

Individual Problem Solving Worksheet * Confidential *

Student name: _ Grade: _ Date of Birth: _
 School: _ Date of Referral: _ Date of Initial BEST Meeting: _

Section I: to be completed prior to the Initial BEST Meeting.

Reason for Referral:

Assessment Tools	Completed by	Date
File review (pp 1-5)	Classroom teacher	
Language proficiency (p 5)	ELL teacher	
Developmental history (attached)	Reviewed by special education teacher	
Classroom observation (attached)		
Intervention history and student response (attached)	Reviewed by reading specialist	

File Review

Attendance & Mobility History

Grade	Days Present	Days Absent	% Days Present	Tardies	School
K					
1					
2					
3					
4					
5					

Transcript Review

(Mark each category with: N=not meeting grade-level standards; M=meeting standards; E=exceeding standards.)

Grade	Reading	Writing	Math	Comments
K				
1				
2				
3				
4				

Additional Information

Behavior (SWIS data)
Hearing/Vision screening results
Other

DIBELS Next

K	K Fall Score	Fall Benchmark	K Winter Score	Winter Benchmark	K Spring Score	Spring Benchmark
FSF		23		52		N/A
LNF		29		52		62
PSF		N/A		51		O/E
NWF-CLS		N/A		34		44
NWF-WWR		N/A		O/E		7

1st	1 st Fall Score	Fall Benchmark	1 st Winter Score	Winter Benchmark	1 st Spring Score	Spring Benchmark
LNF		58		N/A		N/A
PSF		O/NE		N/A		N/A
NWF-CL		42		70		96
NWF-WWR		7		21		30
ORF-WCR		N/A		34		69
ORF-A		N/A		86		98

2nd	2 nd Fall Score	Fall Benchmark	2 nd Winter Score	Winter Benchmark	2 nd Spring Score	Spring Benchmark
NWF-CLS		74		N/A		N/A
NWF-WWR		22		N/A		N/A
ORF-WRC		80		100		111
ORF-A		99		99		99

3rd	3 rd Fall Score	Fall Benchmark	3 rd Winter Score	Winter Benchmark	3 rd Spring Score	Spring Benchmark
ORF-WRC		97		115		123
ORF-A		99		99		99
DAZE		14		21		26

4 th	4 th Fall Score	Fall Benchmark	4 th Winter Score	Winter Benchmark	4 th Spring Score	Spring Benchmark
ORF-WRC		III		130		144
ORF- A		99		99		99
DAZE		20		23		31

5 th	5 th Fall Score	Fall Benchmark	5 th Winter Score	Winter Benchmark	5 th Spring Score	Spring Benchmark
ORF-WRC		132		150		155
ORF- A		99		99		99
DAZE		21		25		32

IDEL

K	K Fall Score	Benchmark	K Winter Score	Benchmark	K Spring Score	Benchmark
LNF (FNL)		6		25		40
PSF (FSF)		15		30		50
NWF (FPS)		N/A		20		35

1 st	1 st Fall Score	Benchmark	1 st Winter Score	Benchmark	1 st Spring Score	Benchmark
LNF (FNL)		35		N/A		N/A
PSF (FSF)		50		50		50
NWF (FPS)		35		70		90
ORF (FLO)		N/A		20		40

2 nd	2 nd Fall Score	Benchmark	2 nd Winter Score	Benchmark	2 nd Spring Score	Benchmark
NWF (FPS)		90		N/A		N/A
ORF (FLO)		35		50		65

3 rd	3 rd Fall Score	Benchmark	3 rd Winter Score	Benchmark	3 rd Spring Score	Benchmark
ORF (FLO)		60		70		85

EasyCBM

K	Fall Score	%ile	Benchmark	Winter Score	%ile	Benchmark	Spring Score	%ile	Benchmark
PS			6			31			43
LN			24			35			45
LS			6			26			35

WRF			1			3			13
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1 st	Fall Score	%ile	Benchmark	Winter Score	%ile	Benchmark	Spring Score	%ile	Benchmark
PS			37			50			52
LN			40			56			68
LS			31			41			45
WRF			15			28			49
PRF			7			32			60

2 nd	Fall Score	%ile	Benchmark	Winter Score	%ile	Benchmark	Spring Score	%ile	Benchmark
WRF			41			53			65
PRF			64			83			102
MCRC			7			9			10
Vocab			9			11			11

3 rd	Fall Score	%ile	Benchmark	Winter Score	%ile	Benchmark	Spring Score	%ile	Benchmark
WRF			47			57			65
PRF			87			117			116
MCRC			11			11			14
CCSS			20			21			23
Vocab			16			17			18

4 th	Fall Score	%ile	Benchmark	Winter Score	%ile	Benchmark	Spring Score	%ile	Benchmark
PRF			107			138			138
MCRC			12			14			15
CCSS			21			21			23
Vocab			16			17			18

