

## Tier II Documentation – SAT

### Summary of Documentation of Tier II Interventions and Results

Reading     
  Written Language     
  Math     
  Other (Specify) \_\_\_\_\_

Date \_\_\_\_\_ Student \_\_\_\_\_ Student ID \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

The following table must be completed and included for every request for an initial special education evaluation made by the Student Assistance Team (SAT). If this student is referred for a special education evaluation, the information documented by the teacher on these pages will be used by the evaluator and will become part of the confidential evaluation report.

The following documentation must be provided for the student’s specific deficit areas. These areas are identified by high quality, standardized, curriculum based measures (i.e., DIBELS); other formative assessments (i.e., assessments within the core Harcourt or Houghton-Mifflin); or supplemental intervention programs (i.e., Foundations).

Each deficit area must be addressed; however, information regarding two areas may be combined if intervention(s) are the same or overlap (*For example, the Foundations Double Dose lesson focuses on phonemic awareness, phonics, oral reading fluency, and spelling in the integrated Tier 2 lesson. The Avenues lesson focuses on English language proficiency through oral language, vocabulary, grammar, and comprehension strategies.*) See APS Matrix of Elementary Tier 2 Programs.

**Specific area(s) of concern:**

Intervention and Group Size:
Frequency and Duration of Interventions:
Fidelity of Interventions (description of components taught to student):
Rate of Progress (list or attach assessment results for interventions):
Dual Discrepancy (for K-3 only; attach achievement and growth worksheets):
Student’s Classroom Profile (attach)