

# AAF Record of Problem Solving and Progress Monitoring Worksheet

**Student Name:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Student's Strengths** (describe assets from academic, familial and behavioral perspectives):  
 Jill is creative, polite and has wonderful problem-solving skills. Math is her strength. She gets along well with peers. Stressors at home include parents' divorcing. Jill seems down about this at times.

**Area of Concern** (define problem in specific, observable and measurable terms): Jill struggles with reading. On the September ORF, she read 66 WPM. In September, her DRA level was M. She can comprehend, but her main weaknesses seem to be decoding and fluency.

**Goal/Objective:** (describe realistic, attainable short- and long-term goal in specific, observable and measurable terms)  
 Jill will increase her ORF score by ~1.5 words per week.

**Action Plan** (describe the intervention and who will implement it): Ms. Smith will add a Sightwords Superstars group once per week. Based on PM data, change if/as needed.

<b>Date:</b> <input type="checkbox"/> Social/Beh. <input type="checkbox"/> Academic <input type="checkbox"/> ELL	<b>Universal Screening Tool &amp; Progress Monitoring Tool</b> (3 times per year) (4-8 week cycle)	<b>TIER 1: Core</b> (What & how? How long? How often? By whom?)	<b>TIER 2: Supplemental</b> (What & how? How long? How often? By whom?)	<b>TIER 3: Intensive</b> (What & how? How long? How often? By whom?)	<b>Progress &amp; Action Plan Summary:</b> (Stop, change, continue, or add to current intervention)
<b>Response to intervention?</b>  <input type="checkbox"/> yes <input type="checkbox"/> no		<b>Intended:</b> <b>Delivered:</b> <input type="checkbox"/> yes <input type="checkbox"/> no	<b>Intended:</b> __min. __times/wk <b>Delivered:</b> <input type="checkbox"/> yes <input type="checkbox"/> no	<b>Intended:</b> __min. __times/wk <b>Delivered:</b> <input type="checkbox"/> yes <input type="checkbox"/> no	
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End of Year Summary: