

Please complete and return to: \_\_\_\_\_ by \_\_\_\_\_. Thank you for your cooperation.

**SEDGWICK COUNTY AREA EDUCATIONAL SERVICES INTERLOCAL COOPERATIVE #618**

**TEACHER REPORT OF STUDENT PERFORMANCE**  
**FOR USE BY THE SCHOOL PSYCHOLOGIST AND/OR STAFFING COMMITTEE**

STUDENT: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_

REPORTING TEACHER: \_\_\_\_\_ SUBJECT(S): \_\_\_\_\_ DATE: \_\_\_\_\_

This information sheet will be used as a written summary of your appraisal of the above student. Please complete each of the following sections carefully and descriptively. Because this report will be maintained as a record of your evaluation of the child's performance, you are cautioned to limit your report to objective and factual data. If you feel that your subjective opinion or unsubstantiated material should be mentioned, always specify it as such and provide a rationale as to why it was entered in this report.

Many aspects of a teacher's product cannot be readily reported quantitatively, for example, a percentage, so when such data is called for in this report - complete description will ordinarily include such things as the time, place and other environmental factors which could conceivably alter or explain the meaning of the observed behaviors. Please include positive and negative aspects; however, this does not mean that you should feel obligated to achieve a positive-negative balance.

**This form is not intended to replace the teacher's attendance at the staffing, and it must be completed and submitted to the school psychologist before a staffing date will be arranged.**

**DESCRIPTION OF SCHOLASTIC ACHIEVEMENT** (Discuss each subject separately):

1. Include discussion of comprehension, reading ability, written and oral communication. Discuss performance on informal and formal tests including data or general period of year. Describe participation in class discussion, discuss math skills where appropriate.

2. List grades on a 9 week basis for your subject area for at least 1 year. Attach grade report if available.  
Is this student receiving a modified curriculum? Yes \_\_\_\_\_ No \_\_\_\_\_

3. What accommodations have you made for this student?

4. What modifications have you made for this student?

5. Describe this student's attention to task and organization. Mark all items that apply.
- |   |  |
|---|--|
| <input type="checkbox"/> Generally not distracted                     | <input type="checkbox"/> Remembers instruction/directions                  |
| <input type="checkbox"/> Often easily distracted                      | <input type="checkbox"/> Has difficulty remembering instruction/directions |
| <input type="checkbox"/> Unusually high degree of attention to tasks  | <input type="checkbox"/> Distracts other students                          |
| <input type="checkbox"/> Typical degree of attention to tasks         | <input type="checkbox"/> Other _____                                       |
| <input type="checkbox"/> Has difficulty sustaining attention to tasks |  |
6. Work habits and motivation. Mark all that apply.
- |  |  |
|--|--|
| <input type="checkbox"/> Brings all necessary materials to class | <input type="checkbox"/> Uses class time wisely                      |
| <input type="checkbox"/> Assignments are completed               | <input type="checkbox"/> Wastes time in class                        |
| <input type="checkbox"/> Assignments are turned in on time       | <input type="checkbox"/> Asks for help when needed                   |
| <input type="checkbox"/> Shows strong motivation to achieve      | <input type="checkbox"/> Does not ask for help from teacher or peers |
| <input type="checkbox"/> Shows average motivation to achieve     | <input type="checkbox"/> Shows minimal motivation or engagement      |
| <input type="checkbox"/> Other _____                             |  |
7. Difference and similarities of daily work and test performance. Mark all items that apply.
- Test performance is better than daily performance
- Daily work is better than test performance
- There is no difference between daily work and test performance
8. Describe the student's social behavior. Mark all items that apply.
- |  |   |
|--|---|
| <input type="checkbox"/> Overly active for age                           | <input type="checkbox"/> Participates in class            |
| <input type="checkbox"/> Builds appropriate relationships with peers     | <input type="checkbox"/> Participates in group activities |
| <input type="checkbox"/> Maintains appropriate relationships with peers  | <input type="checkbox"/> Passive, withdrawn from peers    |
| <input type="checkbox"/> Builds appropriate relationships with adults    | <input type="checkbox"/> Passive, withdrawn from adults   |
| <input type="checkbox"/> Maintains appropriate relationships with adults | <input type="checkbox"/> Other _____                      |

**STRENGTHS:** List and describe the student's strengths/assets; academically, physically and socially.

**NEEDS:** List and describe the student's needs academically, physically and socially. Include any physical limitations or disabilities and state any effect it might have on student's educational and/or emotional progress and adjustment.

\_\_\_\_\_/\_\_\_\_\_  
 Teacher / Date