



## Educational Evaluation

Student: _____	Grade: _____
Home School: _____	Campus Attending: _____
Date of Birth: _____	Age: _____ Sex: _____ Race/Ethnicity: _____

Please complete the following information about the student, giving careful consideration to how the student rates when compared to students at his/her same age/grade level.

### What instructional concerns do you have about this student?

YES  NO  Poor progress acquiring basic reading skills. If YES, please provide the following information (as applicable to the student's age/grade level):

- | YES                      | NO                       |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | overall skill levels are lower than grade level     |
| <input type="checkbox"/> | <input type="checkbox"/> | difficulty following directions                     |
| <input type="checkbox"/> | <input type="checkbox"/> | difficulty remembering lists and names              |
| <input type="checkbox"/> | <input type="checkbox"/> | frequent errors in pronouncing sounds or words      |
| <input type="checkbox"/> | <input type="checkbox"/> | doesn't "hear" the individual sounds in words       |
| <input type="checkbox"/> | <input type="checkbox"/> | can't associate sounds with letters readily         |
| <input type="checkbox"/> | <input type="checkbox"/> | can't apply sound-symbol associations fluently      |
| <input type="checkbox"/> | <input type="checkbox"/> | gets stuck when blending the sounds together        |
| <input type="checkbox"/> | <input type="checkbox"/> | trouble learning new vocabulary                     |
| <input type="checkbox"/> | <input type="checkbox"/> | overreliance on context and guessing                |
| <input type="checkbox"/> | <input type="checkbox"/> | reads too slowly-word by word                       |
| <input type="checkbox"/> | <input type="checkbox"/> | misreads the same words over and over               |
| <input type="checkbox"/> | <input type="checkbox"/> | can't spell by sound                                |
| <input type="checkbox"/> | <input type="checkbox"/> | can't remember the letters, but spells phonetically |

YES  NO  Poor progress acquiring basic math skills. If YES, please provide the following information (as applicable to the student's age/grade level):

- | YES                      | NO                       |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | overall skill levels are lower than grade level                 |
| <input type="checkbox"/> | <input type="checkbox"/> | difficulty remembering facts                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | difficulty reading text   |
| <input type="checkbox"/> | <input type="checkbox"/> | difficulty attending to important details                       |
| <input type="checkbox"/> | <input type="checkbox"/> | completes work slowly   |
| <input type="checkbox"/> | <input type="checkbox"/> | difficulty retaining and sequencing steps for math computations |
| <input type="checkbox"/> | <input type="checkbox"/> | unable to visualize concepts                                    |
| <input type="checkbox"/> | <input type="checkbox"/> | unable to solve word problems                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | unable to compute time, money, and measurement problems         |



YES  NO  Difficulty producing written work. If YES, please provide the following information (as applicable to the students age/grade level):

- | YES                      | NO                       |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | overall skill levels are lower than grade level |
| <input type="checkbox"/> | <input type="checkbox"/> | trouble learning to print                       |
| <input type="checkbox"/> | <input type="checkbox"/> | trouble learning cursive                        |
| <input type="checkbox"/> | <input type="checkbox"/> | poor spelling                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | poor capitalization and punctuation             |
| <input type="checkbox"/> | <input type="checkbox"/> | poor writing "mechanics"                        |
| <input type="checkbox"/> | <input type="checkbox"/> | slow, minimal, or disorganized writing          |
| <input type="checkbox"/> | <input type="checkbox"/> | hates to write                                  |

YES  NO  Few appropriate cognitive learning strategies. If YES, please provide the following information (as L applicable to the student's age/grade level):

- | YES                      | NO                       |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | overall skill levels are lower than expected based on student's age  |
| <input type="checkbox"/> | <input type="checkbox"/> | difficulty understanding and following directions                    |
| <input type="checkbox"/> | <input type="checkbox"/> | poor organization of thoughts  |
| <input type="checkbox"/> | <input type="checkbox"/> | difficulty completing tasks that require multisteps (i.e., 3+ steps) |
| <input type="checkbox"/> | <input type="checkbox"/> | difficulty remembering information or concepts                       |
| <input type="checkbox"/> | <input type="checkbox"/> | difficulty retaining instruction from week to week                   |
| <input type="checkbox"/> | <input type="checkbox"/> | lacks motivation to learn  |

YES  NO  Other instructional concerns. If YES, please explain: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**What behavioral concerns do you have about this student?**

