

AMARILLO INDEPENDENT SCHOOL DISTRICT
SPECIAL EDUCATION DEPARTMENT

*Date initiated:

AMARILLO, TEXAS
REFERRAL TO SPECIAL EDUCATION
(To be completed by General Education personnel)

Student _____ Age _____ Sex _____ Birthdate _____

ID# _____ School _____ Grade _____ Social Security # _____

Parent's Name _____ Home Phone _____

Home Address _____ ZIP _____

Attach copy of student's most recent TAKS report and any other achievement or ability test data available.

Attach samples of student's work.

What does this student do well?

What do you think he/she enjoys most and dislikes most about school?

Is the student making progress in the general curriculum (mastering TEKS objectives)? Yes No

As a member of the evaluation team, what do you suspect this child's disability is?

- | | | |
|--|--|---|
| <input type="checkbox"/> Auditory Impairment | <input type="checkbox"/> Autism | <input type="checkbox"/> Deaf-blindness |
| <input type="checkbox"/> Emotional Disturbance | <input type="checkbox"/> Learning Disability | <input type="checkbox"/> Mental Retardation |
| <input type="checkbox"/> Orthopedic or Other Health Impairment | <input type="checkbox"/> Speech Impairment | <input type="checkbox"/> Visual Impairment |

What service do you think may be necessary for this student that can only be provided through special education?

What other information about this student do you think other members of the evaluation team need to know?

SIGNATURE OF PERSON COMPLETING THIS SECTION

POSITION

DATE

Present Levels of Academic Skills

Math

This student can:

- Use numbers to describe how many objects are in a set (through 20)
- Name the ordinal positions in a sequence (first, second, third ... before, between, after)
- Identify simple patterns, add to them, and create new ones
- Count by ones to 100 If not mastered, can count by ones to _____
- Describe, identify, and compare circles, triangles, and rectangles including squares
- Show and create simple addition and subtraction problems in real situations using objects
- Construct and use graphs to answer questions
- Use mathematical language and symbols to perform and communicate
- Recall and apply all addition facts (sums to 18) using concrete objects.
- Name, compare, and order whole numbers through 99.
- Recognize and solve problems in addition and subtraction.
- Name and describe fractional parts of whole objects up to fourths.
- Use patterns to skip count (by 2's, 5's, and 10's), recognize odd and even numbers, and identify related addition and subtraction fact families.
- Identify, compare, contrast, and sort shapes and solids.
- Estimate, measure, and compare length, weight, and capacity using nonstandard units, time (to the hour and half hour), and temperature.
- Make and read simple bar graphs and pictographs to solve problems.
- Use a problem-solving model to solve appropriate grade level problems.
- Compare and order whole numbers through 999.
- Name fractional parts of a whole and a set not to exceed twelfths.
- Recall and apply addition facts to 18.
- Select addition or subtraction to solve problems using 2-digit numbers.
- Students model multiplication and division.
- Use patterns to describe relationships and make predictions.
- Use paired numbers to identify and describe real-life situations.
- Use attributes to identify, compare, and contrast shapes and solids.
- Recognize and use models that measure metric and customary units of length, weight, capacity, time, and temperature.
- Organize and interpret data for picture and bar-type graphs.
- Using a variety of math methods of Grade 2 to solve everyday situations.
- Recall and use all addition, subtraction, and multiplication facts.
- Read, write, locate, compare, and order numbers to 9,999
- Solve one and two-step word problems using three-digit addition and subtraction with extraneous information.
- Solve word problems using multiplication and division facts.
- Round two and three-digit numbers and estimate to solve word problems.
- Compare fractions up to twelfths
- Recognize, compare, and describe two and three-dimensional figures using formal geometric terms.
- Construct and use complex pictographs, bar graphs, tally charts, and tables to solve problems.
- Use measurement concepts to select appropriate units, find perimeter, determine area, tell time, measure temperature, and solve problems involving elapsed time.
- Use the problem-solving model to solve appropriate grade-level problems.
- Recall and apply all addition, subtraction, multiplication, and division facts.
- Use place value to read, write, compare, and locate whole numbers through millions and decimals through hundredths.
- Solve two-step addition and subtraction problems using whole numbers and decimals.
- Solve problems using multiplication (2-digit numbers) and division (1 -digit divisors)
- Round numbers to the nearest ten, hundred, or thousand, and estimate sums, differences, products, and quotients.

- _____ Compare and order fractions (using models)
- _____ Identify, compare, and contrast solids, angles, congruent figures, and lines of symmetry.
- _____ Select appropriate units, estimate, and measure weight, capacity, length, time, and temperature.
- _____ Solve graphing problems by constructing and interpreting data in complex tables, charts, line graphs, pictographs, or bar graphs.
- _____ Use the problem-solving model to solve appropriate grade-level problems.
- _____ Use place value to represent whole numbers and decimals from the thousandths to the billions place.
- _____ Use addition, subtraction, multiplication (3-digit by 2-digit numbers), and division (two-digit divisors and three-digit dividends) of whole numbers to solve meaningful problems.
- _____ Analyze and interpret information from charts, pictographs, bar graphs, and line graphs.
- _____ Generate equivalent fractions.
- _____ Model transformations.

