

Student Data Sheet

MSIS No.: _____ School: _____

Student: _____ Date of Birth: ____/____/____
Last First MI

Ethnicity: _____ Teacher: _____

Parent: _____ Phone: _____ Grade: _____
Father

_____ Address: _____
Mother

Reason for Referral (Describe educational difficulties in detail)

<input type="checkbox"/> Academic Areas <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input type="checkbox"/> Language (See specific language skills on TST-1) <input type="checkbox"/> Content Area(s) _____	<input type="checkbox"/> Social, Emotional, and/or Behavioral concerns Complete Gulfport School District Social, Behavioral, & Emotional Criterion Referenced Instrument (TST-3) <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <input type="checkbox"/> This student is currently receiving services for language/speech. </div>
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A. CUMULATIVE RECORD REVIEW -Each area must be addressed-OR-indicate as not applicable (NA)

ATTENDANCE 1. Last Year Days Present: ____ Days Absent: ____ 2. Total days missed since student began kindergarten: ____ 3. List all schools attended: _____ _____ _____ 4. Retentions Yr(s) _____ Gr(s) _____ 5. Previous enrollment in Special Education Programs/Section 504 (Y or N): _____	TESTING INFORMATION 1. MCT2: 2. SATP:	SCREENING 1. Hearing Date: _____ Results: _____ Recheck Needed: _____ 2. Vision Date: _____ Results: _____ Recheck Needed: _____ SPECIAL NEEDS:
DISCIPLINE RECORD Number of discipline reports _____ Number of suspensions _____ In-school _____ Out-of-school _____	MOST RECENT ACADEMIC GRADES 1. Language Arts _____ 2. English _____ 3. Math _____ 4. Spelling _____ 5. Science _____ 6. Social Studies _____ 7. Health/PE _____ 8. Other _____	MEDICATION 1. Is the student currently taking prescription medicine? Yes _____ No _____ If yes , name of medication(s) _____ _____

Curriculum and Instruction – Teacher Support Team/Student Data Sheet

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B. TEACHER OBSERVATIONS-Place a (+) or (-) next to each item. (+) = observed, (-) = not observed

<p>Physical & Communication</p> <p>____ Generally appears healthy</p> <p>____ Normal energy level</p> <p>____ Gross motor coordination is age-appropriate</p> <p>____ Fine motor coordination is age-appropriate</p> <p>____ Speech (articulation) is age-appropriate</p> <p>____ Spoken language is age-appropriate</p> <p>____ Written language is age-appropriate</p>	<p>Participation</p> <p>____ Attends school regularly</p> <p>____ Arrives on time for class</p> <p>____ Completes assignments</p> <p>____ Concentrates and able to attend</p> <p>____ Participates in class</p> <p>____ Functions independently</p> <p>____ Follows directions</p>
<p>Social</p> <p>____ Age appropriate self-help skills</p> <p>____ Displays feelings appropriate to situation</p> <p>____ Sensitive to social culture</p> <p>____ Relates well to adults</p> <p>____ Relates well to peers</p>	<p>Related Concerns</p> <p>____ Exhibits behaviors appropriate for age or school setting</p> <p>____ Appropriate peer contacts</p> <p>____ Appropriate personal hygiene</p> <p>____ Dress appropriate to climate</p>

C. ENVIRONMENTAL, CULTURAL OR ECONOMIC FACTORS-Check all factors that apply to the student. Use available records, interviews with parents, and other resources to obtain data. See question below for any items checked for the student.

<p>ENVIRONMENTAL</p> <p>____ Limited experiential background</p> <p>____ Irregular attendance (absent at least 23% of the time in a grading period for reasons other than verified personal illness)</p> <p>____ Transiency in elementary school years (at least two moves in a single year)</p> <p>____ School readiness as compared to peer group</p>	<p>CULTURAL DISADVANTAGE</p> <p>____ Limited experiences in majority-bases culture (child does not participate in scouts, clubs, other organizations and activities with members of dominant culture)</p> <p>____ Child has limited involvement in organizations and activities of any culture</p> <p>____ Secondary standards in conflict with majority-based culture standards</p> <p>____ Geographic isolation</p>	<p>ECONOMIC DISADVANTAGE</p> <p>____ Residence in a depressed economic area</p> <p>____ Low family income at subsistence level</p> <p>____ Family unable to afford enrichment materials and/or experiences</p>
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Are the above-checked items compelling enough to indicate this student’s educational performance is primarily due to environmental, cultural or economic disadvantage?

D. ENGLISH LANGUAGE LEARNER (If not an ELL student, write N/A)

How long has the student spoken English? _____

Is there a language other than English spoken by the student? _____

(If the above information indicated the student has not always had English as their primary language, please address the following questions.)

What ELL services or assistance have been provided? _____

Do the results of evaluation by the ELL teacher indicate lack of expected progress in the English language for the student’s chronological age level? If not, explain. _____

What is the student’s current proficiency level in English? _____

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E. MOTIVATION

Students should not be classified as having a learning disability if failure to progress academically is due to an absence of motivation. To help clarify if motivational issues are the primary cause of the student’s academic deficits, please address the following questions:

Does the student want to succeed in school? Give examples to support your answer. _____

Does the student seek assistance from teachers, peers, others? _____

Is the student making an effort to learn? Explain. _____

F. SITUATIONAL TRAUMA

Situational stressors can cause daydreaming, poor memory, lack of attention, etc. which affect educational performance. Temporary, sudden, or recent change in the student’s life must be ruled out as a primary cause of academic deficits.

Has the student experienced a recent trauma? (i.e. parents divorced, illness of student or family member, death of family member or serious accident or injury, financial crisis, crime victim, etc.) _____

Is there any other situation that could create stress or emotional upsets? _____

G. YOUNG CHILDREN

There is a wide variability in the rate and pattern of maturation, development and learning in early childhood. Developmental differences often resolve with maturation and should not be mistakenly identified as a learning disability. In addition, standardized assessment instruments are not as reliable at younger ages (before 8), and the stability of measurement can vary greatly. **Answer the following questions for students 7 years of age or younger:**

What preschool education has the student received? _____
Has the student experienced adequate stimulation? _____
How much formal education has the student received? _____

Signature of Classroom Teacher

Date