

TEACHER ASSISTANT TEAM

Today's Date _____

Student Name _____	DOB _____
Teacher Name _____	Grade _____
Parents _____	Home phone _____ Work phone _____
Address _____	

Parent/Student Notification

_____ Staff talks to student

_____ Staff talks to parents

Student's Test Scores

_____ MAP Reading

_____ MAP Math

_____ MCA Reading

_____ MCA Math

Expected For Grade

_____ MAP Reading

_____ MAP Math

Attendance

Absences _____

Tardies _____

Is student's culture related to the presenting problem(s)? Yes No

If yes, has the home/school cultural liaison been contacted? Yes No

Relevant Medical Information: _____

Vision Screening: Pass Fail **Date:** _____

Hearing Screening: Pass Fail **Date:** _____

Current Information

ACADEMIC

Reading/Language Arts	Below Grade Level/Concern	Grade Level/Not a Concern
Reading Comprehension		
Word Attack/Decoding		
Reading fluency		
Spelling		
Written Expression		
Handwriting		

Mathematics	Below Grade Level/Concern	Grade Level/Not a Concern
Computation		
Math Fluency		
Problem-solving (e.g. story problems)		
Pattern Analysis		
Measurement		

COMMUNICATION

Receptive Language	Concern	Not a Concern
Difficulty following directions and understanding concepts		
Difficulty answering WH questions		
Difficulty comprehending oral stories or understanding grade level information		

Expressive Language	Concern	Not a Concern
Difficulty asking or responding to yes/no or open-ended questions		
Difficulty telling and retelling a story or talking about an event		
Unable to express ideas in complete sentences of 5 or more words		
Unable to explain grade level word meanings		

Social Language	Concern	Not a Concern
Unable to or does not show interest in conversation		
Unable to initiate or maintain a conversation		
Difficulty understanding abstract language (idioms, multiple meanings, etc.)		
Unable to take turns or participate in cooperative play		

Articulation	Concern	Not a Concern
Adults and peers have difficulty understanding the student		
There are errors on specific speech sounds or error patterns that are consistent		
The student has a notable lisp with tongue protrusion or airflow differences		

Fluency	Concern	Not a Concern
Difficulty getting sentences out without repetitions, blocks, hesitations or fillers		
Visible tension noted in face, neck or body when speaking		
Avoidance or fear of speaking		

Voice	Concern	Not a Concern
Differences in vocal quality including harshness, hoarseness or pitch changes		

PROCESSING

Processing	Never	Seldom	Often	Almost Always
Learns new things easily (A)				
Understands class work (A)				
Brings classroom materials (O)				
Completes assignments (O)				
Follows directions (S)				
Retains sequences (S)				
Recalls information (R)				
Responds in a timely manner (R)				
Applies learned information to new situations (M)				
Summarizes and interprets information (M)				
Participates in class activities (E)				
Asks questions/gives answers related to content (E)				

BEHAVIOR

Externalizing Behaviors	Never	Seldom	Often	Almost Always
Follows school rules				
Complies with teacher directives				
Takes responsibility for own actions				
Seeks attention/assistance appropriately				
Attends to classroom activities appropriately				
Remains in assigned seat/area				
Keeps hands and feet to self				
Reacts to conflict/frustration appropriately				

Internalizing Behaviors	Never	Seldom	Often	Almost Always
Worries				
Is fearful				
Is nervous				
Displays affect appropriate to situation				
Complains about being teased				
Cries easily				
Participates in activities with peers				
Initiates activities with peers				
Initiates activities with adults				

SOCIAL COMMUNICATION

Social/Communication/Behavior/Interests	Never	Seldom	Often	Almost Always
Limited use of facial expressions				
Lack of/inappropriate use of eye contact				
Appears uninterested in other children/isolates self				
Misinterprets others behaviors and social cues				
Thinks in concrete terms, interprets everything literally				
Difficulty initiating and sustaining a conversation				
Intense preoccupation with a limited range of play, interests, or conversation topics				
Unreasonable insistence on following routines				
Distress over changes in environment or daily routine				

MOTOR

Fine Motor	Never	Seldom	Often	Almost Always
Difficulty with pencil grasp, scissor use, or hand skills during fine motor and functional tasks				
Illegible writing or unrecognizable drawings				
Poor visual tracking (loses place when reading or copying)				
Difficulty with self-cares/dressing (i.e., zipping, buttoning)				

Large Motor	Never	Seldom	Often	Almost Always
Appears weak, clumsy, uncoordinated and/or unsafe when sitting, standing, walking or running				
Unable to climb stairs at school, get on/off bus safely or in a timely manner				
Difficulty climbing, swinging, or playing on outside equipment safely				
Unable to keep pace with peers in the hallways and/or PE class				

Additional Information: _____
