

## Worksheet for Charting Patterns of Strengths and Weaknesses

SLD Areas	Category I Academic achievement with respect to grade-level expectations.		Category II Academic achievement with respect to age-level expectations.	Category III Classroom performance with respect to grade-level expectations.				Category IV Age-appropriate functional / intellectual skills	+ Basic Psychological Processes
	Progress monitoring, CBM screening or criterion-referenced assessments	State Assessment(s)	SS Norm-referenced achievement tests	Curriculum assessments (including End of Course State Assessments)	standards Report card Grades	Teacher report	Classroom observation	Observation, interviews, IQ assessment	Other PSW models
Basic Reading	S N W	S N W	S N W 70	S N W	S N W	S N W	S N W	Observation, interviews, IQ assessment  Other PSW models  ATBAS-388 S N W RIAS=81	
Reading Fluency	S N W	S N W	S N W 73	S N W	S N W	S N W	S N W		
Reading Comp.	S N W	S N W	S N W 70	S N W	S N W	S N W	S N W		
Math Calc.	S N W	S N W	S N W 67	S N W	S N W	S N W	S N W		
Math Problem Solving	S N W	S N W	S N W 69	S N W	S N W	S N W	S N W		
Written Express.	S N W	S N W	S N W 87	S N W	S N W	S N W	S N W		
Oral Express.	S N W	S N W	S N W 82	S N W	S N W	S N W	S N W		
Listening Comp.	S N W	S N W	S N W 73	S N W	S N W	S N W	S N W		

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

Area(s) of Strength – At least 3 ‘S’ checked across Categories I – IV in at least one SLD Area

none

Area(s) of Weakness – At least 3 ‘W’ checked across Categories I – IV in at least one SLD Area, including at least 1 from an individually administered complete and comprehensive academic achievement assessment)

Basic reading, reading comp, math calc. math prob. solving.

### Suggested Guidelines for Determining Strengths and Weakness

Assessment Type	Strength	Weakness
Progress Monitoring	Meeting / exceeding aim line	Falling below aim line for at least 4 consecutive weeks on most recent tests
CBM (Benchmark) screening	At ‘benchmark’ level or above grade-level median score if using local norms	At ‘at-risk’ level or below 10%ile (80 SS) if using local norms
Criterion-referenced Assessment	Percentile rank ≥ 25 (90 SS)	Percentile rank ≤ 10 (80 SS)
State Assessment(s)	Level 3 or Level 4	Level 1 or Level 2
Norm-referenced tests (Achievement, IQ)	Percentile rank ≥ 25 (90 SS)	Percentile rank ≤ 10 (80 SS)
Curriculum Assessments	Scores ≥ 80% (80/100)	Scores ≤ 70% (70/100)
Grades	A / B or ‘meets / exceeds’ expectations	D / F or ‘does not meet’ expectations
Teacher Report	Based upon professional judgment of teacher in comparing student to others in classroom.	Based upon professional judgment of teacher in comparing student to others in classroom.
Observations – Academic	Student demonstrates average understanding of academic content in comparison to other students in classroom.	Student demonstrates that he or 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 ≥ 25 (90 SS)	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 ≤ 10 (80 SS)

Patterns of Strengths and Weaknesses In Specific Learning Disabilities: What’s It All About? (Oregon School Psychologists Association: Hanson, J., Sharman, L., & Esparza-Brown J., April 2009, Patterns of Strengths and Weaknesses in L.D. Identification presentation, Conrad, J., October 2013).  
 Adapted by the Alabama State Department of Education Special Education Services, February 2014.

