You may be asked to provide a write-up of your views about how the student is doing in your classroom. At other times you will be required to complete forms that request information to be included in the final evaluation report and used to help determine eligibility. The components you contribute about the student should include the following:

\* A statement about any forms filled out

\* The date the information was provided for the report

\* A list of the student’s strengths

\* A list of concerns you have as the student’s general education classroom teacher

\* A statement of how the student compares with the average students in the classroom

\* A statement describing anything out of the ordinary regarding this student’s class schedule or day

\* Any accommodations or modifications used that are helpful to the student

\* List of current grades

The following is an example that includes each of the above components. Remember that the purpose of what you write is to help provide an accurate description of the student from your perspective so others can make an informed decision about the student’s performance and whether the student might need special education.

**Grade:** 4

**Teacher:** Mrs. Claudette Berman

**Date:** September 24, 2023

**Student’s name:** Griffin

**What are the student’s strengths?**

Positive self-image

Always participates in class

Will ask questions when he is unsure

Exhibits friendly behaviors

**What are your areas of greatest concern?**

Not always focused while working independently

At least one grade level below in reading

Difficulty understanding and solving math facts and concepts

Difficulty following written and oral directions (i.e., does better in a one-on-one situation where steps and procedures and directions can be explained multiple times).

**How does this student compare with the average students (same-age peers) in your classroom?**

Average in work completion, overall behavior, behavior in halls, and aggression

Above average with behavior in structured groups

Below average in reading, math, spelling, writing, work accuracy, following directions and behavior in unstructured groups

**Grades:** Failing in all academic areas

**Factors affecting class schedule or day:** Receives ESL (English as a second language) instruction during math and for a limited amount of time in language arts.

**Accommodations or modifications that are helpful to the student:** Benefits from his tests and assignments being read aloud as well as being given extra time to complete assignments and tests.