

INDIVIDUAL PROBLEM SOLVING WORKSHEET

File Review and Problem Identification

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|---------------|---------------|---|----------|------------------------------|
| Date: | School: | Grade: | Teacher: | Person completing this form: |
| Student Name: | Case Manager: | Current Services (circle): Sp. Ed., ELL, Title 1, 504, other: _____ | | |

ATTENDANCE REVIEW
(based on an average of 171 school days per year)

| Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-------------------------------|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|
| School Year | | | | | | | | | | | | | |
| School Attended | | | | | | | | | | | | | |
| Days Total | 171 | 342 | 513 | 684 | 855 | 1026 | 1197 | 1368 | 1539 | 1710 | 1881 | 2052 | 2223 |
| Student's Attendance per Year | | | | | | | | | | | | | |
| Student Total for all Years | | | | | | | | | | | | | |

Grand Total of Days of School Attended: _____ Divide by 171: _____. Years + Months of Actual Attendance: _____

Review of report cards, progress reports, and teacher remarks by grade level significant for:

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| <i>Reading achievement:</i> |
| <i>Math achievement:</i> |
| <i>Behavior (including attending skills):</i> |
| <i>Language skills:</i> Significant difficulty (2's or less on report card) in writing, speaking skills, organization, social skills, following directions, or difficulty across subject areas requiring comprehension that can not be explained by other factors. |
| <i>Hearing Screening Results:</i> |
| <i>Vision Screening Results:</i> |
| <i>English Language Development:</i> |
| <i>Other:</i> |

DISCLAIMER: This tool has not been reviewed, vetted, or endorsed by the Center on Instruction or the U.S. Department of Education. It was developed as a resource for use by the schools or districts we visited and was not intended to have a broader use. It is provided here simply as a way to fulfill a commonly received request for examples of tools that schools and districts use in their RTI implementation. Practitioners wishing to use this tool in their own schools or districts should consider modifying it to meet the unique needs of their educational setting(s).