

Monitoring Data Sheet: Leilehua High School

Student: _____ Return to: _____ by: _____

Pd	Class	Teacher	Pd	Class	Teacher
1			4		
2			5		
3			7		

1. ESTIMATED GRADE AT THIS TIME: _____
2. Number of missing assignments: _____
3. ATTENDANCE: # of Absences: _____ # of Tardies: _____
4. CONTACT WITH PARENT/ GUARDIAN: # of phone contacts _____ # of conferences _____
5. CONCERN: What is your primary concern for this student?
6. ABILITY: What is your impression of student's potential. Please be specific.
7. PLEP: Present Levels of Academic Performance: 1)Please check the appropriate standards needed for improvement. 2)Indicate S for Strength and N for Needs improvement under strength/weakness area.

READING SKILLS and COMPREHENSION STANDARDS:

Star Reading Level:

- CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-Literacy.RL.9-10.3
Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CCSS.ELA-Literacy.RL.9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Strength/Weakness:

- | | | |
|--------------------------------|------------------------------------|----------------------------------|
| __ Recalling details from text | __ Getting the main idea from text | __ Visualizing relationships |
| __ Passing AR tests | __ Evaluating information/text | __ Locating evidence within text |
| __ Determine plot, climax | __ Reading at grade level | __ Annotations |
| __ Vocabulary | __ Paraphrasing ideas in text | __ Decoding unknown words |
| __ Reading fluency | __ Making predictions | __ Using clues to read words |
| __ Decoding unknown words | | |

WRITING SKILLS STANDARDS:

- CCSS.ELA-Literacy.W.9-10.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Strengths/Weaknesses:

- Include claim/topic
- Convey same tone throughout essay
- description
- Synthesizing ideas
- Simple Sentences
- Paragraph structure
- Include editing corrections in final draft
- Explains ideas clearly
- transitions
- Staying on topic
- Include support for claim/topic
- Adding detail or
- Compare/Contrast ideas
- Complex/Compound sentence
- Summarizing written ideas
- Using word processing programs
- Sequence ideas logically in essay
- Avoids plagiarism
- Essay structure
- Addressing prompts
- Handwriting
- Include
- Using evidence

SPEAKING & LISTENING

- CCSS.ELA-Literacy.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.2
Integrate multiple sources of information presented in diverse media on formats evaluating the credibility and accuracy of each source.

Strengths/Weaknesses:

- Participates in group activities/discussions
- Verbalize opinions
- Identify speaker's rhetoric/fallacies
- Taking notes during class
- Prepared/completes assignments
- Copying from the board

- CCSS.ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-Literacy.SL.9-10.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Strengths/Weaknesses:

- Uses appropriate articulation
- Vocal delivery
- Poise

Language

- CCSS.ELA-Literacy.L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-Literacy.L.9-10.2
Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.
- CCSS.ELA-Literacy.L.9-10.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-Literacy.L.9-10.6
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Strengths/Weaknesses:

- Spelling
- Handwriting
- Capitalization
- Grammar
- Punctuation
- Parts of speech

MATH SKILLS:

Areas of need with standards:

Comments on Academic Performance:

8. LEARNING STYLE:

- Concrete examples
- Visual examples
- Modeling (step-by-step example)
- Clear and concise instruction (verbal & written)
- Repetition and review
- Small groups (3-5 students)
- One-on-one assistance
- Specific praise and/ or encouragement
- Extra time to complete assignments/ exams
- Breakdown instructions/ directions
- Extra time to complete assignments/ exams
- Fewer questions/ problems assigned
- Graphic organizer provided
- Reduce distraction/distractors
- Preferential seating
- Reading partner
- Check for understanding
- Choice of assignments provided
- Cue to redirect on-task behavior
- Agenda signed daily by teacher/ parent