**Student's Name**

**Date:** 11/06/2016

**Assessment:** Documentation of Pattern of Strengths/Weaknesses

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**Standard Scores (Total):** n/a

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**Other Scores:** Summary of the Pattern of Alabama State Department Strengths and Weaknesses (PSW) Chart: According to Alabama guidelines, students should show a pattern of weaknesses in at least one Specific Learning Disability (SLD) area (including at least 1 from an individually administered complete and comprehensive achievement assessment), strengths in at least one SLD area and/or the intellectual/functional box checked as a strength before determining that a student is eligible in the area of Specific Learning Disability. A strength or weakness should be demonstrated through data obtained in at least three categories according to the PSW worksheet. A strength is classified as a standard score of 90 or greater, percentile rank of greater than or equal to 25, level 3 or 4 on state assessments, 80% or greater on curriculum assessments, grades of A or B, meeting/exceeding aim line, or at or above "benchmark"/grade level, if using local norms. A weakness is classified as a standard score of 80 or below, percentile rank of less than or equal to 10, level 1 or 2 on state assessments, 70% or less on curriculum assessments, grades of D or F, falling below aim line for at least 4 consecutive weeks, or "at-risk" level, if using local norms.

Student has demonstrated a pattern of weaknesses in reading, math, and written expression in the various categories (Category I: RTI progress monitoring; Category II: KTEA-III all standard scores were below 80; Category III: grades 1's and 2's). Her adaptive functioning and IQ is in the neither category according to her standard scores of 87 and 81.

Student does not demonstrate a pattern of strengths in any subject area.

Based on the data and testing, does not demonstrate a pattern of strengths and weaknesses due to her not have data to support a strength in any subject area. However, she does demonstrate multiple weaknesses in various subject areas.

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**Date:** 11/06/2016

**Assessment:** Grades/Standardized Test Scores

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**Standard Scores (Total):** n/a

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**Other Scores:** 1st nine week grades for the 2016-2017 school year: Reading 1's, Math 1's and 2's, English 1 and 2's, Science S, Social Studies S, PE S, Visual Arts S, Music 3.

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**Area of Assessment:** Documentation of Appropriate Instruction - Prong II

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## Worksheet for Charting Patterns of Strengths and Weaknesses

SLD Areas	Category I Academic achievement with respect to grade-level expectations.		Category II Academic achievement with respect to age-level expectations.	Category III Classroom performance with respect to grade-level expectations.				Category IV Age-appropriate functional / intellectual skills	+ Basic Psychological Processes
	Progress monitoring, CBM screening or criterion-referenced assessments	State Assessment(s)	Stand. score Norm-referenced achievement tests <i>KTEA-3</i>	Curriculum assessments (including End of Course State Assessments)	Grades	Teacher report	Classroom observation	Observation, interviews, IQ assessment	Other PSW models
Basic Reading	S N W	S N W	S N W	S N W	S N W	S N W	S N W	<i>ABAS-III = 120</i> <i>RIAS = 95</i>	S N W
Reading Fluency	S N W	S N W	S N W	S N W	S N W	S N W	S N W		
Reading 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 Problem Solving	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		
Listening 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

Area(s) of Strength – At least 3 ‘S’ checked across Categories I – IV in at least one SLD Area:  
*math calc., math prob. solving, written expression, basic reading, reading comp., reading fluency.*

Area(s) of Weakness – At least 3 ‘W’ checked across Categories I – IV in at least one SLD Area, including at least 1 from an individually administered complete and comprehensive academic achievement assessment):  
*no achievement scores in wrangle, does not meet criteria*

### Suggested Guidelines for Determining Strengths and Weakness

Assessment Type	Strength	Weakness
Progress Monitoring	Meeting / exceeding aim line	Falling below aim line for at least 4 consecutive weeks on most recent tests
CBM (Benchmark) screening	At ‘benchmark’ level or above grade-level median score if using local norms	At ‘at-risk’ level or below 10 <sup>th</sup> percentile (80 SS) if using local norms
Criterion-referenced Assessment	Percentile rank ≥ 25 (90 SS)	Percentile rank ≤ 10 (80 SS)
State Assessment(s)	Level 3 or Level 4	Level 1 or Level 2
Norm-referenced tests (Achievement, IQ)	Percentile rank ≥ 25 (90 SS)	Percentile rank ≤ 10 (80 SS)
Curriculum Assessments	Scores ≥ 80% (80/100)	Scores ≤ 70% (70/100)
Grades	A / B or ‘meets / exceeds’ expectations	D / F or ‘does not meet’ expectations
Teacher Report	Based upon professional judgment of teacher in comparing student to others in classroom	Based upon professional judgment of teacher in comparing student to others in classroom
Observations – Academic	Student demonstrates average understanding of academic content in comparison to other students in classroom.	Student demonstrates that he or 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 ≥ 25 (90 SS)	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 ≤ 10 (80 SS)