5 th	Fall Score	%ile	Benchmark	Winter Score	%ile	Benchmark	Spring Score	%ile	Benchmark
PRF			145			150			166
MCRC			14			16			15
CCSS			20			22			21
Vocab			17			17			18

Scholastic Reading Inventory (SRI)

Grade	Lexile Targets by Trimester			Student Fall Score	Student Winter Score	Student Spring Score
2 nd	F =					
3 rd						
4 th						
5 th						

Oregon Assessment of Knowledge & Skills (OAKS)

Grade	Reading			Math			Writing		
	Student Score	%ile	Benchmark	Student Score	%ile	Benchmark	Student Score	%ile	Benchmark
3 rd			211			212			
4 th			216			219			32
5 th			221			225			

Smarter Balanced Assessment Consortium (SBAC)

ELA Threshold Scores				
Grade	Level 4	Level 3	Level 2	Level 1
3 rd	2490	2432	2367	Less than 2367
Student Score:				
4 th	2533	2473	2416	Less than 2416
Student Score:				
5 th	2582	2502	2442	Less than 2442
Student Score:				

Math Threshold Scores				
Grade	Level 4	Level 3	Level 2	Level 1
3 rd	2501	2436	2381	Less than 2381
Student Score:				
4 th	2549	2485	2411	Less than 2411
Student Score:				
5 th	2579	2528	2455	Less than 2455
Student Score:				

Language Proficiency

Oregon English Language Proficiency Assessment (ELPA)

	K	1	2	3	4	5
ELPA benchmarks						
Early Intermediate: L2	483	492	495	501	497	497
Intermediate: L3	492	507	508	514	508	508
Early Advanced: L4	498	514	514	521	514	516
Advanced: L5- EXIT	507	523	523	529	521	523
TOTAL Student Score						
Reading						
Writing						
Listening						
Speaking						
Comprehension						

Woodcock-Muñoz Language Survey

Date:	Date:
Spanish Oral Language	English Oral Language
Oral Language TTL	Oral Language TTL
Reading-Writing	Reading-Writing
Broad Spanish Ability	Broad English Ability
Broad Spanish Ability – TTL	Broad English Ability – TTL
Listening	Listening
Oral Expression	Oral Expression
Reading	Reading
Writing	Writing
Language Comp	Language Comp
App Lang Prof	App Lang Prof

AQS Score Total: _

Section 2: to be completed at the Initial BEST Meeting.

Problem Solving Team Members

Name	Role	Name	Role

Circle primary area of concern:	Behavior	Math	Reading	Writing	Other (describe) _____
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Step 1: Problem Identification ()

Student present level of performance:
Expected student level of performance:
Magnitude of discrepancy:
Problem definition:
Replacement behavior or target skill:

Step 2: Problem Analysis ()

Domain	Relevant Known Information
Instruction	
Curriculum	
Environment	
Learner	

Based on the above information (instruction, curriculum, environment, and learner) why do you think the current problem is occurring and what is the predicted result of an appropriately matched intervention?

Problem Hypothesis: The problem is occurring because

—

Prediction: The problem will be reduced if

—

Data used to validate hypothesis:

—

Do you have enough information to complete the problem analysis and develop an intervention? If no, what else is needed and who will be responsible for collecting it?

Information needed	Responsible person

Step 3: Plan Development ()

Target skill: _

Goal (This intervention will be successful if...):

_

What will be done? (actions taken, target skills taught, curriculum/materials used)

_

How will it be done? (instructional strategies, etc.) _

Who is responsible? _

Where will it occur? _

How often? _

Group size _

Progress monitoring plan _

What materials will be used? _

Who is responsible? _

How often? _

Decision rule _

Fidelity plan _

What data will be collected? _

How often will it be collected? _

Who is responsible? _

Minimum standard for fidelity _

Follow up date _

Section 3: to be completed at the Follow-Up BEST Meeting.

Step 4: Plan Implementation & Evaluation ()

Attendance					
# of intervention days attended:		total # of intervention days:		% of intervention sessions attended:	

Fidelity	
Intervention fidelity data:	Minimum standard met? () Yes No

Progress	
Student rate of progress:	Peer/expected rate of progress:
• Less progress than expectation/peers	• More progress • Same progress

Performance	
Student level of performance:	Expected student level of performance:

Magnitude of Discrepancy		
• Less discrepant than expectation/peers	• More discrepant	• Same level of discrepancy
If less discrepant/good progress: Continue current intervention? Yes No Fade intervention support? Yes No		
If more discrepant/poor progress: Was the intervention implemented as planned? Yes No Do we need to intensify supports? Yes No Refer for special education evaluation? Yes No		
If discrepancy the same/average progress: Was the intervention implemented as planned? Yes No Do we need to intensify supports? Yes No Refer for special education evaluation? Yes No		

Comments/Actions/Next Steps

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