



CONNECTICUT STATE DEPARTMENT OF EDUCATION

## **3-Part Mini-Series on SLD**

**Part 1: Subject-Specific Worksheets  
(Mathematics, Reading, and Written Expression)**

## **Welcome and Introductions**

**Bryan Klimkiewicz, Special  
Education Division Director**

**Alycia Trakas, Bureau of Special  
Education, Education Consultant**

### **Guest Speakers**

**Claire Conroy, Consultant, State  
Education Resource Center**

**Lisa Fiano, Education Specialist,  
Capitol Region Education Council**



# Part 1 Learning Targets

- Review the purpose of the subject-specific worksheets and how they are used in the referral and eligibility process.
- Understand the changes on the revised subject-specific worksheets.
- Preview of how CT-SEDS supports PPTs in making eligibility determinations for students suspected of a SLD.



# Purpose of the Subject-Specific Worksheets

The information on the Subject-Specific Worksheets **(Reading, Mathematics, and/or Written Expression)** must be completed for all students who have been referred to special education due to a suspected learning disability in that subject area 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.

(34 CFR §§ 300.306, 300.309, 300.311) (RCSA § 10-76d-9)

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).

(RCSA § 10-76d-7)



# CT-SEDS INTERFACE: Create/View Documents

CTSEDS

STUDENTS RECENT STUDENTS TOOLS ▾ MY ACCOUNT ▾ ADMIN ▾ REPORTING

DEMOGRAPHICS ▾ REFERRAL AND EVALUATIONS IEP PROCESS SP PROCESS 504 PROCESS **CREATE/VIEW DOCUMENTS** ADMIN ▾

CT Training District  
HOME / DASHBOARD / CREATE/VIEW DOCUMENTS

- Documents:
- Prior Written Notice
  - Parent Notice of Referral to Determine Eligibility for Special Education and Related Services
  - Reading Worksheet
  - Notice of PPT Meeting
  - PPT Record of Meeting
  - Multidisciplinary Evaluation Report for Students Suspected of Having a Specific Learning Disability
  - PPT Attendance Excusal Document
  - CT Summary of Performance
  - Progress Report
  - Summary of Planning and Placement Team (PPT) Meeting
  - Laws Relating to Seclusions and Restraints
  - Parent Guide to Special Education in CT
  - Procedural Safeguards
  - Transition Bill of Rights
  - Serious Injury Report (Restraint and Seclusion)
  - Learning Mode IEP Implementation Plan
  - Mathematics Worksheet
  - Written Expression Worksheet
  - Building a Bridge
  - IEP At A Glance (Indiana)

Letters: (No Letters Available)

CREATE DRAFT (WILL BE SAVED FOR 30 DAYS)

CREATE FINAL DOCUMENT (WILL BE SAVED)

UPLOAD EXTERNAL DOCUMENT(S)



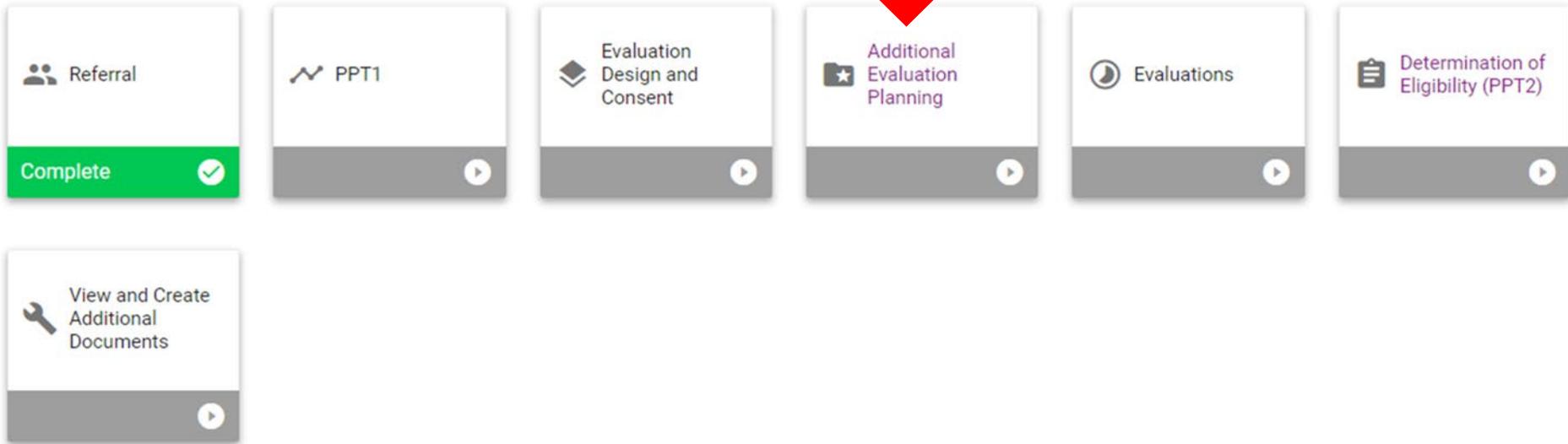
# CT-SEDS INTERFACE: Additional Evaluation Planning

