

#### Example 4. Intervention correspondence, emailed to parents of an individual student

Dear parent,

I am writing about new steps I have decided to take with regard to NAME's performance in physics. As you are aware, NAME has been failing the class for several weeks, and her average is currently XX.

I have worked with NAME in class and tutoring outside of class. However, NAME is not making the progress necessary to bring her grade up to passing. A significant part of the problem is with the computations that are an ongoing part of the course. Computations count as 45% of the grade on every weekly quiz. To succeed at these computations, students must memorize several common metric prefixes and a few equations, and practice performing the computations until mastery is achieved. However, NAME has not completed the required memory work, even though memorization of the prefixes has been assigned for over a month.

At this point in the course, each quiz has a major impact on the student's grade, so each new quiz can increase the student's average by several points. However, as we continue to add weekly quizzes, the impact of each new quiz decreases. Now is the time to begin scoring well in order to bring up the average before the end of the first grading period. Continued low performance will ensure a failing grade.

At present, we have two quizzes remaining in this grading period. I have decided to postpone quizzes 7 and 8 for NAME until she demonstrates that she has completed the memorization work essential to success on the computations. NAME must still take both these quizzes, but taking the quizzes now is unlikely to help. I am now requiring NAME to accomplish the following:

1. Complete the required memory work before October 5 (one week from today).
2. Come to my classroom on either October 3rd or 4th at 7:45 am to be verbally tested on the computational memory work.

If NAME completes the work and demonstrates her readiness according to the schedule above, she will be only one quiz behind and making it up should not be a problem. Delays may mean that she has to make up more than one quiz, so I am encouraging her to get this work done as soon as possible.

Attached is a document summarizing much of the required memorization work assigned to date. This is the information I will quiz NAME over next week after she has learned it. After successfully demonstrating that she is better prepared, NAME can arrange to make up the quizz(es) she missed.

Please discuss these requirements with NAME at home and encourage her to give this preparation a high priority.

If you wish to discuss these arrangement, or have any other questions, please feel free to contact me.

Sincerely,

Instructor