- |  |  |
|--|--|
| <input type="checkbox"/> poor attention and concentration    | <input type="checkbox"/> extreme mood swings                   |
| <input type="checkbox"/> difficulty following directions     | <input type="checkbox"/> easily frustrated                     |
| <input type="checkbox"/> difficulty staying on task          | <input type="checkbox"/> noncompliance with teacher directives |
| <input type="checkbox"/> excessively high/low activity level | <input type="checkbox"/> difficulty working with peers         |
| <input type="checkbox"/> other: _____                        | <input type="checkbox"/> none                                  |



**RATE THE STUDENT IN EACH OF THE FOLLOWING AREAS USING THE FOLLOWING SCALE:**

- |                                 |                             |
|---------------------------------|-----------------------------|
| <b>1=WELL BELOW AVERAGE</b>     | <b>4=ABOVE AVERAGE</b>      |
| <b>2=SLIGHTLY BELOW AVERAGE</b> | <b>5=WELL ABOVE AVERAGE</b> |
| <b>3=AVERAGE</b>                | <b>6=NOT OBSERVED</b>       |

**Please remember, these skills reflect their language and communication skills as a whole, not just academically.**

**A. Receptive Language Skills:**

1. Comprehends word meanings	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
2. Follows oral instructions	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
3. Comprehends classroom discussion	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
4. Remembers information just heard	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6

**B. Expressive Language Skills:**

1. Displays adequate vocabulary	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
2. Uses adequate grammar for general understanding	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
3. Expresses self fluently when called upon to speak	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
4. Relates a sequence of events in order (telling a story)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
5. Organizes and relates ideas and factual information	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6

**C. Behavioral:**

1. Follows classroom rules	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
2. Attentive to instruction/instructor	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
3. Generally cooperates or complies with teacher requests	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
4. Correct inappropriate behavior when asked	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
5. Accepts responsibility for own actions	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
6. Initiates activities independently	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
7. Asks for help when needed	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
8. Begins tasks promptly	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
9. Stays on task	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
10. Persists when task is difficult	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
11. Is prepared and organized for activities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
12. Follows oral instructions	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
13. Follows written instructions	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
14. Completes assignments according to directions	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6



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 3=AVERAGE

4=ABOVE AVERAGE  
 5=WELL ABOVE AVERAGE  
 6=NOT OBSERVED

**D. Emotional:**

1. Expresses dissatisfaction appropriately	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
2. Responds appropriately to praise and correction	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
3. Adapts to new situations without getting upset	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
4. Resists becoming discouraged by difficulties or minor setbacks	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
5. Has an even, usually happy, disposition	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
6. Is pleased with good work	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6

**E. Sociological:**

1. Participates appropriately in class discussions	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
2. Initiates conversations appropriately	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
3. Makes and keeps friends at school	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
4. Works cooperatively with others	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
5. Assumes leadership role in group activities	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
6. Works effectively in large groups	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
7. Works effectively in small groups	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6

**F. Motor Coordination:**

1. Exhibits adequate gross motor coordination (walking, running, etc.)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
2. Displays adequate fine motor coordination (writing, drawing, manipulation of equipment, etc.)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6

**G. Academic Characteristics - Compared to others on same GRADE LEVEL:**

1. Reads aloud material	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
2. Comprehends material read	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
3. Performs math computations at expected proficiency	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
4. Spells material adequately	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
5. Writes legibly	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
6. Retains instruction from week to week	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6



**IN RESPONSE TO THE STUDENT’S PROBLEM(S), THE FOLLOWING WERE PROVIDED AND THE RESULTS WERE DOCUMENTED**

<b>CURRENT SERVICES AND PROGRAMS PROVIDED:</b>	<b>DURATION</b>	<b>RESULTS</b>
<b>INSTRUCTIONAL MODIFICATIONS/ACCOMMODATIONS PROVIDED:</b>	<b>DURATION</b>	<b>RESULTS</b>

<b>POSITIVE BEHAVIORAL SUPPORTS PROVIDED:</b>	<b>DURATION</b>	<b>RESULTS</b>

YES    NO    Does this student exhibit any behaviors in the classroom that might indicate vision or hearing problems? If YES, cite specific observations and have nurse complete health form:




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YES    NO    Does this student exhibit any signs of a health or medical problem in the classroom? If YES, cite specific observations and have nurse complete health form:




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