9. BEHAVIORAL DATA:

- Has no behavioral problems
- Does not get work done:
- Classwork
- Needs to participate in class discussions
- Has little or no motivation
- Often tardy or absent
- Loses or forgets work/ materials
- Not completing AR
- Homework
- Will not ask for help
- Talks out of turn
- Easily distracted by
- Unable to follow
- Puts others down
- Disrespectful, insubordinate, non compliant
- Defiant, resistant attitude
- Disorganized
- Appears sad/ depressed/ angry
- Often off-task
- others
- directions
- Sleepy; puts head down
- Not prepared for class: materials/ supplies
- Uses profanity/ inappropriate topics
- Needs frequent re-direction

Comments:

10. The items checked below are suggested as needing improvement:

- Attendance
- Bringing materials to class
- Completing work on time
- Working independently
- Study skills
- Attention and active participation
- Refraining from negative or disruptive behavior

11. Would you like to meet to discuss accommodations, modifications, or goals and objectives for this student?

No Yes, I am available to meet: _____

Other Comments:

.....
An IEP Meeting is scheduled for _____ at _____ in _____.

Will you be able to attend? Yes, I will be able to attend.
 No, regretfully I will not be able to attend.
 If someone is available to cover my class at this time, I will be able to attend.

Monitoring Data Sheet: Leilehua High School 11-12 Grade

Student: _____ Return to: _____ by: _____

Pd	Class	Teacher	Pd	Class	Teacher
1			4		
2			5		
3			7		

1. ESTIMATED GRADE AT THIS TIME: _____
2. Number of missing assignments: _____
3. ATTENDANCE: # of Absences: _____ # of Tardies: _____
4. CONTACT WITH PARENT/ GUARDIAN: # of phone contacts _____ # of conferences _____
5. CONCERN: What is your primary concern for this student?
6. ABILITY: What is your impression of student's potential. Please be specific.
7. PLEP: Present Levels of Academic Performance: 1)Please check the appropriate standards needed for improvement. 2)Indicate S for Strength and N for Needs improvement under strength/weakness area.

READING SKILLS and COMPREHENSION STANDARDS:

Star Reading Level:

- CCSS.ELA-Literacy.RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-Literacy.RL.11-12.2
Determine two or more themes or central ideas of a text and analyze in detail its development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- CCSS.ELA-Literacy.RL.11-12.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Strength/Weakness:

- ___ Recalling details from text ___ Getting the main idea from text ___ Visualizing relationships
- ___ Passing AR tests ___ Evaluating information/text ___ Locating evidence within text
- ___ Determine plot, climax ___ Reading at grade level ___ Annotations
- ___ Reading fluency ___ Vocabulary ___ Paraphrasing ideas in text

WRITING SKILLS STANDARDS:

- CCSS.ELA-Literacy.W.11-12.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Strengths/Weaknesses:

- ___ Include claim/topic
- ___ Convey same tone throughout essay ___ Include support for claim/topic ___ Adding detail or description
- ___ Synthesizing ideas ___ Compare/Contrast ideas ___ Avoids plagiarism

- Simple Sentences
- Paragraph structure
- Include editing corrections in final draft
- Explains ideas clearly
- transitions
- Staying on topic
- Complex/Compound sentence
- Summarizing written ideas
- Using word processing programs
- Sequence ideas logically in essay
- Using evidence
- Essay structure
- Addressing prompts
- Handwriting
- Include

SPEAKING & LISTENING

- CCSS.ELA-Literacy.SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.11-12.2
Integrate multiple sources of information presented in diverse media on formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Strengths/Weaknesses:

- Participates in group activities/discussions
- Verbalize opinions
- Identify speaker's rhetoric/fallacies
- Taking notes during class
- Prepared/completes assignments
- Copying from the board

- CCSS.ELA-Literacy.SL.11-12.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- CCSS.ELA-Literacy.SL.11-12.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Strengths/Weaknesses:

- Uses appropriate articulation
- Vocal delivery
- Poise

Language

Conventions of Standard English

- CCSS.ELA-Literacy.L.11-12.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-Literacy.L.11-12.2
Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.
- CCSS.ELA-Literacy.L.11-12.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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Strengths/Weaknesses:

- Spelling
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MATH SKILLS:

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- Puts others down
- Disrespectful, insubordinate, non compliant
- Unable to follow directions
- Defiant, resistant attitude
- Sleepy; puts head down
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