

Worksheet for Charting Patterns of Strengths and Weaknesses

	Academic achievement with respect to grade-level expectations			Academic achievement with respect to age-level expectations			Classroom performance with respect to grade-level expectations							Cognitive Abilities														
	Progress monitoring, CBM screening, or criterion referenced assessments			MEAP			Norm-referenced achievement tests			Curriculum assessments			Grades		Teacher Reports		Classroom Observation		IQ Assessment									
Basic Reading	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	Verbal Reasoning	S	N	W			
Reading Fluency	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	Perceptual Reasoning	S	N	W
Reading Comp.	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	Working Memory	S	N	W
Math Calc.	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	Processing Speed	S	N	W
Math Prob. Solving	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	Other	S	N	W
Written Expression	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	Other	S	N	W
Oral Expression	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W				
Listening Comp.	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W	S	N	W				

S = Strength N = Neither W = Weakness

Area(s) of Strength (at least 3 'S' for each area)
None

Area(s) of Weakness (at least 4 'W' for each area. Must include at least 1 individually administered academic achievement assessment)
Math Calculation Math Problem Solving

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