Patterns of Strengths and Weaknesses In Specific Learning Disabilities: What’s It All About? (Oregon School Psychologists Association: Hanson, J., Sharman, L., & Esparza-Brown J., April 2009, Patterns of Strengths and Weaknesses in L.D. Identification presentation, Conrad, J., October 2013).  
 Adapted by the Alabama State Department of Education Special Education Services, February 2014.

**Student's Name:** \_\_\_\_\_

**Date:** 11/06/2016

**Assessment:** Documentation of Pattern of Strengths/Weaknesses

**Standard Scores (Total):** n/a

**Other Scores:** Summary of the Pattern of Alabama State Department Strengths and Weaknesses (PSW) Chart: According to Alabama guidelines, students should show a pattern of weaknesses in at least one Specific Learning Disability (SLD) area (including at least 1 from an individually administered complete and comprehensive achievement assessment), strengths in at least one SLD area and/or the intellectual/functional box checked as a strength before determining that a student is eligible in the area of Specific Learning Disability. A strength or weakness should be demonstrated through data obtained in at least three categories according to the PSW worksheet. A strength is classified as a standard score of 90 or greater, percentile rank of greater than or equal to 25, level 3 or 4 on state assessments, 80% or greater on curriculum assessments, grades of A or B, meeting/exceeding aim line, or at or above "benchmark"/grade level, if using local norms. A weakness is classified as a standard score of 80 or below, percentile rank of less than or equal to 10, level 1 or 2 on state assessments, 70% or less on curriculum assessments, grades of D or F, falling below aim line for at least 4 consecutive weeks, or "at-risk" level, if using local norms.

~~Student~~ demonstrating strengths across the various subject areas - reading, math, and written expression and in the different categories (Category I - progress monitoring on grade level/benchmark; Category II - KTEA-III standard scores all above 90; Category III - grades B or higher). Category IV (IQ - RIAS standard score = 95; adaptive functioning - ABAS-III standard score = 120).

~~Student~~ is not demonstrating any academic weaknesses based on progress monitoring, achievement, and/or grades.

Therefore, she does not display a discernible pattern of strengths and weaknesses due to her not having any weaknesses among the different subject areas within the 3 out of 4 categories. She does though demonstrate strengths across all academic subjects within 3 out of 4 of the categories.

**Area of Assessment:** Documentation of Appropriate Instruction - Prong I

**Date:** 09/15/2016

**Assessment:** Teacher Checklist

**Standard Scores (Total):** n/a

**Other Scores:** The Documentation of Appropriate Instruction for Elementary Grades was completed at the IEP meeting with the student's teacher. The student has participated in a reading program (Reading Street) and math intervention program (AMSTI - Investigations) that are scientifically based as well as the student has received standards based instruction from a highly qualified teacher. Additionally, the student's data has been reviewed and appropriate instructional strategies have been implemented in the classroom based on the student's needs. Small group instruction has also been implemented.

**Area of Assessment:** Environmental, Cultural, Language, and Economic Concerns Checklist

**Date:** 09/02/2016

**Assessment:** State ECEC Checklist

**Standard Scores (Total):** n/a

**Other Scores:** The student qualifies for Federal Programs enrollment since the student attends a Title I school. This is not considered to be the primary factor impacting the student's learning. No other environmental, language, cultural, and/or economic concerns were a factor.

