

Student: _____ Date: _____

Classroom Intervention Worksheet

Please try at least three separate strategies.

	Description	Student Response
Higher level reading or math material		1 2 3 4 5 Comments:
Curriculum compacting/Faster pacing of content		1 2 3 4 5 Comments:
Ability grouping		1 2 3 4 5 Comments:
Interest centers/Tiered stations		1 2 3 4 5 Comments:
Preassessment/Alternative assignments		1 2 3 4 5 Comments:
Product and/or Project choices		1 2 3 4 5 Comments:
Research and/or Independent study		1 2 3 4 5 Comments:

Evaluation Key:

1=Low quality, no enthusiasm or follow through **5**=High quality, enthusiastic and independent effort

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	Description	Student Response
Higher level reading or math material	<i>Daily SLIPS challenges (above grade level problem solving challenges). Student was successful 4 out of 5 times with minimal assistance.</i>	1 2 3 4 5 Comments: <i>Student really liked these</i>
Curriculum compacting/Faster pacing of content	<i>Class was reading Sarah Plain and Tall. Student finished book quickly so then read Hattie Big Sky and completed a book report and Venn diagram comparing the two.</i>	1 2 3 4 5 Comments: <i>Worked well independently</i>
Ability grouping	<i>In the small group reading group, she is in the top Words Their Way group working on Book Three (green) Sort 4-5. Average weekly score 95%.</i>	1 2 3 4 5 Comments: <i>Not her favorite subject, sometimes off task</i>
Interest centers/Tiered stations	<i>She is very interested in pioneer life so she read The quilt-block history of pioneer days and made a Hanging Windmill Star to share with class.</i>	1 2 3 4 5 Comments:
Preassessment/Alternative assignments	<i>Gave preassessment before Unit 2 in Math. Student scored 30% so she participated in all the lessons with the class. If she finished early, she did the SLIPS challenges.</i>	1 2 3 4 5 Comments: <i>Will do again for chapter 3</i>
Product and/or Project choices		1 2 3 4 5 Comments:
Research and/or Independent study		1 2 3 4 5 Comments:

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