Student Name:_____

Worksheet for Charting Patterns of Strengths and Weaknesses

	Academic achievement with respect to grade-level expectations		Academic achievement with respect to age-level expectations	Classroom performance with respect to grade-level expectations				Functional/ Intellectual Skills
	Progress monitoring, CBM screening or criterion-referenced assessments	State or District wide assessments (i.e. MEAP)	Norm-referenced achievement tests	Curriculum assessments	Grades	Teacher reports	Classroom observation	IQ/Adaptive Behavior Assessment
Basic Read.	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____
Read. Fluency	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	
Read. Comp.	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	
Math Calc.	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	
Math Reas.	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	
Written Express.	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	
Oral Express.	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	
List. Comp.	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	S N W _____ _____	

S = Strength
N = Neither Strength/Weakness
W =Weakness

The area(s) of Strength is:_____
(Must include at least 3 circled S's for each area OR functional/intellectual)

The area(s) of Weakness is:_____
(Must include at least 4 circled W's in any one area – 1 of which must be an individually administered academic achievement measure)

Suggested Guidelines for Determining Strengths and Weaknesses

Assessment Type	Strength	Weakness
Progress monitoring	Meeting/exceeding aimline	Falling below aimline for at least 4 consecutive weeks
CBM (Benchmark) screening	At "benchmark" level or above grade level median score if using local norms	At "at-risk" level or below 10th percentile if using local norms
Criterion-referenced assessment	Skills at or above grade level	Skills well below grade level
MEAP	Level 1 or Level 2	Level 3 or Level 4
Norm-referenced tests (Achievement, IQ)	Percentile rank $\geq$ 30	Percentile rank $\leq$ 9
Curriculum assessments	Score $\geq$ 80%	Score $\leq$ 70%
Grades	A/B or "meets/exceeds" expectations	D/E or "does not meet" expectations
Teacher report	Based upon professional judgement of teacher in comparing student to others in classroom	Based upon professional judgement of teacher in comparing students to others in classroom
Observations – Academic	Student demonstrates average understanding of academic content in comparison to other students in classroom	Student demonstrates that he/she does not understand the academic content
Observations/Interviews/ Scales – Functional	Student demonstrates typical functional skills in comparison to other students the same age or in the same grade. Percentile rank on scale $\geq$ 30	Most of the student's functional skills appear to be well below average in comparison to other students the same age or in the same grade. Percentile rank on scale $\leq$ 9.