**Area of Assessment:** Documentation of Appropriate Instruction - Prong II

## Worksheet for Charting Patterns of Strengths and Weaknesses

SLD Areas	Category I Academic achievement with respect to grade-level expectations.		Category II Academic achievement with respect to age-level expectations.	Category III Classroom performance with respect to grade-level expectations.				Category IV Age-appropriate functional / intellectual skills	+ Basic Psychological Processes
	Progress monitoring, CBM screening or criterion-referenced assessments	State Assessment(s)	Standard score Norm-referenced achievement tests	Curriculum assessments (including End of Course State Assessments)	Grades	Teacher report	Classroom observation	Observation, interviews, IQ assessment	Other PSW models
Basic Reading	S N W	S N W	S N W	S N W	S N W	S N W	S N W	Standard Score  AAAS-III = 20 S N W	S N W
Reading Fluency	S N W	S N W	S N W	S N W	S N W	S N W	S N W		
Reading 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 Problem Solving	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		
Listening 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

Area(s) of Strength – At least 3 ‘S’ checked across Categories I – IV in at least one SLD Area:

math computation

Area(s) of Weakness – At least 3 ‘W’ checked across Categories I – IV in at least one SLD Area, including at least 1 from an individually administered complete and comprehensive academic achievement assessment):

Reading Comprehension

### Suggested Guidelines for Determining Strengths and Weakness

Assessment Type	Strength	Weakness
Progress Monitoring	Meeting / exceeding aim line	Falling below aim line for at least 4 consecutive weeks on most recent tests
CBM (Benchmark) screening	At ‘benchmark’ level or above grade-level median score if using local norms	At ‘at-risk’ level or below 10%ile (80 SS) if using local norms
Criterion-referenced Assessment	Percentile rank $\geq$ 25 (90 SS)	Percentile rank $\leq$ 10 (80 SS)
State Assessment(s)	Level 3 or Level 4	Level 1 or Level 2
Norm-referenced tests (Achievement, IQ)	Percentile rank $\geq$ 25 (90 SS)	Percentile rank $\leq$ 10 (80 SS)
Curriculum Assessments	Scores $\geq$ 80% (80/100)	Scores $\leq$ 70% (70/100)
Grades	A / B or ‘meets / exceeds’ expectations	D / F or ‘does not meet’ expectations
Teacher Report	Based upon professional judgment of teacher in comparing student to others in classroom	Based upon professional judgment of teacher in comparing student to others in classroom.
Observations – Academic	Student demonstrates average understanding of academic content in comparison to other students in classroom.	Student demonstrates that he or 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 $\geq$ 25 (90 SS)	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 $\leq$ 10 (80 SS)

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Adapted by the Alabama State Department of Education Special Education Services, February 2014.

**Student's Name:** \_\_\_\_\_

**Date:** 12/09/2016

**Assessment:** Documentation of Pattern of Strengths/Weaknesses

**Standard Scores (Total):** n/a

**Other Scores:** Summary of the Pattern of Alabama State Department Strengths and Weaknesses (PSW) Chart: According to Alabama guidelines, students should show a pattern of weaknesses in at least one Specific Learning Disability (SLD) area (including at least 1 from an individually administered complete and comprehensive achievement assessment), strengths in at least one SLD area and/or the intellectual/functional box checked as a strength before determining that a student is eligible in the area of Specific Learning Disability. A strength or weakness should be demonstrated through data obtained in at least three categories according to the PSW worksheet. A strength is classified as a standard score of 90 or greater, percentile rank of greater than or equal to 25, level 3 or 4 on state assessments, 80% or greater on curriculum assessments, grades of A or B, meeting/exceeding aim line, or at or above "benchmark"/grade level, if using local norms. A weakness is classified as a standard score of 80 or below, percentile rank of less than or equal to 10, level 1 or 2 on state assessments, 70% or less on curriculum assessments, grades of D or F, falling below aim line for at least 4 consecutive weeks, or "at-risk" level, if using local norms.

