

# NCA 2025–2026 Request for Academic Assistance

*Please complete and return to Amanda Norkoli. This information will be reviewed by members of the Student Success Team and you will be contacted for follow-up.*

**Date:**

**Student:**

**Grade:**

**Referring Staff:**

**Best time to contact you for follow-up:**

**Are you looking for new ideas/strategies to address your concerns?**

• YES

• NO

**Indicate Academic Area(s) of Concern:**

• Math Computation	• Work Accuracy/ quality	• Reading
• Math Concepts/ Application	• Following oral instructions	• Written Expression
• Following written instructions	• Listening comprehension	• Spelling
• Oral Expression	• Other:	

**Describe primary concern:**

**Baseline Data:** Submit Supporting evidence/data relevant to your concern (e.g., screening results, work samples, classroom assessments, etc).

*For Elementary Use Only. Disregard for grades 6-12*

Reading Data			
Acadience Benchmark Measure	Most Recent Score	Current Benchmark Goal	End of the Year Benchmark Goal
Composite Score			
FSF			
PSF			
NWF-CLS			
NWF-WWR			
DORF Words Correct			
DORF Accuracy			
Retell			
Retell Quality			
Progress Monitoring	Last 4 Scores	Result	
Measure:		<ul style="list-style-type: none"> <li>Meeting/ Exceeding Aimline</li> </ul>	<ul style="list-style-type: none"> <li>Below Aimline at least 4 consecutive. weeks</li> </ul>

Pathways of Progress: <i>Student is making progress that is considered...</i>		
• Well above typical	• Typical	• Well below typical
• Above typical	• Below typical	

NWEA MAP Reading		
Student RIT:	District Grade-Level Mean RIT:	Norm Grade Level Mean RIT:

**Additional Notes:**

Math Data		
NWEA MAP Math		
Student RIT:	District Grade-Level Mean RIT:	Norm Grade Level Mean RIT:

**Additional Notes:**

<b>Classroom Assessments</b>	<b>Subject:</b>
Last 3 Test Scores:	Class range of test scores:
Student's Test Avg:	Classwide Avg:
Student's Current Grade:	Accommodations and/or Modifications used? <b>Y / N</b>

<b>Homework Activities (e.g., practice worksheets, reading assignments, etc.)</b>	
% Completed:	Describe Work Quality:
Homework Avg:	

<b>Home/School Partnership</b>	<b>Yes</b>	<b>No</b>	<b>Not Applicable</b>
Letters signed/returned			
Assignment book signed/returned			
Weekly Reading			
Spelling			
Other:			

**Additional Notes:**

**Indicate Preliminary Problem-Solving Steps You Have Taken:**

Action	Date(s):	Result/Outcome:		
1. Reviewed CA-60		Passed Vision screening? <b>Y/N</b>	Passed Hearing screening? <b>Y/N</b>	Known physical/medical problems? <b>Y/N</b>
		S.I.T. Folder on file? <b>Y/N</b> (If Yes, specify in next step)	Retained? <b>Y/N</b>	Acceptable Attendance? <b>Y/N</b> (10+ per yr)
		Other Important Info:		
2. Implemented prior Intervention Plan on file		<ul style="list-style-type: none"> <li>Academic plan targeting _____ Progress? <b>Y/N</b> Follow-up Needed? <b>Y/N</b></li> </ul>		
		<ul style="list-style-type: none"> <li>Behavior plan targeting _____ Progress? <b>Y/N</b> Follow-up Needed? <b>Y/N</b></li> </ul>		
3. Consulted with other school staff		Describe attempted solution:		
4. Contacted Parent		Describe attempted solution:		

**Additional Notes:**

## Check or Highlight Interventions in Place:

<b>Tier I:</b> The classroom teacher gives additional, individualized, evidenced-based academic support to the students beyond that provided in core/universal instruction (e.g., differentiated instruction).		
<ul style="list-style-type: none"><li>• Differentiated instruction</li><li>• Extra Drill and practice</li><li>• Monitor assignments</li><li>• Student restates information</li><li>• Word Bank</li></ul>	<ul style="list-style-type: none"><li>• Immediate feedback</li><li>• Pictures/Charts</li><li>• Oral/visual reminders</li><li>• Concrete Examples</li><li>• Manipulatives</li></ul>	<ul style="list-style-type: none"><li>• Pre-teach content</li><li>• Review directions</li><li>• Study partners</li><li>• Display key vocabulary</li><li>• Number lines/models</li></ul>
<b>Tier II:</b> Additional direct, explicit, intervention/instruction strategically targets the area(s) of academic deficit; intervention is evidence-based and implemented with fidelity.		
<ul style="list-style-type: none"><li>• If group-based, all students enrolled in an intervention group have a shared intervention need that can reasonably be addressed through the group instruction/intervention provided.</li><li>• Occur a minimum of 3-5 times/week in sessions of 30 minutes or more.</li><li>• Group size <math>\leq 7</math> students</li><li>• Specific Program/Strategy:</li></ul>		
<b>Tier III:</b> Intervention/Instruction intensively targets the skill deficit.		
<ul style="list-style-type: none"><li>• Group size <math>\leq 3</math> students</li><li>• Occur daily in sessions of 30 minutes or more.</li></ul>		