

School District Name
Written Expression Worksheet

(To document that a student has received appropriate instruction and intervention in written expression)

Document intended for internal use only—data must be entered in CT-SEDS

School:

Grade:

Student Name:

Date of Report:

Date of Birth:

The information on this Written Expression Worksheet must be completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability that affects Written Expression to capture all instructional strategies and interventions used, and student-centered data collected, including data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. This information should generally be gathered prior to a referral to special education as part of early intervention (i.e., alternative procedures required to be implemented in regular education under the Regulations of CT State Agencies §10-76d-7). (All boxes must be checked with appropriate documentation provided.)

Section 1: Core General Education Curriculum (Tier I)

1. Core General Education Written Expression Instruction (Tier I)

- Student has participated in daily general education written expression instruction using scientific research-based practices provided to the entire class by the general education teacher.

Description of Instruction Provided: General education instruction should involve a comprehensive, district-wide writing curriculum, aligned to Connecticut Core Standards, which addresses all important areas of writing (e.g., through explicit teaching of basic writing skills (including spelling), planning and organizational strategies, and writing knowledge; use of a writing process, with strategies for planning, revision, and editing; opportunities for practice; appropriate use of technology in writing; reading-writing connections):

2. Small Group/Differentiated Instruction by General Education Teacher (Tier I)

- Student has participated in small group, differentiated written expression instruction by the classroom teacher as part of ongoing Tier I general education instruction (i.e., for all students, differentiated to meet students' needs). Appropriate materials, at the student's instructional level, have been used with integrity and sufficiency (i.e., consistently, over a period of time).

Description of how Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

3. Progress Monitoring Assessments (Tier I)

- Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student’s response to instruction.
- Progress monitoring results, in the form of a graph and in the form of a chart/table, have been included. The chart/table below may be used in place of a separate chart/table.

Description/Source of Evidence of Progress Monitoring:

Skills/Competencies Targeted (e.g., basic writing skills (including spelling), text composition, writing processes (planning, revising, editing))	Tier 1 Assessments (e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments)	Student’s Baseline Data		Student’s Target/ Benchmark/ Grade-level Expectation	Student’s Progress Monitoring Data		Student’s Current Performance	
		Date	Results		Date(s)	Results	Date	Results

Core General Education (Tier I) Teacher Name _____

Date Completed _____

**Section 2: Supplemental, Scientific Research-Based Interventions (SRBI) (Tier II and Tier III)
(Tier II – targeted interventions; Tier III – more targeted and intensive interventions)**

1. Supplemental/Intensive, Scientific Research-Based Interventions (Tier II and Tier III)

- Interventions have been implemented based on specific student needs in one or more of the important areas of writing, such as basic writing skills (including spelling), text composition, or writing processes (planning, revising, and editing).

If a decision was made to refer a student prior to completion of Tier II or III interventions (e.g., because of factors such as a long prior history of intervention, risk factors for Specific Learning Disability (SLD) such as a significant family history of SLD, very low achievement, etc.), briefly explain below.

Description of Supplemental/Intensive Interventions Provided in one or more of the important areas of Writing:
Description should indicate tier/intensity, frequency, duration, location, group size, and type of intervention.

2. Fidelity of Supplemental/Intensive, Scientific Research-Based Interventions (Tier II and Tier III)

- Appropriately qualified and trained staff has provided the interventions, which have been implemented with fidelity (i.e., delivered in the manner in which they were designed and intended to be used).

If interventions described above have not been implemented with fidelity, briefly explain below.

Description of Impact on Fidelity of Interventions:

3. Progress Monitoring Assessments (Tier II and Tier III)

- Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student’s response to instruction.
- Progress monitoring results, in the form of a graph and in the form of a chart/table, have been included. The chart/table below may be used in place of a separate chart/table.

Description/Source of Evidence of Progress Monitoring:

Skills/Competencies Targeted (e.g., basic writing skills (including spelling), text composition, writing processes (planning, revising, editing))	Tier 1 Assessments (e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments)	Student’s Baseline Data		Student’s Target/ Benchmark/ Grade-level Expectation	Student’s Progress Monitoring Data		Student’s Current Performance	
		Date	Results		Date(s)	Results	Date	Results

Section 3: Written Expression Skills

1. If basic writing skills have been identified as an area of weakness:

- Student’s basic writing skills (e.g., handwriting/keyboarding, spelling, capitalization, punctuation, sentence structure) have been evaluated and if warranted, targeted interventions have been provided.
- Student has been provided with appropriate access to and teaching about the use of technology in writing to improve basic writing skills (e.g., use of spell-checkers).
- Student has been taught strategies for reviewing and editing written work to improve basic writing skills.
- Student has been provided with regular opportunities to practice basic writing skills.
- Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

2. If text composition (i.e., content aspects of writing that involve translating ideas into language), sometimes termed text generation, has been identified as a core area of weakness, beyond what can be accounted for by identified weaknesses in basic writing skills:

- Student’s vocabulary and other oral language skills have been evaluated and if warranted, targeted interventions have been provided, with application to writing.
- Student’s ability to plan and organize writing have been evaluated and if warranted, targeted interventions have been provided (e.g., additional, more explicit teaching of strategies for brainstorming or researching ideas).
- Student’s knowledge about writing (e.g., writing for an intended audience, use of formal vs. informal language in writing, schemas for different writing tasks such as reports vs. narratives) has been evaluated and if warranted, targeted interventions have been provided.
- Student has been provided with appropriate access to and teaching about the use of technology in writing to improve text composition (e.g., use of online thesaurus to improve word choice/avoid repetition of the same word).
- Student has been taught strategies for reviewing and revising written work to improve content/text composition.
- Student has been provided with regular opportunities to practice text composition.

- Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

Section 4: Lack of Sufficient Progress to Meet Age or State-approved Grade-level Standards (Tier II and Tier III)

- The student has not made sufficient progress in the supplemental/intensive intervention(s) implemented above, that appropriately target their specific skill weaknesses. Despite attempts to improve, individualize, and intensify the intervention, the student is not on a trajectory to catch up.

Name of the Person(s) responsible for completing Section 4

Date Completed

DRAFT