

Student Name: _____

Subject: _____

☐ Teacher Input for Initial Evaluation ☐ Teacher Input for Reevaluation ☐ Teacher Input for IEP Planning

Thank you in advance for your time. Your information is important.

Please include the information that will help with the planning for this student. If there is something that does not apply, just indicate NA.

Teacher Name: _____

Date completed: _____

RETURN BY:

RETURN TO:

Include current grade(s) or report card if appropriate

Reading Instructional Level from DRA: _____ ***; Independent reading level:*** _____ ***; Frustrational reading Level:*** _____

Please comment on:

| Item- with or without accommodations and kind if necessary | Quantify/dates/samples; etc. |
|---|-------------------------------------|
| Current Benchmark Results (Harcourt list; anchor words, Aimsweb data; running record, etc with date given) | |
| Current Fluency Rate (cold probe; silent reading; literature or content; timed) | |
| Current ability to answer comprehension questions-from items read; level of the materials read; type of questions; number given; etc. | |
| Current ability to answer comprehension questions-from items read <u>to the student</u> or by CD; (level of the materials; literal, critical questions; number given; etc) | |
| Ability to work independently (is this a sample or average; how long to the task; with prompts and kind; activity; etc.) | |
| Ability to work independently (type of activity; small group, large, etc. ; active or passive in class; etc.) | |
| Ability to participate (raises hand; contributes in class; etc.) | |

Math Instructional Level: _____

Please comment on:

| Item- with our without intervention strategies | Quantify/dates/samples/etc. |
|--|------------------------------------|
| Current Benchmark Results (computation and digit; tool; etc) | |
| Current ability to answer comprehension questions-from items read; level of the materials read; type of questions; number given9word problems) | |
| Ability to complete calculation | |
| Ability to solve simple or complex problems | |
| Ability to work independently- is this a sample or average; how long to the task; with prompts and kind; activity; etc. | |
| Ability to work in a group-activity; interaction with peers; active during this; makes contributions; etc. | |

Written Expression: _____ *(this may need to reworked, but use for now)*

Please comment on:

| Item- with our without interventions strategies | Quantify/dates/samples/etc. |
|--|------------------------------------|
| Ability to write/print legibly-kind of tool; kind of paper; can read own writing; length of sample; speed of completion; etc | |
| Ability to write dictated simple or complex sentences or paragraphs- legibility; can read own product; length of product; speed of completion; etc | |

| | |
|---|--|
| Ability to use correct mechanics of writing-in sentence, paragraph, page; sample used or over time; can self-correct; etc | |
| Ability to create simple or complex sentences or paragraphs that make sense-was a topic given; how much was written; kind of sample, etc. | |
| Ability to work independently- is this a sample or average; how long to the task; with prompts and kind; activity; etc. | |

List currently used intervention strategies in the classroom include progress monitoring data (from IST, RTI, OT, S&L, behavior, vision, hearing) and for how long.

| Strategy/purpose | Comments |
|------------------|----------|
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| | |

List specific behaviors or difficulties in the classroom that interfere with learning of the student or other students (i.e. talks out loud all the time or makes noises, impulsive, can only sit for five minutes, throws items, runs in class, etc).

| Specific Behavior | Explain |
|-------------------|---------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

Describe the student's social functioning in school with peers, with teachers, or other adults. Include extracurricular activities if applicable.

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

List academic strengths (e.g. completes all work; listens; grades; good with math; etc).

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |

List functional strengths (e.g. can organize materials; comes to class prepared; respects others; etc):

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|----|
| 1. |
| 2 |
| 3. |
| 4. |
| 5. |

List academic needs (e.g. extra time to complete work; use of books on CD; large print; calculator; etc.):

| |
|----|
| 1. |
| 2 |
| 3. |
| 4. |
| 5. |

List functional needs (e.g. many prompts to stay on task; behavior plan; reminders to stay quiet; typing; listen better in class; etc)

| |
|----|
| 1. |
| 2 |
| 3. |
| 4. |
| 5. |