

Leland School District Student Data Sheet

NAME:	MSIS:
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Reason for Referral

<input type="checkbox"/> Academic Areas <input type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Content Area: _____	<input type="checkbox"/> Behavior Complete Social/Emotional Issues Worksheet
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A. CUMULATIVE RECORD REVIEW-Each area must be addressed OR indicate as not applicable (NA)

<p>ATTENDANCE:</p> <p>1. <i>Last year</i> Days present _____ Days Absent _____</p> <p>2. <i>This year</i> Days present _____ Days Absent _____</p> <p>3. <i>Total days missed since student began school:</i> _____</p> <p>4. <i>Retentions:</i> Yr(s) _____ Gr(s) _____</p> <p>5. <i>Transfers:</i> Yr(s) _____ Gr(s) _____</p> <p>6. <i>Previous enrollment in Special Education/Section 504:</i> _____</p>	<p>TESTING INFORMATION</p> <p><i>District Achievement</i> Test: _____ Date: _____ Scores: _____</p> <p><i>Statewide Achievement</i> Test: _____ Date: _____ Scores: _____</p> <p><i>Subject Area Testing</i> Test: _____ Date: _____ Scores: _____</p>	<p>SCREENING</p> <p><i>Hearing</i> Date: _____ Results: _____ Recheck Needed: _____</p> <p><i>Vision</i> Date: _____ Results: _____ Recheck Needed: _____</p> <p>SPECIAL NEEDS:</p>
<p>DISCIPLINE RECORD</p> <p>Number of discipline reports: _____</p> <p>Number of office referrals: _____</p> <p>Number of Suspensions: _____</p> <p>Days of ISS this year: _____</p> <p>Days of OSS this year: _____</p>	<p>MOST RECENT ACADEMIC GRADES</p> <p>Letter grade/Instructional Level</p> <p>Language Arts: _____</p> <p>English: _____</p> <p>Reading: _____</p> <p>Math: _____</p> <p>Spelling: _____</p> <p>Science: _____</p> <p>Social Studies: _____</p> <p>Health/PE: _____</p> <p>Other: _____</p>	

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B. TEACHER OBSERVATIONS—For each area, rate the student in comparison to classmates using scale from 0 to 5. (If NA-use 0; in lowest 10%-use 1; below average-use 2; average-use 3; above average-use 4; in highest 10%-use 5.

<p>Physical & Communication</p> <p>1 2 3 4 5 Generally appears healthy</p> <p>1 2 3 4 5 Normal energy level</p> <p>1 2 3 4 5 Gross motor coordination</p> <p>1 2 3 4 5 Fine motor coordination</p> <p>1 2 3 4 5 Speech (articulation)</p> <p>1 2 3 4 5 Spoken language</p> <p>1 2 3 4 5 Written language</p>	<p>Participation</p> <p>1 2 3 4 5 Attends school regularly</p> <p>1 2 3 4 5 Arrives on time for class</p> <p>1 2 3 4 5 Completes assignments</p> <p>1 2 3 4 5 Concentrates and able to attend</p> <p>1 2 3 4 5 Participates in class</p> <p>1 2 3 4 5 Functions independently</p> <p>1 2 3 4 5 Follows directions</p>
<p>Social</p> <p>1 2 3 4 5 Age appropriate self-help skills</p> <p>1 2 3 4 5 Displays appropriate feelings</p> <p>1 2 3 4 5 Sensitive to social culture</p> <p>1 2 3 4 5 Relates well to adults</p> <p>1 2 3 4 5 Relates well to peers</p>	<p>Related Concerns</p> <p>1 2 3 4 5 Aberrant behavior for age or school setting</p> <p>1 2 3 4 5 Substance abuse</p> <p>1 2 3 4 5 Inappropriate peer contacts</p> <p>1 2 3 4 5 Personal hygiene</p> <p>1 2 3 4 5 Dress appropriate to climate</p>

C. ENVIRONMENTAL, CULTURAL, OR ECONOMIC FACTORS—Check all factors that apply to the student. Compare this student to the other students in your class. Use available records, interviews with parents, and other resources to obtain data.

