

Student Name: _____ Birthdate: _____

Worksheet for Charting Patterns of Strengths and Weaknesses

	Academic achievement with respect to grade-level expectations.		Classroom performance with respect to grade-level expectations.				Academic achievement with respect to age-level expectations
	Progress monitoring, CBM screening or criterion-referenced assessments	MEAP	Classroom observation	Curriculum assessments	Grades	Teacher report	Norm-referenced achievement tests
Basic Reading	S N W	S N W	S N W	S N W	S N W	S N W	S W
Reading Fluency	S N W	S N W	S N W	S N W	S N W	S N W	S W
Reading Comp.	S N W	S N W	S N W	S N W	S N W	S N W	S W
Math Calc.	S N W	S N W	S N W	S N W	S N W	S N W	S W
Math Prob. Solving	S N W	S N W	S N W	S N W	S N W	S N W	S W
Written Express.	S N W	S N W	S N W	S N W	S N W	S N W	S W
Oral Express.	S N W	S N W	S N W	S N W	S N W	S N W	S W
Listening Comp.	S N W	S N W	S N W	S N W	S N W	S N W	S W

S = Strength

N = Neither Strength/Weakness

W = Weakness

Area(s) of Strength (at least 3 ‘S’ checks for each LD area): _____

Area(s) of Weakness (at least 4 ‘W’ checks for each LD area, including at least 1 individually administered academic achievement assessment): _____

Age-appropriate functional / intellectual skills using CHC Theory	<p>Gc <i>Comprehension Knowledge</i> or “crystallized knowledge” the breadth and depth of knowledge including communication and information.</p>	<p>Gf, <i>“fluid reasoning,”</i> The ability to reason and solve problems that often involve unfamiliar information or procedures.</p>	<p>Gv <i>“Visual Spatial Thinking”</i> spatial orientation, the ability to analyze and synthesize visual stimuli, and the ability to hold and manipulate mental images.</p>	<p>Ga <i>auditory processing,</i> The ability to discriminate, analyze, and synthesize auditory stimuli (related to phonological awareness).</p>	<p>Gs, <i>processing speed,</i> refers to the speed and efficiency in performing automatic or very simple cognitive tasks.</p>	<p>Gsm <i>“short-term memory”</i> ability to hold information in immediate awareness and then use it within a few seconds.</p>	<p>Glr <i>“long term retrieval”</i> the ability to store information efficiently and retrieve it later through association.</p>
	S W	S W	S W	S W	S W	S W	S W

S = Strength (≥ 85 SS)

W=Weakness (<85 SS)

Area(s) of Cognitive Strength (at least 3 ‘S’ checked): _____

Area(s) of Cognitive Weakness (at least 1 ‘W’ checked): _____

Suggested Guidelines for Determining Strengths and Weakness

Assessment Type	Strength	Weakness
Progress monitoring	Meeting / exceeding aimline	Falling below aimline 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 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 achievement tests	SS \geq 80 Percentile rank \geq 9 or RPI \geq 76/90	SS <80 Percentile rank < 9 Or RPI <67/90
Curriculum assessments	Scores \geq 80%	Scores \leq 70%
Grades	A / B or 'meets / exceeds' expectations	D / E 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 s/he 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 < 9.
Intellectual/IQ based on CHC Theory	>1.0 to +2.0 Standard Deviation \geq 85 Standard Score >15 th Percentile	<1.0 Standard Deviation <85 Standard Score <15 th Percentile

Examples of Published Assessments (This is not a complete list)

Assessment Type	Examples
Progress monitoring, Benchmark screening	DIBELS, AIMSweb, Yearly Progress Pro, EdCheckup
Criterion-referenced assessments	Brigance, Criterion Test of Basic Skills
Norm-referenced achievement tests	WRMT-2/NU, Key Math 3, KTEA-2, PIAT-2/NU, WIAT-2, WJ-3/NU, DAB-3, OWLS, GORT-4, TERA-3, TEMA-3, TOWL-4, TOLD:P-4, TOLD:I-4, TWS-4, CASL, CELF-4
IQ tests	WISC-4, WAIS-4, KABC-2, KAIT-2, CTONI-2, KBIT-2, WASI, WJ-III
Curriculum assessments aligned with CE's and classroom instruction	District assessments, Classroom assessments
Adaptive/functional behavior scales	Adaptive Behavior Evaluation Scale-2, Adaptive Behavior Inventory, AAMR Adaptive Behavior Scale-School, Vineland Adaptive Behavior Scales-2

