

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) <i>DIBELS</i>	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	<i>S</i> N W <i>7/1st</i>	<i>S</i> N W	<i>S</i> N W <i>91</i>	S N W	S N W	<i>S</i> N W	S N W	<i>FSIQ = 70</i> S N W <i>WNV</i>	S N W
Reading Fluency	<i>S</i> N W <i>7/1st</i>	<i>S</i> N W	<i>S</i> N W <i>94</i>	S N W	S N W	S <i>N</i> W	S N W		
Reading Comp.	<i>S</i> N W <i>7/1st</i>	<i>S</i> N W	S <i>N</i> W <i>86</i>	S N W	S N W	<i>S</i> N W	S N W		
Math Calc.	<i>4th</i> S N <i>W</i>	S N <i>W</i>	S N <i>W</i> <i>64</i>	S N W	S N W	S N <i>W</i>	S N W		
Math Problem Solving	<i>4th</i> S N <i>W</i>	S N <i>W</i>	S N <i>W</i> <i>72</i>	S N W	S N W	S N <i>W</i>	S N W		
Written Express.	S N W	S N W	<i>S</i> N W <i>93</i>	S N W	S N W	S N W	S N W		
<del>Oral Express.</del>	<del>S N W</del>	<del>S N W</del>	<del>S N W</del>	<del>S N W</del>	<del>S N W</del>	<del>S N W</del>	<del>S N W</del>		
<del>Listening Comp.</del>	<del>S N W</del>	<del>S N W</del>	<del>S N W</del>	<del>S N W</del>	<del>S N W</del>	<del>S N W</del>	<del>S N W</del>		

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

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

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):

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.)

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 <i>STAR</i>	State Assessment(s) <i>DIBELS</i>	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 <u>W</u>	S N W	<u>S</u> N W 92	S N W	S N <u>W</u>	S N <u>W</u>	S N W	90 <u>S</u> N W	S N W
Reading Fluency	S N <u>W</u>	S N <u>W</u>	S <u>N</u> W 87	S N W	S N <u>W</u>	S N <u>W</u>	S N W		
Reading Comp.	<i>5m</i> S N <u>W</u>	S N W	S <u>N</u> W 86	S N W	S N <u>W</u>	S N <u>W</u>	S N W		
Math Calc.	<u>S</u> N W <i>70m</i>	S N W	<u>S</u> N W 97	S N W	<u>S</u> N W	<u>S</u> N W	S N W		
Math Problem Solving	<u>S</u> N W <i>70th</i>	S N W	<u>S</u> N W 109	S N W	<u>S</u> N W	<u>S</u> N W	S N W		
Written Express.	S N W	S N W	<u>S</u> N W 95	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		

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

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

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):

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).