**Student** has shown a pattern of weaknesses in the area(s) of reading comprehension. Data sources to support this determination include: Category I (STAR: urgent intervention), Category II (WJ-IV ACH: standard score 72), and Category III (curriculum assessment: Balance Assessment 44%).

Student has shown a pattern of strengths in the area(s) of math computation. Data sources to support this determination include: Category II (WJ-IV ACH) and Category III (curriculum assessments multiplying by 10s and 100s, multiply 2-digit by 2-digit, Unit 1 Assessment). **Student** has shown a strength in the functional area as demonstrated through adaptive assessment: ABAS-III standard score of 120.

**Area of Assessment:** Environmental, Cultural, Language, and Economic Concerns Checklist

**Date:** 10/13/2016

**Assessment:** State ECEC Checklist

**Standard Scores (Total):** n/a

**Other Scores:** The student qualifies for Federal Programs enrollment since he attends a Title I school. This is not considered to be the primary factor impacting the student's learning. No other environmental, language, cultural, and/or economic concerns were a factor.

**Area of Assessment:** Documentation of Appropriate Instruction - Prong I

**Date:** 10/13/2016

**Assessment:** Teacher Checklist

**Standard Scores (Total):** n/a

**Other Scores:** The Documentation of Appropriate Instruction for Elementary Grades was completed at the IEP meeting with the student's teacher. The student has participated in a reading program (Reading Street) and math intervention program (AMSTI – Investigations) that are scientifically based as well as the student has received standards based instruction from a highly qualified teacher. Additionally, the student's data has been reviewed and appropriate instructional strategies have been implemented in the classroom based on the student's needs. Small group instruction has also been implemented.

**Area of Assessment:** Documentation of Appropriate Instruction - Prong II

## Worksheet for Charting Patterns of Strengths and Weaknesses

SLD Areas	Category I Academic achievement with respect to grade-level expectations.		Category II Academic achievement with respect to age-level expectations.	Category III Classroom performance with respect to grade-level expectations.				Category IV Age-appropriate functional / intellectual skills	+ Basic Psychological Processes
	Progress monitoring, CBM screening or criterion-referenced assessments	State Assessment(s)	Stand. Score Norm-referenced achievement tests	Curriculum assessments (including End of Course State Assessments)	Grades	Teacher report	Classroom observation	Observation, interviews, IQ assessment	Other PSW models
Basic Reading	PPR S N W	State S N W	Stand. Score WJ-IV Ach S N W	S N W	S N W	S N W	S N W	Standard score  PPAS-3=90 RIAS=93 S N W	S N W
Reading Fluency	PPR S N W	State S N W	S N W	S N W	S N W	S N W	S N W		
Reading Comp.	PPR S N W	State S N W	S N W	S N W	S N W	S N W	S N W		
Math Calc.	PPR- Avg S N W	State S N W	S N W	S N W	S N W	S N W	S N W		
Math Problem Solving	PPR- Avg S N W	State S N W	S N W	S N W	S N W	S N W	S N W		
Written Express.	S N W	State S N W	S N W	S N W	S N W	S N W	S N W		
Oral Express.	S N W	State S N W	S N W	S N W	S N W	S N W	S N W		
Listening Comp.	S N W	State 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

Area(s) of Strength – At least 3 ‘S’ checked across Categories I – IV in at least one SLD Area:

Math problem solving

Area(s) of Weakness – At least 3 ‘W’ checked across Categories I – IV in at least one SLD Area, including at least 1 from an individually administered complete and comprehensive academic achievement assessment):

