

**MOUNT PLEASANT CENTRAL SCHOOL DISTRICT  
INITIAL RTI REFERRAL FORM – “FIRST LOOK”**

Note: This form is to be completed when a child is brought to the RTI team for the first time as a result of universal screening results, NYS Assessments and/or classroom performance. Please complete, **rename** with the student’s last name and date of referral (e.g. Jones 9-1-15), and share the document with your principal or RTI chair:

**Student Name:** \_\_\_\_\_

**Date of Referral:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**Absences YTD:** \_\_\_\_\_

**Dominant Language:** \_\_\_\_\_

**Tardies YTD:** \_\_\_\_\_

**ESL Level:** \_\_\_\_\_

**Person Initiating the Referral** \_\_\_\_\_

**Person Who Notified Parents of Referral:** \_\_\_\_\_

**Date Parents Were Notified:** \_\_\_\_\_

**Briefly describe the area of deficit and how it is impacting the students’ learning:**

**Briefly describe the supports that were previously and/or are currently in place for this student:**

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**Briefly describe what you have learned about this student from prior teachers/counselors:**

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**Are there any health or medical concerns?**

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**What are the student’s strengths? What motivates them?**

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Please check areas in which the student demonstrates a level of competence significantly below that of his/her peers. Leave blank those areas where the student is on grade-level or the area does not apply.

Indicate the source of the data that will be presented to the team to support concern in this area:

**US:** Universal Screening (e.g. aimsweb+, DRA, MAP)

**LA:** Local Assessment

**SA:** State Assessment (e.g. 3-8 ELA or Math, Regents)

**CRP:** Classroom Performance

**READING**

<b>Phonemic Awareness</b>		<b>Letter/Sound Relationships</b>	
Rhyming words		Beginning sounds	
Blending phonemes		Medial sounds	
Syllable segmentation		Ending sounds	
Phoneme segmentation		Short vowels	
<b>Letter Knowledge</b>		Long vowels	
Identify upper case letters		Diagraphs	
Identify lower case letters		Blends	
Identifies letter sounds (upper)		<b>Reading Comprehension</b>	
Identifies letter sounds (lower)		Coherent Retelling	
<b>Word Knowledge</b>		Identifies story elements	
High frequency words		Remembers details	
Short vowel word families (CVC)		Makes meaningful predictions	
Long vowel patterns		Asks meaningful questions	
<b>Reading Fluency</b>		Visualizes	
Rate		Makes meaningful connections	
Phrasing		Determines importance	
Expression		Makes inferences	
Accuracy		Understands vocabulary in context	
		Identifies main idea/theme/lesson	
		Identifies main idea/details in content reading	

**WRITING**

Generates ideas		Correct capitalization	
Organizes/sequences ideas		Proper punctuation	
Adds relevant details		Spelling/Grammar	
Vocabulary		Handwriting or fine motor concerns	
Sentence structure		Letter Reversals	

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Paragraph structure		Providing Evidence	
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**LANGUAGE**

Receptive Language		Expressive language	
Multistep directions		Sentence formulation	
Understanding questions		Grammar	
Story comprehension		Answering questions	
Concept		Vocabulary	
Vocabulary		Word retrieval	

**SPEECH**

Speaks clearly (articulation)		Fluency	
Rate		Voice	

**MATH**

Number sense		Basic word problems	
Basic operations (single-digit)		Multi-step word problems	
Basic operations (multi-digit)		Measurement	
Mathematical modeling		Using tools appropriately	

**SOCIAL-EMOTIONAL**

Classroom Behavior		Emotional Competence & Social Interactions	
Follows classroom rules		Labels & expresses emotion appropriately	
Follows classroom routines		Can calm/self-sooth (manages sensory input)	
Transitions well		Responds to frustration appropriately	
Stays on task/maintains attention		Manages anger appropriately	
Controls impulses		Shows empathy and compassion for others	
Attempts new tasks		Takes turns, plays fair, follows rules of games	
Accepts limits set by adults		Initiates interactions with peers	
Asks for help when needed		Has appropriate social response to a situation	
Listens to and follows directions		Is liked by peers	
Participates in group/class activities		Resolves conflicts appropriately	
Works independently		Has at least one friend	

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Adapts to changes		Has appropriate self-care/personal hygiene	
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**REQUIRED SUPPORTING DOCUMENTS TO BE BROUGHT TO THE MEETING:**

- Protocols from the two most recent reading assessments (F&P, TC, DRA) – last must be within 60 days.
- Recent writing sample (process writing including drafts and revisions)
- Other recent student work, as applicable

Please feel free to bring other supporting documentation that will help the CST better understand the child’s strengths and areas for improvement.