

| Test Administrator Title – Choose the best description. | |
|--|-----------------------|
| Special education teacher | <input type="radio"/> |
| ESL/Bilingual teacher | <input type="radio"/> |
| General education teacher | <input type="radio"/> |
| Speech/language pathologist | <input type="radio"/> |
| School psychologist | <input type="radio"/> |
| School counselor | <input type="radio"/> |
| LEA test administrator | <input type="radio"/> |
| Other. Please specify: _____ | <input type="radio"/> |

| Disabilities | Primary Disability (Choose 1) | Secondary Disability (Choose 1 if applicable) |
|---|--|--|
| Autism Spectrum Disorder (AS) | <input type="radio"/> | <input type="radio"/> |
| Deaf-blindness (DB) | <input type="radio"/> | <input type="radio"/> |
| Developmental Delay (DD) | <input type="radio"/> | <input type="radio"/> |
| Hearing Impairment, including Deafness (HI) | <input type="radio"/> | <input type="radio"/> |
| Intellectual Disability (ID) | <input type="radio"/> | <input type="radio"/> |
| Multiple Disability (MD) | <input type="radio"/> | <input type="radio"/> |
| Orthopedic Impairment (OI) | <input type="radio"/> | <input type="radio"/> |
| Other Health Impairment (OHI) | <input type="radio"/> | <input type="radio"/> |
| Emotional Disturbance (ED) | <input type="radio"/> | <input type="radio"/> |
| Specific Learning Disability (SLD) | <input type="radio"/> | <input type="radio"/> |
| Speech or Language Impairment (SLI) | <input type="radio"/> | <input type="radio"/> |
| Traumatic Brain Injury (TBI) | <input type="radio"/> | <input type="radio"/> |
| Visual Impairment, including Blindness (VI) | <input type="radio"/> | <input type="radio"/> |

| | | |
|---|---------------------------|--------------------------|
| Is there an English language acquisition specialist on the IEP team? (e.g., ESL teacher, ESL coordinator) | Yes <input type="radio"/> | No <input type="radio"/> |
| Does the student take the alternate assessment in English language arts, math, and/or science based on alternate academic achievement standards (AAAS)? | Yes <input type="radio"/> | No <input type="radio"/> |

| What is the student's most recent performance on the state's annual assessment? | Performance Level | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| | Emerging | Nearing Target | At or Exceeds Target | N/A |
| English Language Arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mathematics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Science | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| How many hours per week does the student spend... | 0 | Less than 1 | 1–2 | 3–4 | More than 4 | All | Not Sure |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| In classrooms where instruction is in English? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In classrooms where instruction is in a language other than English? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In English Language Development instruction? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| If the student receives EL services, what kind of service model is used? Choose the best description. | |
|---|-----------------------|
| Bilingual/dual immersion | <input type="radio"/> |
| Consultative services | <input type="radio"/> |
| Co-teaching | <input type="radio"/> |
| ESL class period | <input type="radio"/> |
| Pull-out services | <input type="radio"/> |
| Push-in services | <input type="radio"/> |
| Sheltered or content-based instruction | <input type="radio"/> |
| Structured immersion | <input type="radio"/> |
| None | <input type="radio"/> |
| Other. Please specify: _____ | <input type="radio"/> |

| In what ways does the student communicate? (Select all that apply) | |
|--|-----------------------|
| Augmentative and alternate communication (AAC) device | <input type="radio"/> |
| Braille | <input type="radio"/> |
| Communication board | <input type="radio"/> |
| Eye gaze | <input type="radio"/> |
| Nonverbal communication (e.g., body language, pointing, head nods) | <input type="radio"/> |
| Picture cards | <input type="radio"/> |
| Sign | <input type="radio"/> |
| Speech or speaking | <input type="radio"/> |
| Other. Please specify: _____ | <input type="radio"/> |