## Referral and Evaluations

Select action

- Referral and Initial Evaluations     Targeted Assessments (Non-Three-Year Reevaluation)     Three-Year Reevaluation

 This process is used to complete a referral and initial evaluation for the student. This process should be used if changes to the initial evaluations are needed or additional assessments will be added for the initial eligibility determination.



# CT-SEDS INTERFACE: Documents

## ▼ Suspected Specific Learning Disability Details



Complete the relevant documentation related to the determination of specific learning disability for the student using the available subject-specific worksheets. The available subject-specific worksheets are for Reading, Mathematics, and Written Expression.

An extension to the evaluation timeline is needed

SAVE

## ▼ Documents

ATTACH DOCUMENTATION



View documents that have been created for the student from this page, and create or attach additional relevant documents.



## ▼ Create Additional Documents

CREATE DOCUMENT

Reading Worksheet

Mathematics Worksheet

Written Expression Worksheet



# Current Subject-Specific Worksheets

[District Name] Public Schools  
**Reading Worksheet**

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

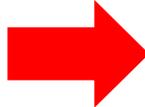
This checklist must be completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability that affects reading. This information should generally be gathered prior to a referral to special education as part of early intervention (i.e., alternative procedures required to be implemented in regular education under CT Special Education Regulations §10-76d-7). (All boxes must be checked with appropriate documentation provided.)



**1. Core General Education Language Arts Instruction (Tier I)**

Student has participated in daily general education reading/language arts instruction using scientific research-based practices provided to the entire class by the general education teacher.

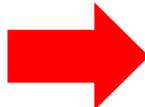
**Description of Instruction Provided:** General education instruction should involve a comprehensive, district-wide reading curriculum that addresses state standards and the five areas of reading (e.g., through read-alouds; systematic phonics instruction; word study and structural analysis; fluency-building activities; explicit vocabulary instruction; literature think-alouds; comprehension strategy instruction):

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

Student has participated in small group, differentiated reading instruction by the classroom teacher as part of Tier I general education instruction (i.e., for all students). Materials at the student's instructional level (90-95% word accuracy and at least 75-80% comprehension) have been used for a minimum of four days per week.

**Description -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.

**Description/Source of Evidence of Progress Monitoring:**  Results attached

Assessment (e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments)	Skills/Competencies Targeted (e.g., phonemic awareness, phonics, fluency, vocabulary, comprehension)	Dates



**4. Supplemental scientific research-based interventions (Tier II – targeted interventions; Tier III - more targeted and intensive interventions)**

Interventions have been implemented based on specific student needs in one or more of the five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and/or comprehension.

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). Documentation indicating frequency, duration and type of intervention is either listed on this form or attached.

**a. If decoding skills have been identified as an area of weakness:**

- Student's phonemic awareness has been evaluated and if warranted, targeted interventions have been provided.
- Student has been provided with systematic, explicit phonics instruction.
- Student has been provided with regular opportunities to practice learned decoding skills in texts.
- Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.

**b. If a student's oral reading fluency has been identified as an area of weakness:**

- Student's phonics skills have been evaluated and if warranted, targeted interventions have been provided.
- Student has been provided with regular opportunities to practice reading a variety of text at his/her independent level (at least 96% word accuracy and 90% comprehension).
- Student has been provided with teacher-directed fluency interventions focused specifically on improving oral reading fluency with connected text.
- Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.

