

# ACADEMIC SCREENING

***Attach Report Card and RTI/SIT Plan***

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Completed By: \_\_\_\_\_

Please rate all areas using the following scale:

1. Poor      2. Below Average      3. Average      4. Above Average      5. Excellent

## General Intelligence

- \_\_\_\_ Understands abstract concepts
- \_\_\_\_ Demonstrates ability to concentrate and stay focused
- \_\_\_\_ Demonstrates problem solving skills
- \_\_\_\_ Demonstrates average rate of learning
- \_\_\_\_ Demonstrates average processing speed
- \_\_\_\_ Demonstrates average short term memory
- \_\_\_\_ Demonstrates average long term memory/retention of skills

## Social/Emotional

- \_\_\_\_ Is able to control making inappropriate comments or unnecessary noises
- \_\_\_\_ Is able to control physical aggression
- \_\_\_\_ Is able to control emotions appropriately
- \_\_\_\_ Interacts appropriately with teachers/authority
- \_\_\_\_ Interacts appropriately with peers (does not agitate or provoke peers)
- \_\_\_\_ Demonstrates courtesy and politeness
- \_\_\_\_ Takes responsibility for his/her mistakes
- \_\_\_\_ Responds appropriately when a suggestion or constructive criticism is given
- \_\_\_\_ Responds appropriately to personal or school problems
- \_\_\_\_ Responds appropriately to stress
- \_\_\_\_ Understands and accepts the consequences of his/her behavior
- \_\_\_\_ Is motivated and interested in school
- \_\_\_\_ Is motivated by rewards at school
- \_\_\_\_ Demonstrates appropriate self-control
- \_\_\_\_ Demonstrates maturity
- \_\_\_\_ Demonstrates emotional control and stability
- \_\_\_\_ Adapts behavior from one situation to another
- \_\_\_\_ Follows school rules
- \_\_\_\_ Has positive attitude toward school
- \_\_\_\_ Adjusts well to change/transitions

## Adaptive Behavior

- \_\_\_\_ Demonstrates age appropriate daily living skills (i.e. toileting, feeding skills, etc.)
- \_\_\_\_ Demonstrates age appropriate hygiene skills
- \_\_\_\_ Demonstrates age appropriate navigation skills in their school environment (i.e. can find class, nurse)
- \_\_\_\_ Demonstrates safety awareness
- \_\_\_\_ Follows school routines independently (as appropriate for their age/grade)

## Personal Management

- Is organized - has necessary materials, has age appropriate organizational system (in desk, binder, backpack, locker)
- Turns in completed assignments independently
- Is able to start assignments/tasks independently
- Is able to work independently
- Remains on task

## Mathematics Calculation

- Can identify numerals
- Can rote count and skip count
- Can count the number of objects in a set and identify greater than or less than
- Knows basic computational symbols (e.g., +, -, x, =, >, etc.)
- Uses correct operational signs when working math problems
- Knows basic addition and subtraction facts
- Knows basic multiplication and division facts
- Performs computations without errors
- Demonstrates knowledge of place value
- Performs calculations involving "regrouping" or "carrying"
- Solves problems involving fractions
- Solves problems involving decimals
- Can follow the sequence of steps in the multi-step computation
- Works math problems in correct order
- Solves problems involving volume
- Can solve expressions involving parentheses, brackets, or braces
- Can use variables to represent numbers in algebraic expressions
- Shows an understanding of absolute value
- Solves problems involving area of triangles, polygons, and quadrilaterals

## Mathematics Reasoning

- Understands concepts related to size (e.g., larger, small), sequence (e.g., first, last, before, after), or quantity (equal to, more, less)
- Can apply mathematics to daily situations involving money
- Can apply mathematics to daily situations involving time
- Can apply mathematics to daily situations involving measurement
- Can measure and calculate area and perimeter
- Can solve problems involving estimation or prediction
  - Can solve word problems
- Understands and constructs charts, graphs, or tables
- Can generalize mathematical skills from one problem to other types of problems or tasks
- Understands abstract mathematical concepts (e.g., positive/negative values on a number line, set theory, etc.)
  - Can judge whether obtained results are reasonable

**List any other specific areas in which the child is performing below grade level in math:**

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## Reading Comprehension

- Identifies the main idea of passages that have been read
- Identifies the characters and setting of a story
- Can retell a story that has been read
- Can recall facts or details from a passage that has been read
- Uses context clues to facilitate comprehension when reading
- Can answer who, what, where, when, why questions about a text
- Identifies the author's purpose (e.g., to inform, to persuade, to entertain, etc.) after reading a passage
- Compare and contrast two texts
- Can determine cause-effect relationships within passages
- Draws inferences or conclusions from passages that have been read
- Identifying the theme of a story
- Accurately summarizing a text
- Understands meanings of words when reading
- Provides evidence from a text to support the students answer
- Comprehends figurative language or idioms when reading
- Understands and identifies synonyms and antonyms

