

----- **Remediation Referral Form** -----

*To be completed by a self-contained classroom teacher (grades K-6),  
or by a specialist in language arts/reading or math (grades 7-8).*

Name of Teacher: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Current Grade in School: \_\_\_\_\_

Student Achievement:

Does this student receive special services? Y / N

If yes, please list and explain. (IEP, Title, 504, other)

1. Current letter grade in class (for specialists in LA/reading and math): \_\_\_\_\_

- or -

Current letter grades in math and reading (for self-contained teachers):

➤ Math \_\_\_\_\_

➤ Reading \_\_\_\_\_

2. Current percent in class (for specialists in LA/reading and math): \_\_\_\_\_

- or -

Current percents in math and reading (for self-contained teachers):

➤ Math \_\_\_\_\_

➤ Reading \_\_\_\_\_

*(Teachers in grades K-2 should use the number of minus marks vs. plus marks in either reading or math to indicate student achievement in the blanks above, instead of grades and percentages.)*

## **Section A - Skills / Knowledge Checklists**

Check the specific skills and knowledge which the student being referred for remediation has failed to demonstrate on graded assessments. A checklist is necessary for ONLY those subjects the student has failed. Please, use Curriculum Mapper to locate and print a copy of the ILS Frameworks for your subject / grade level. Then, indicate to the right of each objective a failure to demonstrate success on that objective by using an "X" or a checkmark. Leave blank all objectives that the student has mastered. Staple the list(s) to this form.

Self-contained teachers referring a student need to complete a checklist for each subject the student is failing (LA/reading, math).

Teachers in grades K-2 have no ILS Frameworks available to them. K-2 teachers who are referring a student for remediation are to print a copy of the ILS Performance Descriptors for the subject / grade level and use that list in the same way as the ILS Frameworks to indicate the student's deficiencies. (Grades 1-2, use only the center column for your grade level, and only those ILS Performance Descriptors for reading, math, and science. Kindergarten, use the list found at the state website [www.isbe.state.il.us/earlychi/pdf/iel\\_standards.pdf](http://www.isbe.state.il.us/earlychi/pdf/iel_standards.pdf) or [www.pblunit10.com/dharber/maps/kreading.rtf](http://www.pblunit10.com/dharber/maps/kreading.rtf) and [www.pblunit10.com/dharber/maps/kmath.rtf](http://www.pblunit10.com/dharber/maps/kmath.rtf) )

By placing each checkmark you are indicating that 1) this is a skill that you have taught to the student, 2) this is a skill which you have assessed, and 3) this is a skill which you can clearly demonstrate that the student lacks.

**All Standards > IL\_Assessment\_Framework > Reading > Grade 7**

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- State Goal 1 : Read with understanding and fluency.
  - Standard 1A Apply word analysis and vocabulary skills to comprehend selections.
    - Words in Isolation
      - ✓ **Objective 1.7.01** Determine the meaning of an unknown word or content-area vocabulary using knowledge of prefixes, suffixes, and word roots (see Affixes list).
      - Objective 1.7.02 Use etymologies to determine the meanings of words.
    - Words in Context
      - ✓ **Objective 1.7.03** Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
      - Objective 1.7.04 Determine the connotation of a word using word, sentence, and cross-sentence clues.

**Section B - Communications**

Please, record communications you have had with parents and the student during which you have clearly advised them of a) the need for remediation, b) the means to raise current levels of achievement, and c) the resources available to the student for remediation.

<b>Type of Communication</b> (Interim Report, telephone, e-mail, face-to-face conversation, other)		<b>Topic(s) Discussed</b> a. low achievement b. opportunities for remediation c. resources available	<b>Individual(s) Contacted</b>	<b>Approximate Date of Communication</b>
<b>Qtr 1</b>		a. b. c.		
<b>Qtr 2</b>		a. b. c.		
<b>Qtr 3</b>		a. b. c.		
<b>Qtr 4</b>		a. b. c.		

*This form is due to your building principal no later than May 1st.*