**c. If a student's reading comprehension skills have been identified as an area of weakness beyond what can be accounted for by identified decoding and/or reading fluency deficits:**

- Student's vocabulary skills have been evaluated and if warranted, targeted interventions have been provided, with application to reading comprehension.
- Student's broad oral language skills (e.g., listening comprehension) have been evaluated and if warranted, targeted interventions have been provided, with application to reading comprehension.
- Student has been provided with explicit comprehension interventions (e.g., additional instruction in research-based comprehension strategies such as summarization and use of graphic organizers; additional building of background knowledge and/or knowledge of text structure) to address his/her specific comprehension needs.
- Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.

**5. Lack of sufficient progress to meet age or State-approved grade-level standards (Tiers II/III)**

The student has not made sufficient progress in the supplemental intervention(s) implemented above despite attempts to improve, individualize and intensify the intervention.

**Source of Evidence:** Attach teacher support and/or intervention team information (including data in numeric and graphic formats) **AND** complete chart below

Scientific research-based interventions used as supplemental and/or intensive interventions. These interventions are in addition to what is provided for all students (i.e., Tier I)	Student's response to interventions Baseline plus at least four additional progress monitoring measurements for each intervention (CBM or other appropriate measure)	Dates of intervention implementation

NOTE: Please see 2010 *Guidelines for Identifying Children with Learning Disabilities* for more information regarding instructions on completing the worksheet.

\_\_\_\_\_  
 (Teacher signature) (Date)

\_\_\_\_\_  
 (Signature of person(s) responsible for item #5) (Date)



# Revised Subject-Specific Worksheets



## Section I. Core General Education Curriculum (Tier I)

### 1. Core General Education Reading Instruction (Tier I)

- Student has participated in daily general education reading/language arts instruction using scientific research-based practices provided to the entire class by the general education teacher.

#### Description of Instructions Provided

General education instruction should involve a comprehensive, district-wide reading curriculum, aligned to Connecticut Core Standards, which addresses all important areas of reading including phonemic awareness, phonics, reading fluency, vocabulary, and comprehension (e.g., through read-alouds, systematic phonics instruction, word study and structural analysis, fluency-building activities, explicit vocabulary instruction, literature think-alouds, comprehension strategy instruction):

### 2. Small Group/Differentiated Instruction by General Education Teacher (Tier 1)

- Student has participated in small group, differentiated reading instruction by the classroom teacher as part of Tier I general education instruction (i.e., for all students). 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 1)

- 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.

Skills/Competencies Targeted (e.g., phonemic awareness, reading fluency, vocabulary, comprehension)	Tier I 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	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 five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and/or comprehension.

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 important areas of Reading; 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.

Skills/Competencies Targeted (e.g., phonemic awareness, phonics, reading fluency, vocabulary, comprehension)	Tier I 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	Date	Results



## Section 3. Reading Skills

1. If basic reading skills (i.e., decoding and word recognition skills) have been identified as an area of weakness:

- Student's phonemic awareness has been evaluated and if warranted, targeted interventions have been provided.
- Student has been provided with systematic, explicit phonics instruction.
- Student has been provided with regular opportunities to practice learned decoding skills in texts.

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

2. If a student's oral reading fluency has been identified as an area of weakness:

- Student's phonics skills have been evaluated and if warranted, targeted interventions have been provided.
- Student has been provided with regular opportunities to practice reading a variety of text at his/her independent level (at least 96% word accuracy and 90% comprehension).
- Student has been provided with teacher-directed fluency interventions focused specifically on improving oral reading fluency with connected text.

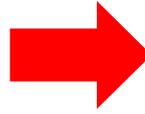
**Teacher** has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.

3. If a student's reading comprehension skills have been identified as a **core** area of weakness, beyond what can be accounted for by identified decoding and/or reading fluency weaknesses:

- Student's vocabulary skills have been evaluated and if warranted, targeted interventions have been provided, with application to reading comprehension.
- Student's broad oral language skills (e.g., listening comprehension) have been evaluated and if warranted, targeted interventions have been provided, with application to reading comprehension.

Student has been provided with explicit comprehension interventions (e.g., additional instruction in research-based comprehension strategies such as summarization and use of graphic organizers; additional building of background knowledge and/or knowledge of text structure) to address his/her specific comprehension needs.

**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 responsible for completing Section 4 \_\_\_\_\_

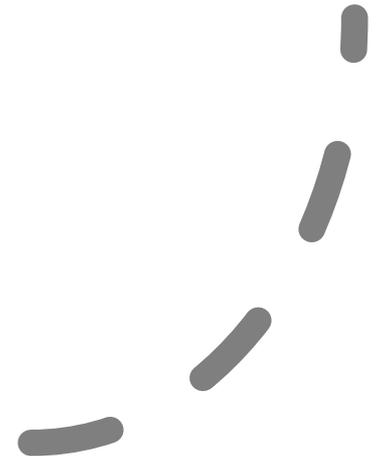
Date \_\_\_\_\_



## Section 1: Core General Education Curriculum (Tier I)

### 1. Core General Education Instruction

- Documents if the student has participated in daily general education **reading/language arts, math, and/or writing** instruction using scientific research-based practices provided to the entire class by the general education teacher.
- Describes instruction provided.



# CT-SEDS INTERFACE: Subject-Specific Worksheets

## Section 1.1: Core General Education Instruction (Tier I)

### 1. Core General Education Reading Instruction (Tier I)



Student has participated in daily general education reading/language arts 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 reading curriculum, aligned to Connecticut Core Standards, which addresses all important areas of reading including phonemic awareness, phonics, reading fluency, vocabulary, and comprehension (e.g., through read-alouds, systematic phonics instruction, word study and structural analysis, fluency-building activities, explicit vocabulary instruction, literature think-alouds, comprehension strategy instruction):

Describe



**Section 1:  
Core General  
Education  
Curriculum  
(Tier I)**

**2. Small Group/  
Differentiated  
Instruction by  
General  
Education  
Teacher**

- Documents if the student has participated in small group, differentiated **reading/language arts, math, and/or writing** instruction by the classroom teacher as part of ongoing Tier I general education instruction, and if appropriate materials, at the student's instructional level, have been used with integrity and sufficiency.
- Describes how core curriculum was differentiated.



# CT-SEDS INTERFACE: Subject-Specific Worksheets

## Section 1.2: Small Group/Differentiated Instruction by General Education Teacher (Tier I)

### 2. Small Group/Differentiated Instruction by General Education Teacher (Tier 1)

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

Description – How Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

Describe



**Section 1:  
Core General  
Education  
Curriculum  
(Tier I)**

**3. Progress  
Monitoring  
Assessments**

- Documents if continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student's response to instruction.
- Describes student's progress monitoring results.



# CT-SEDS INTERFACE: Subject-Specific Worksheets

## Section 1.3: Progress Monitoring Assessments (Tier I)

### 3. Progress Monitoring Assessments (Tier 1)

- 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:

[ADD SOURCE OF EVIDENCE](#)

Skills/Competencies Targeted    Tier I Assessments    Student's Baseline Data    Student's Target/Benchmark    Student's Progress Monitoring Data    Student's Current Performance    Edit

Core General Education (Tier I) Teacher Name

Date Completed  
mm/dd/yyyy

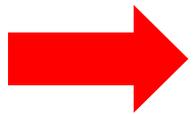


# CT-SEDS INTERFACE: Subject-Specific Worksheets

## Section 1.3: Add Source of Evidence

Description/Source of Evidence of Progress Monitoring: X

Skills/Competencies Targeted (e.g., phonemic awareness, phonics, reading fluency, vocabulary, comprehension)



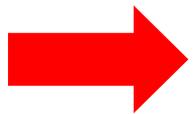
Skills/Competencies Targeted

Tier I Assessments (e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments)



Tier I Assessment

Student's Baseline Data



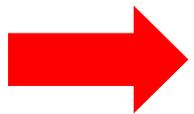
Date mm/dd/yyyy  Results

Student's Target/ Benchmark/ Grade-level Expectation



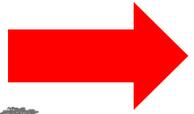
Target\_Benchmark

Student's Progress Monitoring Data

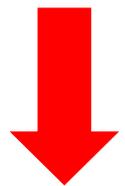


Date mm/dd/yyyy  Results

Student's Current Performance



Date mm/dd/yyyy  Results



ADD MORE

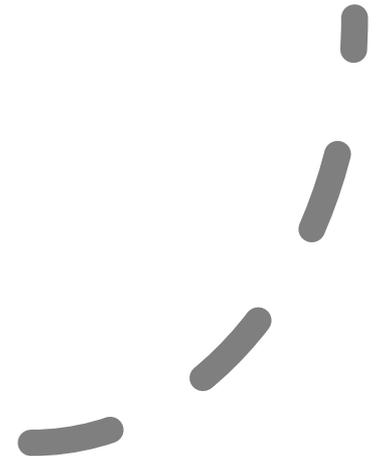
CLOSE SAVE AND ANOTHER SAVE



## Section 2: Supplemental /Intensive SRBI (Tier II and Tier III)

### 1. Supplemental /Intensive SRBI

- Documents if supplemental and/or intensive interventions have been implemented based on specific student needs in one or more of the important areas of **reading, math, and/or writing**.
- Describes the interventions provided.