Basic Reading + Reading + Comprehension

### Suggested Guidelines for Determining Strengths and Weakness

Assessment Type	Strength	Weakness
Progress Monitoring	Meeting / exceeding aim line	Falling below aim line for at least 4 consecutive weeks on most recent tests
CBM (Benchmark) screening	At ‘benchmark’ level or above grade-level median score if using local norms.	At ‘at-risk’ level or below 10%ile (80 SS) if using local norms
Criterion-referenced Assessment	Percentile rank $\geq 25$ (90 SS)	Percentile rank $\leq 10$ (80 SS)
State Assessment(s)	Level 3 or Level 4	Level 1 or Level 2
Norm-referenced tests (Achievement, IQ)	Percentile rank $\geq 25$ (90 SS)	Percentile rank $\leq 10$ (80 SS)
Curriculum Assessments	Scores $\geq 80\%$ (80/100)	Scores $\leq 70\%$ (70/100)
Grades	A / B or ‘meets / exceeds’ expectations	D / F or ‘does not meet’ expectations
Teacher Report	Based upon professional judgment of teacher in comparing student to others in classroom.	Based upon professional judgment of teacher in comparing student to others in classroom.
Observations – Academic	Student demonstrates average understanding of academic content in comparison to other students in classroom.	Student demonstrates that he or 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 $\geq 25$ (90 SS)	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 $\leq 10$ (80 SS)

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Adapted by the Alabama State Department of Education Special Education Services, February 2014.

**Student's Name:** \_\_\_\_\_

**Date:** 01/09/2017

**Assessment:** Documentation of Pattern of Strengths/Weaknesses

**Standard Scores (Total):** n/a

**Other Scores:** Summary of the Pattern of Alabama State Department Strengths and Weaknesses (PSW) Chart: According to Alabama guidelines, students should show a pattern of weaknesses in at least one Specific Learning Disability (SLD) area (including at least 1 from an individually administered complete and comprehensive achievement assessment), strengths in at least one SLD area and/or the intellectual/functional box checked as a strength before determining that a student is eligible in the area of Specific Learning Disability. A strength or weakness should be demonstrated through data obtained in at least three categories according to the PSW worksheet. A strength is classified as a standard score of 90 or greater, percentile rank of greater than or equal to 25, level 3 or 4 on state assessments, 80% or greater on curriculum assessments, grades of A or B, meeting/exceeding aim line, or at or above "benchmark"/grade level, if using local norms. A weakness is classified as a standard score of 80 or below, percentile rank of less than or equal to 10, level 1 or 2 on state assessments, 70% or less on curriculum assessments, grades of D or F, falling below aim line for at least 4 consecutive weeks, or "at-risk" level, if using local norms.

**Student** has shown a pattern of weaknesses in the area(s) of basic reading and reading comprehension. Data sources to support this determination include: Category I (progress monitoring - performanceseries.com his performance profile report: grade equivalent 4.6 below standard for basic reading; progress monitoring - performanceseries.com his performance profile report: grade equivalent 4.6 below standard for reading comprehension), Category II (WJ-IV ACH: standard score 58 for basic reading; standard score 71 for reading comprehension), and Category III (grades: 9 weeks average of 57%).

**Student** has shown a pattern of strengths in the area(s) of math problem solving. Data sources to support this determination include: Category I (progress monitoring - performanceseries.com his performance profile report: grade equivalent 6.2 in the average range), Category II (WJ-IV ACH: standard score = 101), and Category III (grades: 9 weeks average of 80%). **Student** has a strength as well in the intellectual/functional area as demonstrated through IQ assessment: standard score of 93.

**Date:** 01/10/2017

**Assessment:** Grades/Standardized Test Scores

**Standard Scores (Total):** n/a

**Other Scores:** 1st nine week grades for the 2016-2017 school year: English 57% (comment: behavior hinders progress, does not complete work on time), Math 80%, Life Science 60%, Geography 75%, PE 100%, Design Model-PLTW 58% (comment: B conduct).

**Date:** 10/18/2016

**Assessment:** Attendance

**Standard Scores (Total):** n/a

**Other Scores:** Attended 33 out of 36 days, 2 unexcused and 1 excused absences. 2 unexcused and 2 excused tardies.

**Area of Assessment:** Documentation of Appropriate Instruction - Prong II