Intervention	Start Date	End Date	Effectiveness
	Use of Card Flip System (Red=Call home before ODR)			
	Office Discipline Referral (ODR)			
	Display of Classroom Rules			
	Daily Schedule is posted			
	Classroom rules are posted			
	Seated near teacher/ point of instruction			
	Private Conference with Student			
	PBIS expectations are taught and retaught throughout year			
	Daily verbal reminders of expectations			
	Transition procedures are taught and modeled			
	All class attention getting signal is used (clap sequence, lights)			
	Frequent positive praise			
	Individuals and groups are praised for following rules			
	Corrections are done in private, if and when possible			
	Planned ignoring of minor non-disruptive behavior			
	Increased assistance to student as needed			
	Whole group oral responses/ choral responding is used			
	Small group and partner responses are used			
	4 to 1 ratio of positive comments to correctives is used generally			
	4 to 1 ratio is used with Tier 2 and 3 students individually			

Teacher Signature: _____ Date: _____

RtI Team Signature: _____ Date: _____



Academy for Business
Technology
Elementary School

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PBIS/RtI Student Tracking Form
To be included with a student's RtI
Folder for Behavior

Month: _____

Student: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					

Please indicate above, the color the student was on at the end of the school day with Y= Yellow or an R=Red. Use the codes below to indicate the reason for the student's card flip. For example: if a student is on red for disrespect towards the teacher; the box would look like this: R, 1. If the student is on yellow for lying it would look like this: Y, 5

Reasons for Card Flip:

- Disrespect/Defiance/Insubordination = 1
- Fighting or Physical Aggression = 2
- Talking during Instruction/Disruption = 3
- Inappropriate Language = 4
- Lying or Cheating = 5
- Not Prepared for Class = 6
- Wandering/Out of Seat/ Unfocused = 7
- Stealing and Vandalism/Destroying/Inappropriate Use of Property = 8

Comments or Concerns: _____

RtI Monthly Data

Student's Name: _____

Date: _____

Teacher's Name: _____

Benchmark Data:

	Fall _____	Winter _____	Spring _____
Subject	Scale Score		SIP Score
Math Scantron			
Reading Scantron			
Reading Foundations			
Writing			
DRA Score			

Current Grades: *Up to current date

	Report Card 1	Report Card 2	Report Card 3	Report Card 4	FI Grade
Subject	Current Grade		Comments		
Reading					
Writing					
Math					
Science					
Social Studies					

Attendance Data: _____ Absences _____ Tardies

Behavior Data:

Green: _____

Yellow: _____

Red: _____

Main Reasons for Card Flips:

Additional Concerns:

RtI Monthly Data Action Plan

_____ Behavior _____ Math _____ Reading

_____ Social/Emotional _____ ELL _____ SPL

After reviewing the results, what action does the team feel is appropriate?

1. Initiate the intervention(s) _____ Tier I _____ Tier II _____ Tier III
2. Continue the intervention(s) _____ Tier I _____ Tier II _____ Tier III
3. Modify the interventions(s) _____ Tier I _____ Tier II _____ Tier III
4. Discontinue the intervention(s) and return to _____
5. Initiate special education evaluation: _____ Yes or _____ No
6. Connors Screening: _____ Yes or _____ No _____ (date)
7. Social Work Screening: _____ Yes or _____ No _____ (date)
8. Parent Meeting needed: _____ Yes or _____ No _____ (date)
9. Check In – Check Out

Goals:

1. _____
2. _____
3. _____

10. Behavior Plan

Functional Behavioral Assessment Completed _____ Yes or _____ No

Schedule Behavior Plan Meeting: _____ (date)

11. Other _____