

ETR/IEP

Level of Performance Checklist

Social/Emotional

- Follows school rules & routines
- Relates well to adults/peers
- Participate in community activities
- Follow adult directives w/# _____ prompts
- Understands concept of personal space
- Use language & tone of voice appropriate to the situation
- Successfully resolve conflicts w/peers
- Ask for help when needed
- Recognizes personal triggers for anger or outbursts
- Brings appropriate materials to class
- Routinely completes & turns in class assignments

Cognitive/General Intelligence

Preferred Learning Style:

- | | | |
|-----------------------------------|---|---|
| <input type="checkbox"/> Visual | <input type="checkbox"/> Spatial | <input type="checkbox"/> Bodily/kinesthetic |
| <input type="checkbox"/> Auditory | <input type="checkbox"/> Linguistic | <input type="checkbox"/> Interpersonal |
| <input type="checkbox"/> Hands-on | <input type="checkbox"/> Logical/mathematical | <input type="checkbox"/> Intrapersonal |
| <input type="checkbox"/> Musical | | |

Retention of Information:

School:

- Below Average
- Average
- Above Average

Nonschool:

- Below Average
- Average
- Above Average

Remember information:

- Brief Periods
- Average
- Extended Periods

Types of information easily retained:

- Detail
- Personal
- Factual
- Other _____

Rate of Learning:

- Requires numerous repetitions to master a new concept
- Learns at rate comparable to peers
- Acquires skills at faster rate than peers

Problem-Solving Skills:

- Generalizes information from one situation or setting to another
- Attacks problems in a sequential or step-by-step fashion
- Uses a variety of problem-solving strategies
- Follows multi-step directions independently
- Responds well to coaching or direct instruction
- Applies learned skills in practical situations
- Applies skills in new and complex situations
- Demonstrates advanced problem-solving skills
- Demonstrates use of creative, imaginative and divergent thinking

General Abilities:

Vocabulary skills:

- Below Average
- Average
- Above Average

Adaptive Skills:

- Below Average
- Average
- Above Average

Previous Assessment:

- Below Average
- Average
- Above Average

Attends to instruction for _____ minutes or _____% of time as compared to _____ for peers.

Educational

Instructional and Program Accommodations/Modifications: (list is not all-inclusive)

- | | |
|---|--|
| <input type="checkbox"/> Cooperative groups | <input type="checkbox"/> Differentiated curriculum |
| <input type="checkbox"/> Change pace of instruction | <input type="checkbox"/> Modified texts |
| <input type="checkbox"/> Taped texts | <input type="checkbox"/> Highlighted texts |
| <input type="checkbox"/> Taped lectures | <input type="checkbox"/> Note-taking assistance |
| <input type="checkbox"/> Extended time assignments | <input type="checkbox"/> Shortened assignments |
| <input type="checkbox"/> Assignment notebook | <input type="checkbox"/> Peer teaching/tutoring |
| <input type="checkbox"/> Study aids/manipulatives | <input type="checkbox"/> Repeated review |
| <input type="checkbox"/> Reduced written tasks | <input type="checkbox"/> Calculator |
| <input type="checkbox"/> Preferential seating | <input type="checkbox"/> Intercom for the deaf |
| <input type="checkbox"/> Frequent breaks | <input type="checkbox"/> Defined physical space |
| <input type="checkbox"/> Cooling-off period | <input type="checkbox"/> Concrete reinforcers |
| <input type="checkbox"/> Positive reinforcers | <input type="checkbox"/> Oral directives |
| <input type="checkbox"/> Special instruction | <input type="checkbox"/> Adaptive equipment |
| <input type="checkbox"/> Change in essential elements | <input type="checkbox"/> Change in requirements |
| <input type="checkbox"/> Check for understanding | <input type="checkbox"/> Alternative courses |
| <input type="checkbox"/> Creativity development | <input type="checkbox"/> Pretesting |
| <input type="checkbox"/> Complex research | <input type="checkbox"/> Compacting |
| <input type="checkbox"/> Acceleration | <input type="checkbox"/> Work at own pace |
| <input type="checkbox"/> Mentorship | <input type="checkbox"/> Other _____ |

Assessment Modifications:

- | | |
|---|--|
| <input type="checkbox"/> Different mastery requirements | <input type="checkbox"/> Short answer tests |
| <input type="checkbox"/> Identified curricular outcomes | <input type="checkbox"/> Modified tests |
| <input type="checkbox"/> Test-out | <input type="checkbox"/> Extended time for test-taking |
| <input type="checkbox"/> Dual credit | <input type="checkbox"/> Different response formats |
| <input type="checkbox"/> Oral testing | <input type="checkbox"/> Other _____ |