

## 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)	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	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		

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 $\geq$ 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).

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.

PSW DATA

Category 1 - Progress Monitoring - Scan Perform Series						
Academic Year	Lang Arts	Reading	Math			
S/W						
Category 1 - State Assessment -						
Academic Year	Reading	Math				
S/W						
Category 3 - Grades						
Academic Year	English	Reading	Math			
S/W						
Category 3 - Classroom Observation - LCS Form						
Teacher/Subject	Basic Reading	Reading Fluency	Reading Comp	Math Calc	Math Prob Sol	Written Exp
S/W						
Category 3 - Curriculum Assessments -						
Timeline	Basic Reading	Reading Fluency	Reading Comp	Math Calc	Math Prob Sol	Written Exp
S/W						
Comments						

Name \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_

Complete the chart below by using the Guidelines for Determining Strengths and Weaknesses to find the student's strength(S), Weakness (W) or Neither (N) in each category and area. The PST must gather the information in the shaded areas and must submit with the referral. The Special Education Department will evaluate the data with the established criteria. The completed form will be returned for the IEP or Eligibility Team to determine placement.

Specific Learning Disability Area(s) ----->	Basic Reading	Reading Fluency	Reading Comp	Math Calculation	Math Problem Solving	Written Expression	Oral Expression	Listening Comp
---	---------------	-----------------	--------------	------------------	----------------------	--------------------	-----------------	----------------

**Category I: Academic Achievement with respect to grade-level expectations** (Criterion-Referenced Assessments)

Universal Screeners								
Benchmark Assessments								
ASPIRE								
Progress Monitoring								
State Assessments								

**Category II: Academic Achievement with respect to age-level expectations** (Norm-Referenced Assessments)


**Category III: Classroom Achievement with respect to grade-level expectations** (Compared to other students in the classroom)

Curriculum Assessments								
Grades								
Teacher Reports								
Classroom Observations								

**Category IV: Age-Appropriate functional, intellectual and basic psychological process**

Observation/Interview	
BASC	
ABES II	
Intellectual Assessment	

**Guidelines for determining strengths and weaknesses**

Assessment	Strength	Weakness
Progress Monitoring	Meeting/Exceeding Aim line	Falling below aim line 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 10%ile (80 SS) if using local norms
Criterion-Referenced Assessments	Percentile rank $\geq$ 25 (90 SS)	Percentile $\leq$ 10 (80 SS)
State Assessment(s)	Level 3 or 4	Level 1 or 2
Norm-Referenced Assessments	Percentile rank $\geq$ 25 (90 SS)	Percentile $\leq$ 10 (80 SS)
Curriculum Assessments	Scores $\geq$ 80%	Scores $\leq$ 70%
Grades	Scores $\geq$ 80%	Scores $\leq$ 69%
Teacher Reports	Narrative of teachers professional judgment in comparing student to others in the class	Narrative of teachers professional judgment in comparing student to others in the class
Observation--Academics	Student demonstrates average understanding of academic content in comparison to others in the class	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 $\leq$ (80 SS)

**CLASSROOM TEACHER OBSERVATION FORM**  
**PRE-REFERRAL TO SPECIAL EDUCATION**

COMPLETE THIS OBSERVATION DURING THE 4TH, 6TH, AND 8TH WEEK OF TIER III INTERVENTIONS.

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher/Observer: \_\_\_\_\_ School: \_\_\_\_\_

Subject: \_\_\_\_\_

Based on your knowledge and observations, please rate the student's performance in the following areas:

OBSERVATION	Unsatisfactory -----> Excellent				
	1	2	3	4	5
Use this scale to rate the student ----->					
Classroom Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following Oral Directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attendance/Timeliness to Class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attention Span	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Actions taken (check only those which apply):

✓	Intervention	Result --->	Notation
<input type="radio"/>	Sent Reports Home	→	
<input type="radio"/>	Talked with Counselor	→	
<input type="radio"/>	Rearranged Seating	→	
<input type="radio"/>	Preferential/Isolated Seating	→	
<input type="radio"/>	Referred to Administrator	→	
<input type="radio"/>	Contracts	→	
<input type="radio"/>	Assignment Notebook/Agenda	→	
<input type="radio"/>	Alternative Assignment	→	
<input type="radio"/>	Additional Time	→	
<input type="radio"/>	Reduced Workload	→	
<input type="radio"/>	Cooperative Learning	→	
<input type="radio"/>	Parent Conferences	→	
<input type="radio"/>	Other	→	

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Limestone County Schools**

**CLASSROOM TEACHER OBSERVATION FORM**

<b>Teacher</b>		<b>Date</b>	
<b>Subject taught</b>			

<b>Student</b>		<b>Date of Birth</b>	
<b>School</b>			

This form is being used to:

- Determine Initial Eligibility     Determine Continued Eligibility for 3 year Re-evaluation

**TEACHER OBSERVATIONS**

Based on your knowledge and observation, please rate this student's performance in the following areas:

Behaviors	Almost Always	Frequently	Sometimes	Hardly Ever
Contributes to discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows directions w/o prompting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps pace with lecture/project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is able to focus on instructions and classroom activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brings required supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Turns in class/home work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares for tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compares to average student in overall productivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate this student's performance in the following areas as compared to his or her non-disabled peers. For each skill, mark: 1=poor, 2=below average, 3=average, 4=above average, 5=superior

	1	2	3	4	5
Basic Reading Skills (sight words/phonemic awareness):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Fluency:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Comprehension:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Calculation Skills:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Problem Solving:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PRE-REFERRAL ACTIONS TAKEN**

**RESULTS**

(Check only those that apply)

Sent Reports Home	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
Counselor talked with Student	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
Rearranged Seating	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
Preferential/Isolated Seating	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
Ignored Behavior	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
Referred to Administrator	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change

	<b>Contracts</b>	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
	<b>Assignment Notebook</b>	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
	<b>Tutoring</b>	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change

	<b>Alternative Assignments</b>	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
	<b>Reduced Work without Eliminating Core Content</b>	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
	<b>Additional Time for Assignments</b>	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
	<b>Small Group Instruction</b>	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
	<b>Cooperative Learning</b>	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
	<b>Parent Conferences</b>	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change
	<b>Other (PST Interventions):</b>	<input type="checkbox"/> Better	<input type="checkbox"/> Worse	<input type="checkbox"/> No Change

**BEHAVIORAL CHARACTERISTICS**

Check observed behavioral characteristics which might adversely affect this student's learning.			
Shyness	<input type="checkbox"/>	Needs Constant Encouragement	<input type="checkbox"/>
Rejected by Peers	<input type="checkbox"/>	Quarrelsome	<input type="checkbox"/>
Irritable	<input type="checkbox"/>	Anxious	<input type="checkbox"/>
Distractible	<input type="checkbox"/>	Aggressive	<input type="checkbox"/>
Moody	<input type="checkbox"/>	Disruptive	<input type="checkbox"/>
Daydreams	<input type="checkbox"/>	Withdrawn	<input type="checkbox"/>

**EMOTIONAL/BEHAVIORAL/SOCIAL CHARACTERISTICS**

Behavior	Almost Always	Frequently	Sometimes	Hardly Ever
Works cooperatively with others his/her age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is disruptive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repeatedly breaks classroom/school rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits impulsive behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapts to new situations w/o getting upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes and keeps friends at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rejected/ignored by peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is pleased with good work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently demonstrated behavior appropriate for his/her age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Additional Comments or Input from Teacher:**

---



---



---



---