

Revised 1/22/07

DIVISION OF SPECIAL EDUCATION

Please return	n to				
			(Title)	 (Room #)
by	,	/	/		

ELEMENTARY TEACHER REPORT for Upcoming IEP

This report will assist the Special Education Case Carrier in writing the student's DRAFT IEP including the

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE Circle a rubric score for each area marked. IEP goals will be developed for any areas marked a 1 or a 2. Plea comment in the "Evidence" column for all questions marked a 1 or 2. 1 Does Not Meet Standards 2 Sometimes Meets Standards 4 Exceeds Standard 4 Exceeds Standard 5 ELA-Reading (Standard 1.0) /Reading Comprehension (Standard 2.0) Can the student: - exhibit Concepts About Print? 1 2 3 4 - exhibit Phonemic Awareness? 1 2 3 4 - decode one syllable words? 1 2 3 4 - comprehend text? 1 2 3 4 - read with fluency? 1 2 3 4 - retell text? 1 2 3 4 - use reading strategies to read textbooks? 1 2 3 4 - use reading strategies to read textbooks? 1 2 3 4 - use reading strategies to read textbooks? 1 2 3 4 - Use reading strategies to read textbooks? 1 CBM instructional grade level Sight Word Recognition CBM instructional grade level Sight Word Recognition CUrriculum Based Assessments: Most Recent Benchmark Book Assessment: Fiction or Non-Fiction Pass or No Pass Benchmark Score Mother Strategies (Standard 1.0)/Writing Applications (Standard 2.0) Can the student: ELA-Writing Strategies (Standard 1.0)/Writing Applications (Standard 2.0) Can the student: - use phonetic spelling when unsure of a spelling? 1 2 3 4 - unite complete sentences/paragraphs appropriate to grade level? 1 2 3 4 - write using his/her own ideas? 1 2 3 4 - write using his/her own ideas? 1 2 3 4 - using his/her own ideas? 1 2 3 4 - using mis/her own ideas? 1 2 3 4 - use punctuation appropriate to grade level? 1 2 3 4 - use punctuation appropriate to grade level? 1 2 3 4 - use punctuation appropriate to grade level? 1 2 3 4 - use punctuation appropriate to grade level? 1 2 3 4 - use punctuation appropriate to grade level? 1 2 3 4 - use punctuation appropriate to grade level? 1 2 3 4		t and Functional Performance, goals and objectives, as well as vior plans for his/her upcoming IEP meeting.
Student Name:	To be completed by the Special Education C	ase Carrier:
The areas marked below are to be completed by the General Education Teacher Special Education Teacher Other Please complete the marked sections only. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE Circle a rubric score for each area marked. IEP goals will be developed for any areas marked a 1 or a 2. Plea comment in the "Evidence" column for all questions marked a 1 or 2. 1 Does Not Meet Standards 3 Meets Standard 2- Sometimes Meets Standards 4 Exceeds Standard 1. □ ELA-Reading (Standard 1.0) /Reading Comprehension (Standard 2.0) Can the student: - exhibit Concepts About Print? - exhibit Phonemic Awareness? - decode one syllable words? - decode multi-syllabic words? - read with fluency? - read with fluency? - read with fluency? - retell text? - retell text? - use reading strategies to read textbooks? 1 2 3 4 - tetter Identification CBM instructional grade level Sight Word Recognition Curriculum Based Assessments: Most Recent Benchmark Book Assessment: Fiction or Non-Fiction Pass or No Pass Additional Comments for Reading: II. □ ELA-Writing Strategies (Standard 1.0)/Writing Applications (Standard 2.0) Can the student: - use phonetic spelling when unsure of a spelling? - apply rules of encoding when spelling? - apply rules of encoding when spelling? - use grammar and sentence structure appropriate to grade level? - use grammar and sentence structure appropriate to grade level? - write using his/her own ideas? - write using his/her own ideas? - use grammar and sentence structure appropriate to grade level? - use grammar and sentence structure appropriate to grade level? - use grammar and sentence structure appropriate to grade level? - use grammar and sentence structure appropriate to grade level? - use grammar and sentence structure appropriate to grade level? - use grammar and sentence structure appropriate to grade level? - use grammar and sentence structure appropriate to grade level?	You are invited to attend the IEP for: Student Name:	Birthdate:/ School:
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- use punctuation appropriate to grade level? 1 2 3 4		
	Additional Comments for Writing:	1 2 3 7

☐ ELA-Receptive/Expressive Language			\Box C	ELD	Γ tes	t: Date		LEP leve	el
Can the student:				bric:		Evidence	e:		
- respond to/ask questions to an adult/peer?				2 3					
- look at his/her audience when responding or sp	peak	cing'							
- speak clearly?				2 3					
- contribute to classroom discussion?			1	2 3	4				
Additional Comments for Receptive/Expressive	e:								
Mathematics									
Can the student:			Rubr	ic:	Evic	lence:			
- compute problems appropriate for grade level	?			3 4					
- access and solve word problems?				3 4					
- apply knowledge of other standard areas appro	opria	ite	1 2	3 4					
to grade level?									
Most Recent Basic Math Facts Tests:									
An accommodation was used on this assessr									
A modification was used on this assessment	ıt (pl	ease	specif	y):					
Score Time Pass/ De	ate			Score	?	Time		Pass/	Date
No Pass	-			•				lo Pass	
+		2							
-		/	'						
Additional Comments for Math:									
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1- Never/Rarely 2- So Pre-Vocational/Vocational Does the student: Rubric:	ome	time			Usu	ally		4- Alway	s
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