Individual Problem Solving Worksheet

* Confidential *

Student name: _____   Grade: _____   Date of Birth: _____

School: _____   Date of Referral: _____   Date of 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   RECOMMENDED GOALS

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	1st Fall Score	Fall Benchmark	1st Winter Score	Winter Benchmark	1st 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	2nd Fall Score	Fall Benchmark	2nd Winter Score	Winter Benchmark	2nd 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	3rd Fall Score	Fall Benchmark	3rd Winter Score	Winter Benchmark	3rd Spring Score	Spring Benchmark
ORF-WRC		97		115		123
ORF- A		99		99		99
DAZE		14		21		26

4th	4th Fall Score	Fall Benchmark	4th Winter Score	Winter Benchmark	4th Spring Score	Spring Benchmark
ORF-WRC		111		130		144
ORF- A		99		99		99
DAZE		20		23		31

5th	5th Fall Score	Fall Benchmark	5th Winter Score	Winter Benchmark	5th 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

1st	1st Fall Score	Benchmark	1st Winter Score	Benchmark	1st 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

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

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

EasyCBM (Benchmark scores are those scores closest to the 50th percentile.)

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

1st	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

Average rate of growth for a typical 1st grade student for oral reading fluency is 2 words per week. Average rate of growth for ½ a year would be 36 words.

2nd	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

Average rate of growth for a typical 2nd grade student for oral reading fluency is 1.5 words per week. Average rate of growth for the year would be 54 words.

3rd	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

Average rate of growth for a typical 3rd grade student for oral reading fluency is 1 word per week. Average rate of growth for the year would be 36 words.

4th	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

Average rate of growth for a typical 4th grade student for oral reading fluency is 0.85 words per week. Average rate of growth for the year would be 31 words.

5th	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

Average rate of growth for a typical 5th grade student for oral reading fluency is 0.5 words per week. Average rate of growth for the year would be 18 words.

Scholastic Reading Inventory (SRI)

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

Oregon Assessment of Knowledge & Skills (OAKS)

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

Smarter Balanced Assessment Consortium (SBAC)

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

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

	K	1	2	3	4	5
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: _____

Problem Solving Team Members

Name	Role	Name	Role

Identify primary area of concern:	Behavior	Math	Reading	Writing	Other (describe) _____

Step 1: Problem Identification (What is the problem?)

Student present level of performance:

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

Step 2: Problem Analysis (Why is it happening?)

Domain	Relevant Known Information
Instruction (e.g., pacing, corrective feedback, explicitness, opportunities to practice, engagement, etc.)	
Curriculum (e.g., skills taught, instructional materials, scope and sequence, expected outcomes, previous interventions, etc.)	
Environment (e.g., room set-up, peer influence, expectations and rules, behavior management system, etc.)	
Learner (e.g., academic skills, behavioral concerns, etc.)	

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 (What are we going to do?)

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 (Did it work?)

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

Fidelity	
Intervention fidelity data:	Minimum standard met? (circle one) 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

Attach graphed data.

Comments/Actions/Next Steps

_____

_____