Language Arts

This student can:

- _____ Recognize and write all letters in capital and lower case form
- _____ Write first and last names
- _____ Begin to read and write by learning to match letters with sounds
- _____ Separate and blend words into beginning, middle, and ending sounds
- _____ Produce rhyming words
- _____ Demonstrate understanding by retelling a story or by acting out the story
- _____ Listen and respond to stories, rhymes, conversations, discussions, and one-two step instructions
- _____ Read basic high-frequency words and read aloud from familiar, predictable texts
- _____ Gain increasing control of penmanship such as pencil grip, paper

Use culturally diverse written selections to:

- _____ Develop oral language and communication skills.
 - _____ Move to becoming an independent reader and writer.
 - _____ Listen attentively and connect personal experiences and ideas with information in texts.
 - _____ Organize thoughts and ideas into complete stories and reports.
 - _____ Regularly read texts of appropriate difficulty with fluency and understanding.
 - _____ Demonstrate comprehension by asking and answering questions, retelling stories, predicting outcomes, and making and explaining inferences.
 - _____ Use subjects and verbs and write complete sentences.
 - _____ Listen and respond to a wide variety of children's literature.
 - _____ Recognize distinguishing features of stories, poems, and informational texts.
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- _____ Summarize what he/she reads and represent ideas with story maps, charts, and drawings.
 - _____ Use appropriate capitalization and punctuation.
 - _____ Use singular and plural nouns and adjust verbs for agreement.
 - _____ Read and write independently.
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- _____ Understand different purposes for speaking and listening.
 - _____ Hold classmates' attention when telling a story or making announcements.
 - _____ Use word identification strategies to develop a large vocabulary.
 - _____ Revise and edit his/her own writing to clarify ideas.
 - _____ Read regularly for fluency and understanding in a variety of genres.
 - _____ Use references to build word meanings and confirm pronunciations.
 - _____ Have penmanship characterized by letters that are properly formed, spaced, and are legible.

- _____ Take simple notes and compile notes into outlines.
- _____ Use root words, prefixes, suffixes, and derivational endings to recognize words.
- _____ Demonstrate knowledge of synonyms, antonyms, and multimeaning words.
- _____ Write with more complex capitalization and punctuation including commas in a series.
- _____ Write with more proficient spelling of contractions and homonyms.
- _____ Write longer and more elaborate sentences and organize writing into larger units of text.
- _____ Revise his/her own writing to improve coherence, progression, and logic and edit final drafts to reflect standard grammar and usage.
- _____ Read and write more independently and spend significant blocks of time engaged in reading and writing on their own.
- _____ Listen to spoken messages, thoughtfully contribute to discussions, and plan oral presentations.
- _____ Begin to distinguish fact from opinion.
- _____ Support his/her ideas and inferences by citing portions of text.
- _____ Read a variety of genres including realistic and imaginative fiction, nonfiction, and poetry.
- _____ Write several drafts to produce a final product.
- _____ Master manuscript and begin to use cursive.

- _____ Read classic and contemporary selections.
- _____ Expand vocabulary systematically across the curriculum -
- _____ Connect, compare and contrast ideas, and follow various text structures such as chronologies and cause and effect.
- _____ Write in complete sentences and vary sentence structure.
- _____ Use adjectives, adverbs, prepositional phrases, and conjunctions.
- _____ Edit writing based on knowledge of grammar and usage, spelling, punctuation, and other conventions of written language.
- _____ Produce a final, polished copy of a written composition.
- _____ Understand and use visual media and compare and contrast visual media to print.
- _____ Adapt their speaking to the audience, purpose, and occasion.
- _____ Read with a growing interest in a wide variety of topics and adjust their reading approach to various forms of text.
- _____ Produce summaries of texts and engage in more sophisticated analysis of characters, plots, and settings.
- _____ Spend significant blocks of time engaged in reading and writing independently.
- _____ Listen critically and analyze a speaker's intent such as to entertain or persuade.
- _____ Read for meaning and paraphrase texts.
- _____ Select and use different forms of writing for specific purposes such as to inform, persuade, or entertain.
- _____ Exhibit style and voice.
- _____ Refine and master previously learned knowledge and skills in increasingly complex presentations, reading selections, and written compositions.
- _____ Identify persuasive techniques such as promises, dares, and flattery.
- _____ Recognize an author's organization and engage in more sophisticated analyses of characters, plots, and settings.
- _____ Select and use different forms of writing for specific purposes such as to inform, persuade, or entertain.
- _____ Use literary devices such as suspense, dialogue, and figurative language in their writing.
- _____ Edit his/her writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions.
- _____ Produce final, error-free pieces of written composition on a regular basis.
- _____ Search out multiple texts to complete research reports or projects.
- _____ Vary sentence structure and use conjunctions to connect ideas.
- _____ Read from classic and contemporary selections and informational texts.
- _____ Judge internal consistency or logic of stories and texts.
- _____ Use visuals to support their research projects.