# CT-SEDS INTERFACE: Subject-Specific Worksheets

## Section 2.1: Supplemental/Intensive SRBI (Tier II and Tier III)

### 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 five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and/or comprehension.

 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 Reading including phonemic awareness, phonics, reading fluency, vocabulary, and comprehension Description should indicate tier/intensity, frequency, duration, location, group size, and type of intervention.

Describe



**Section 2:  
Supplemental  
/Intensive  
SRBI (Tier II  
and Tier III)**

**2. Fidelity of  
Supplemental  
/Intensive  
SRBI**

- Documents if an appropriately qualified and trained staff has provided the interventions described in 2.1, and if the interventions were implemented with fidelity.
- Describes the impact, if the interventions described in 2.1 have not been implemented with fidelity.



# CT-SEDS INTERFACE: Subject-Specific Worksheets

## Section 2.2: Fidelity of Supplemental/Intensive SRBI (Tier II and Tier III)

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

Appropriately qualified and trained staff have 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:

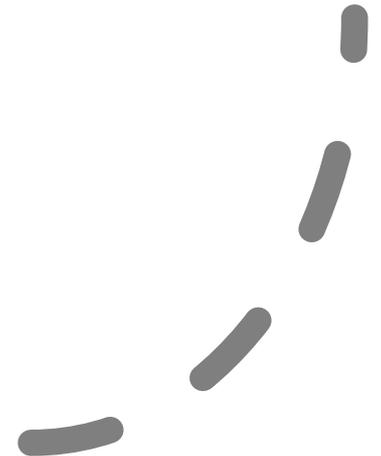
Describe



**Section 2:  
Supplemental  
/Intensive  
SRBI (Tier II  
and Tier III)**

**3. Progress  
Monitoring  
Assessments**

- Documents if continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student's response to instruction.
- Describes student's progress monitoring results.

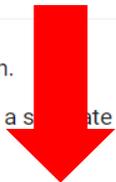


# CT-SEDS INTERFACE: Subject-Specific Worksheets

## Section 2.3: Progress Monitoring Assessments (Tier II and Tier III)

### 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:

[ADD SOURCE OF EVIDENCE](#)

Skills/Competencies Targeted	Tier II and Tier III Assessments	Student's Baseline Data	Student's Target/Benchmark	Student's Progress Monitoring Data	Student's Current Performance	Edit
------------------------------	----------------------------------	-------------------------	----------------------------	------------------------------------	-------------------------------	------



# CT-SEDS INTERFACE: Subject-Specific Worksheets

## Section 2.3: Add Source of Evidence

Description/Source of Evidence of Progress Monitoring: ×

Skills/Competencies Targeted (e.g., phonemic awareness, phonics, reading fluency, vocabulary, comprehension)

Skills/Competencies Targeted \_\_\_\_\_

Tier I Assessments (e.g., curriculum based measurement, curriculum-based assessments, diagnostic assessments)

Tier I Assessment \_\_\_\_\_

Student's Baseline Data

Date mm/dd/yyyy  Results \_\_\_\_\_

Student's Target/ Benchmark/ Grade-level Expectation

Target\_Benchmark \_\_\_\_\_

Student's Progress Monitoring Data

Date mm/dd/yyyy  Results \_\_\_\_\_ ADD MORE

Student's Current Performance

Date mm/dd/yyyy  Results \_\_\_\_\_

CLOSE SAVE AND ANOTHER SAVE



### **Section 3: Subject- Specific Skills (Tier II and Tier III)**

Documents that:

- subject-specific skills have been evaluated, and if warranted, targeted interventions have been provided.
- the student has been provided with systematic, explicit instruction.
- the student has been provided with regular opportunities to practice learned skills.
- the teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to interventions provided.



