



Department of Special Education
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Worksheet for Charting Strengths and Weaknesses

Student: _____ **DOB:** _____

Worksheet for Charting Strengths and Weaknesses

Criteria: Data Demonstrating Pattern(s) of Strengths and Weaknesses in Performance, Achievement or both Relative to Age/State Approved Grade-Level Standards.									
Use decision rules for type of data obtained to rate as: S = Strength W = Weakness N = Neither	Academic Achievement with Respect to Grade-Level Expectations			Academic Achievement with Respect to Age-Level Expectations	Classroom Performance with Respect to Grade-Level Expectations			Areas of Age/appropriate functional/intellectual skills	
Areas of Academic Achievement	Progress Monitoring, CBM, Screening	Criterion Referred	MEAP	Norm-referenced Achievement Test	Curriculum Assessments	Grades		Teacher Report and Classroom Observation	Interviews IQ Assessment
						Student %	Class %		
Basic Reading									
Reading Fluency									
Reading Comprehension									
Math Calculation									
Math Problem Solving									
Written Expression									
Oral Expression									
Listening Comprehension									

Guidelines for Determining Strengths and Weaknesses:

Pattern of Strengths (at least 3 “s” in a given skill area): _____

Pattern of Weaknesses (at least 4 “W” in a given skill area, including at least 1 individually administered academic achievement assessment): _____