| What are the student's receptive communication abilities? You may choose more than one description that best represents the student for each column. | In English | In Language Other than English |
|---|-----------------------|--------------------------------|
| Can point to, look at, or touch things in the immediate vicinity when asked (e.g., pictures, objects, body parts) | <input type="radio"/> | <input type="radio"/> |
| Can perform simple actions, movements, or activities when asked (e.g., comes to the teacher's location, gives an object to the teacher or peer, locates or retrieves an object) | <input type="radio"/> | <input type="radio"/> |
| Responds appropriately in any modality (speech, sign, gestures, facial expressions) when offered a favored item that is not present or visible (e.g., "Do you want some ice cream?") | <input type="radio"/> | <input type="radio"/> |
| Responds appropriately in any modality (speech, sign, gestures, facial expressions) to single words that are spoken or signed | <input type="radio"/> | <input type="radio"/> |
| Responds appropriately in any modality (speech, sign, gestures, facial expressions) to phrases and sentences that are spoken or signed | <input type="radio"/> | <input type="radio"/> |
| Follows two-step directions presented verbally and/or through sign (e.g., gets a worksheet or journal and begins to work, distributes items needed by peers for a lesson or activity, looks at requested or desired item and then looks at location where it should go) | <input type="radio"/> | <input type="radio"/> |
| Unknown/Not sure | <input type="radio"/> | <input type="radio"/> |

| What are the student's expressive communication abilities with speech? The student can use AAC devices. You may choose more than one description that best represents the student for each column. | In English | In Language Other than English |
|---|-----------------------|---------------------------------------|
| Regularly combines 3 or more words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person) | <input type="radio"/> | <input type="radio"/> |
| Usually uses 2 words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions, and commenting) | <input type="radio"/> | <input type="radio"/> |
| Usually uses only 1 word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling) | <input type="radio"/> | <input type="radio"/> |
| Student does not use symbolic communication. | <input type="radio"/> | <input type="radio"/> |
| Unknown/Not sure | <input type="radio"/> | <input type="radio"/> |

| What is the student's level of engagement? Choose one description that best describes your student for each column. | In English | In Language Other than English |
|--|-----------------------|---------------------------------------|
| Initiates and sustains social interactions | <input type="radio"/> | <input type="radio"/> |
| Responds with social interaction, but does not initiate or sustain social interactions | <input type="radio"/> | <input type="radio"/> |
| Alerts to others speaking | <input type="radio"/> | <input type="radio"/> |
| Does not alert to others speaking | <input type="radio"/> | <input type="radio"/> |
| Unknown/Not sure | <input type="radio"/> | <input type="radio"/> |

| What is the student's reading ability? Choose one description that best describes your student for each column. | In English | In Language Other than English |
|---|-----------------------|---------------------------------------|
| Reads fluently with critical understanding in print (e.g., to differentiate fact/opinion, point of view, emotional responses) | <input type="radio"/> | <input type="radio"/> |
| Reads fluently with basic (literal) understanding from paragraphs/ short passages with narrative/ informational texts | <input type="radio"/> | <input type="radio"/> |
| Reads basic sight words, simple sentences, directions, bullets, and/ or lists in print | <input type="radio"/> | <input type="radio"/> |
| Aware of text, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text | <input type="radio"/> | <input type="radio"/> |
| No observable awareness of print | <input type="radio"/> | <input type="radio"/> |
| Unknown/Not sure | <input type="radio"/> | <input type="radio"/> |

| What is the student's mathematic ability? Choose one description that best describes your student for each column. | In English | In Language Other than English |
|---|-----------------------|---------------------------------------|
| Applies computational procedures to solve real-life or routine word problems from a variety of contexts | <input type="radio"/> | <input type="radio"/> |
| Does computational procedures with or without a calculator | <input type="radio"/> | <input type="radio"/> |
| Counts 1:1 correspondence to at least 10, and/or makes numbered sets of items | <input type="radio"/> | <input type="radio"/> |
| Counts by rote to five | <input type="radio"/> | <input type="radio"/> |
| No observable awareness of use of numbers | <input type="radio"/> | <input type="radio"/> |
| Unknown/Not sure | <input type="radio"/> | <input type="radio"/> |

| What is the student's writing ability? The student can use AAC devices. Choose one description that best describes your student for each column. | In English | In Language Other than English |
|---|-----------------------|---------------------------------------|
| Writes full sentences | <input type="radio"/> | <input type="radio"/> |
| Writes phrases | <input type="radio"/> | <input type="radio"/> |
| Writes words | <input type="radio"/> | <input type="radio"/> |
| Writes letters | <input type="radio"/> | <input type="radio"/> |
| Does not write | <input type="radio"/> | <input type="radio"/> |
| Unknown/Not sure | <input type="radio"/> | <input type="radio"/> |