# CT-SEDS INTERFACE: Subject-Specific Worksheets

## Section 3: Reading Skills

### Section 3. Reading Skills

1. If basic reading skills (i.e., decoding and word recognition skills) have been identified as an area of weakness:

- Student's phonemic awareness has been evaluated and if warranted, targeted interventions have been provided.
- Student has been provided with systematic, explicit phonics instruction.
- Student has been provided with regular opportunities to practice learned decoding skills in texts.
- Teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.

2. If a student's oral reading fluency has been identified as an area of weakness:

- Student's phonics skills have been evaluated and if warranted, targeted interventions have been provided.
- Student has been provided with regular opportunities to practice reading a variety of text at his/her independent level (at least 96% word accuracy and 90% comprehension).
- Student has been provided with teacher-directed fluency interventions focused specifically on improving oral reading fluency with connected text.
- Teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.

3. If a student's reading comprehension skills have been identified as a core area of weakness, beyond what can be accounted for by identified decoding and/or reading fluency weaknesses:

- Student's vocabulary skills have been evaluated and if warranted, targeted interventions have been provided, with application to reading comprehension.
- Student's broad oral language skills (e.g., listening comprehension) have been evaluated and if warranted, targeted interventions have been provided, with application to reading comprehension.
- Student has been provided with explicit comprehension interventions (e.g., additional instruction in research-based comprehension strategies such as summarization and use of graphic organizers; additional building of background knowledge and/or knowledge of text structure) to address his/her specific comprehension needs.
- Teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.



# CT-SEDS INTERFACE: Subject-Specific Worksheets

## Section 3: Mathematics Skills

### Section 3. Mathematics Skills

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

- Student's conceptual understanding of numbers has been evaluated and if warranted, targeted interventions have been provided (e.g., additional, more explicit instruction with use of visual representations such as pictures or manipulatives).
- Student's automatic recall of facts has been evaluated and if warranted, targeted interventions have been provided.
- Student has been provided with explicit teaching of algorithms for calculation linking procedures to a conceptual understanding (e.g., written procedures for 2-digit subtraction with regrouping, long division).
- Student has been provided with regular opportunities to practice learned calculation skills in appropriate contexts, including cumulative review of previously learned 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 problem-solving skills have been identified as a core area of weakness, beyond what can be accounted for by identified calculation weaknesses and/or poor reading:

- Student's math-related vocabulary and other oral language skills have been evaluated and if warranted, targeted interventions have been provided, with application to math problem solving.
- Student's specific problem-solving skills (e.g., ability to determine which operation to use to solve a problem, identifying relevant vs. irrelevant information) have been evaluated and if warranted, targeted interventions have been provided.
- Student has been provided with regular opportunities to practice learned problem-solving skills, including cumulative review of previously learned skills.
- Teacher has systematically collected progress monitoring data, using valid and reliable measures, to determine the student's response to the interventions provided.



# CT-SEDS INTERFACE: Subject-Specific Worksheets

## Section 3: Written Expression Skills

### 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 targeted interventions have been provided in specific areas of need.
- 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.

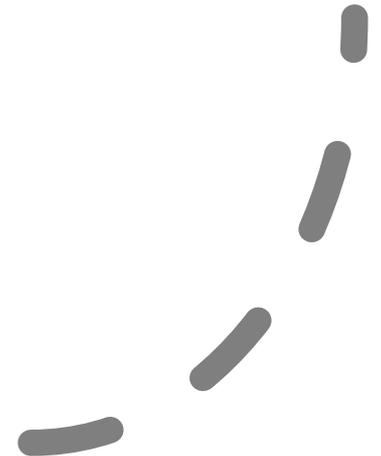
2. If text composition (i.e., content aspects of writing that involve translating ideas into language), sometimes termed text generation, has been identified as a **core** area of weakness, beyond what can be accounted for by identified weaknesses in basic writing skills:

- 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 generation (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 generation.
- Student has been provided with regular opportunities to practice text generation.
- 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)**

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



# CT-SEDS INTERFACE: Subject-Specific Worksheets

## Section 4: Lack of Sufficient Progress to Meet Age or State-approved Grade-Level Standards

### 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  
mm/dd/yyyy \_\_\_\_\_



# Summary

- The information on the subject-specific worksheets must be completed for all students who have been referred to special education due to a suspected learning disability 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.
- Revisions to subject-specific worksheets:
  - minor language changes to all sections,
  - a reorganization into four sections,
  - text boxes were added to describe the interventions provided, as well as the impact, if not implemented with fidelity, and
  - additional fields to accurately document and analyze a student's response to instruction/intervention.





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