ENVIRONMENTAL	CULTURAL DISADVANTAGE	ECONOMIC DISADVANTAGE
<p><input type="checkbox"/> Limited experiential background</p> <p><input type="checkbox"/> Irregular attendance (absent at least 23% of the time in a grading period for reasons other than verified personal illness)</p> <p><input type="checkbox"/> Transiency in elementary school years (at least two moves in a single year)</p> <p><input type="checkbox"/> School readiness as compared to peer group</p>	<p><input type="checkbox"/> Limited experience in majority-based culture (child does not participate in scouts, clubs, other organizations and activities with members of dominant culture)</p> <p><input type="checkbox"/> Child has limited involvement in organizations and activities of any culture</p> <p><input type="checkbox"/> Secondary standards in conflict with majority-based culture standards</p> <p><input type="checkbox"/> Geographic isolation</p>	<p><input type="checkbox"/> Resides in a depressed economic area</p> <p><input type="checkbox"/> Low family income at a subsistence level</p> <p><input type="checkbox"/> Family unable to afford enrichment materials and/or experiences</p>

Are the above-checked items compelling enough to indicate this student's educational performance is primarily due to environmental, cultural, or economic disadvantage? **YES/NO**

***Explain. Why would you say this child is different from the others in your classroom:

ENGLISH LANGUAGE LEARNER

Does this student speak English? YES/NO

Is there a language other than English spoken by the student? YES/NO

Is there a language other than English spoken in this student's home? YES/NO

(If the above information indicated the student has not always had English as their primary language, please address the following questions.)

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What ELL services or assistance have been provided?

ENGLISH LANGUAGE LEARNER (continued)

Do the results of evaluation by the ELL teacher indicate lack of expected progress in the English language for the student's chronological age level? IF NOT, EXPLAIN:

What is the student's current proficiency level in English? _____

Keep in mind that conversational language skills are not the same as the ability to think and reason in a language. While the student may be able to speak with peers or adults and to understand basic instructions or rules, the effects of ELL may still affect the student's ability to think and reason academically.

Attach a copy of most recent WIDA scores.

MOTOR IMPAIRMENT

Does the student experience any motor limitations which impact educational performance? If yes, explain further with summary of parent and medical reports:

MOTIVATION

Students should not be classified as having a learning disability if failure to progress academically is due to an absence of motivation. To help clarify if motivational issues are the primary cause of the student's academic deficits, please address the following questions:

Does the student want to succeed in school? Give examples to support your answer.

Does the student seek assistance from teachers, peers, others?

Does the parent report efforts made at home to complete homework or study assignments?

Is the student making an effort to learn? Explain:

Are the student's achievement scores consistent with the student's grades?

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SITUATIONAL TRAUMA

Situational stressors can cause daydreaming, poor memory, lack of attention, etc. which would affect educational performance. Temporary, sudden, or recent change in the student's life must be ruled out as a primary cause of academic deficits.

Has the student experienced a recent trauma? (i.e. parents divorced, illness of student or family member, death of family member or serious accident or injury, financial crisis, crime victim, etc).

Is there any other situation that could create stress or emotional upset?

SITUATIONAL TRAUMA (continued)

Has there been a significant change in the student's classroom performance within a short time (6-12 months)?

YOUNG CHILDREN (7 and younger)

There is a wide variability in the rate and pattern of maturation, development, and learning in early childhood. Developmental differences often resolve with maturation and should not be mistakenly identified as a learning disability. In addition, standardized assessment instruments are not as reliable at younger ages (before 8) and the stability of measurement can vary greatly. For students referred for a learning disability before age 8 please address the following:

What preschool education has the student received? _____

Has the student experienced adequate stimulation? _____

How much formal education has the student received? _____

What progress has been made based on measurable data? _____

Signature of Classroom Teacher

Date

Signature of Classroom Teacher

Date

Signature of Principal/TST Chairperson

Date