## Basic Reading Skills

- Can recite the alphabet correctly
- Recognizes and names all upper and lowercase letters upon request
- Knows sound-symbol relationships for all letters
- Can keep place when reading
- Has average sight-word vocabulary in comparison with same age peers
- Uses context clues to assist in word identification
- Demonstrates word identification (decoding) skills (e.g., phonic analysis, structural analysis, etc.)
- Reads at an age appropriate rate

**List any other specific areas in which the child is performing below grade level in reading:**

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## Written Expression

- Spells words phonetically based on sound/letter relationships
- Has age appropriate spelling skills
- Uses age appropriate vocabulary
- Student can verbally construct a story with basic details
- Student can state an opinion and provide reasons to support (topic sentence, supporting details, concluding sentence)
- Uses logical organization, sequence, or cohesiveness or ideas when dictating a story
- Exhibits appropriate writing conventions (i.e., spelling, punctuation, capitalization)
- Uses complete sentences when writing
- Uses correct grammatical constructions (e.g., plurals, subject-verb agreement, tense endings, etc.) when writing
- Uses adjectives and adverbs appropriately
- Student can construct an age appropriate opinion piece
- Student can construct an age appropriate informational piece
- Student can construct an age appropriate narrative piece
- Student can construct an age appropriate research project

**List any other specific areas in which the child is performing below grade level in writing:**

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Do you have any concerns with hearing? If so please explain: \_\_\_\_\_

Do you have any concerns with vision? If so, please explain: \_\_\_\_\_

## Speech

- \_\_\_\_\_ Uses speech sounds appropriately
- \_\_\_\_\_ Exhibits fluent language (no unusual pauses or repetitions, frequent rephrasing of thoughts)

## Receptive Language

- \_\_\_\_\_ Follows directions when given individually or to a group
- \_\_\_\_\_ Can identify the main idea or topic when listening
- \_\_\_\_\_ Understands what is said by others in conversations/discussions
- \_\_\_\_\_ Is able to remain focused when background noise and other sounds are present
- \_\_\_\_\_ Can discriminate between speech phonemes (sounds)
- \_\_\_\_\_ Understands common grammatical constructions (e.g., plurals, tense endings, etc.) when listening to others
- \_\_\_\_\_ Answers questions about grade-level story
- \_\_\_\_\_ Has an age appropriate receptive vocabulary (Grade 1+)
- \_\_\_\_\_ Remembers information that was presented orally or discussed in class (Grade 1+)
- \_\_\_\_\_ Understands sentences with longer or more complex sentence structures (Grade 2+)
- \_\_\_\_\_ Appears to understand the relationship between information presented verbally in class and information that is acquired through reading or other sources (Grade 3+)

## Expressive Language

- \_\_\_\_\_ Exhibits fluent language (poor verbal organization)
- \_\_\_\_\_ Uses age appropriate vocabulary
- \_\_\_\_\_ Completes statements or thoughts when speaking
- \_\_\_\_\_ Can classify items (K+)
- \_\_\_\_\_ Can ask and answer wh-questions (K+)
- \_\_\_\_\_ Uses words in the correct order within sentences (Grade 1+)
- \_\_\_\_\_ Can find proper words to express certain meanings (i.e., word retrieval problems) (Grade 1+)
- \_\_\_\_\_ Demonstrates correct usage of most grammatical constructions (forms plurals properly, uses correct verb tense forms, subject-verb agreement, and correct pronouns, etc.) (Grade 2+)
- \_\_\_\_\_ Uses complex sentences (Grade 3+)
- \_\_\_\_\_ Uses words related to school subjects (Grade 3+)
- \_\_\_\_\_ Demonstrates appropriate language usage and pragmatics (begins, maintains, and ends conversations; adapts language according to the audience or context, uses language for a variety of purposes—to express personal feelings, to ask questions, to provide information to others, to participate in social relationships, etc.) (Grade 3+)
- \_\_\_\_\_ Uses some figurative language (Grade 5+)
- \_\_\_\_\_ Summarize ideas in his own words (Grade 5+)

## Fine Motor

Do you have concerns? (circle)                      Yes                      No

If yes please complete the OT Google Form [Link](#)

1. Willard Schools Website → 2. Department → 3. Special Services → 4. Resources for Teachers

<https://docs.google.com/forms/d/e/1FAIpQLSdmxERGiQIJ39iPVZ35hFYXaK7YsJcRULaJg-l6LIOLDA-aRg/viewform?vc=0&c=0&w=1&flr=0>

**Previous Interventions (check all that apply)**

- Title I Reading (From: \_\_\_\_\_ to \_\_\_\_\_)
- Reading Recovery (From: \_\_\_\_\_ to \_\_\_\_\_)
- BASE (Grade Levels: \_\_\_\_\_ Subjects: \_\_\_\_\_)
- Tutoring (Grade Levels: \_\_\_\_\_ Subjects: \_\_\_\_\_)
- MTSS/RtI Plan (From: \_\_\_\_\_ to \_\_\_\_\_ Areas addressed: \_\_\_\_\_)
- School-based counseling services (From: \_\_\_\_\_ to \_\_\_\_\_ Provider: \_\_\_\_\_)

*Revised 11/10/2021*