

# **PRESCHOOL-K-1 TEACHER CHECK LIST**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

AGE \_\_\_\_ yrs. \_\_\_\_ mos. GRADE \_\_\_\_ yrs. \_\_\_\_ mos. TEACHER \_\_\_\_\_

**STRENGTHS: HIGHER LEVEL THINKING PROCESSES IN YOUNG CHILDREN** Check all that apply.

<input type="checkbox"/>	Curious	<input type="checkbox"/>	Large vocabulary
<input type="checkbox"/>	Very imaginative	<input type="checkbox"/>	Surprising maturity
<input type="checkbox"/>	Unusual reasoning ability to figure things out	<input type="checkbox"/>	Enjoys solving puzzles
<input type="checkbox"/>	Embraces new ideas eagerly	<input type="checkbox"/>	Talented at building models
<input type="checkbox"/>	Gets the gist of things	<input type="checkbox"/>	Excellent comprehension of stories read or told to him/her
<input type="checkbox"/>	Good understanding of new concepts		

## **RISK FACTORS/WEAKNESSES** Check all that apply.

<input type="checkbox"/>	History of reading problems in family.
<input type="checkbox"/>	Mispronounced words, persistent baby talk.
<input type="checkbox"/>	Difficulty recognizing and/or producing rhyming words.
<input type="checkbox"/>	Difficulty singing or reciting short rhymes and songs.
<input type="checkbox"/>	Student's grammar does not match patterns used by the adults in his/her family and neighborhood.
<input type="checkbox"/>	Substitutes phonologically similar words, as <i>volcano</i> for <i>tornado</i> , <i>decorate</i> for <i>illustrate</i> .
<input type="checkbox"/>	Difficulty repeating unfamiliar 3 to 5 syllable words, as <i>statistics</i> , <i>physiologist</i> .
<input type="checkbox"/>	Student has difficulty with rapid automatic naming of familiar objects, numbers or letters.
<input type="checkbox"/>	Student has difficulty segmenting, deleting and/or combining syllables in a word. (Any one or more.)
<input type="checkbox"/>	Student has difficulty segmenting, deleting and/or blending sounds in a word. (Any one or more.)
<input type="checkbox"/>	Mispronounces common words, as <i>pisghetti</i> for <i>spaghetti</i> , <i>aminal</i> for <i>animal</i> , <i>efelunt</i> for <i>elephant</i> .
<input type="checkbox"/>	Student has difficulty following a sequence of two and three step directions.
<input type="checkbox"/>	Student confuses similar words: <i>acorn/unicorn</i> , <i>mop/moth</i> .
<input type="checkbox"/>	Student has difficulty repeating four and five word sentences correctly.
<input type="checkbox"/>	Student has difficulty giving a connected account of a recent experience.
<input type="checkbox"/>	Difficulty learning and remembering letter names.
<input type="checkbox"/>	Failure to recognize letters in his/her own name.
<input type="checkbox"/>	Avoidance behaviors during reading; complains about how hard reading is.
<input type="checkbox"/>	Difficulty learning and remembering letter/sound correspondences.
<input type="checkbox"/>	Reading errors unrelated to sounds: <u>dog</u> read as <u>pink</u> .
<input type="checkbox"/>	Unexpected inadequate response to evidence-based, specific instruction.
<input type="checkbox"/>	Student is unable to recite and/or write the alphabet sequence without singing or chanting.
<input type="checkbox"/>	Student is unable to read common one-syllable words or sound out simple words.
<input type="checkbox"/>	Student has difficulty remembering names of randomly presented letters.
<input type="checkbox"/>	Student has unusual difficulty with paper and pencil tasks, especially handwriting.

## SECOND GRADE AND ABOVE TEACHER CHECK LIST

NAME \_\_\_\_\_ DATE \_\_\_\_\_

AGE \_\_\_\_ yrs. \_\_\_\_ mos. GRADE \_\_\_\_ yrs. \_\_\_\_ mos. TEACHER \_\_\_\_\_

### ***STRENGTHS Check all that apply.***

<i>Excellent thinking skills: conceptualization, reasoning, imagination, abstraction</i>	<i>High level of understanding of what is read to him/her</i>
<i>A high learning capability</i>	<i>Success in areas not dependent on rote memory</i>
<i>Noticeable improvement when given additional time on multiple choice examinations</i>	<i>Talent for high-level conceptualization and the ability to come up with original insights</i>
<i>Noticeable excellence when focused on highly specialized area of interest to student</i>	<i>"Big picture" thinking</i>
<i>Excellence in writing if content and not spelling is important</i>	<i>Inclination to think "out of the box"</i>
<i>Noticeable articulateness in expression of ideas and feeling</i>	<i>Noticeable resilience and ability to adapt</i>
<i>Excellence in areas not dependent on reading, as, math, computers, visual arts, creativity</i>	<i>Excellence in more conceptual subjects as philosophy, biology, social studies, science</i>
<i>Surprisingly sophisticated listening vocabulary</i>	<i>Talent for three-dimensional activities</i>

### **RISK FACTORS/WEAKNESSES Check all that apply.**

Family history of reading, spelling and/or foreign language problems.
Unexpected inconsistent performance in academic tasks.
Oral performance is superior to written performance.
Difficulty in word finding and/or rapid naming tasks.
Lack of fluency when talking, marked by hesitations, pauses and/or use of non-specific language.
Substitutes phonologically similar words, as <i>volcano</i> for <i>tornado</i> , <i>decorate</i> for <i>illustrate</i> .
Poor organizational skills: loses papers, forgets assignments.
Lower performance on multiple choice tests.
Difficulty segmenting and/or blending speech sounds in words.
Variable degrees of difficulty with handwriting and/or written composition.
Reads slowly and laboriously, but may be able to read accurately.
Sub-vocalizes when reading silently.
Unable to read fluently with comprehension.
Frequent self-corrections, hesitations, substitutions of words with same meaning ( <i>city</i> for <i>town</i> ) when reading.
Unable to write the alphabet in sequence accurately.
Difficulty remembering how to form letter shapes.
Difficulty copying accurately (far point, near point or both)
Difficulty completing written assignments.
Difficulty with single word reading, particularly nonsense or unfamiliar words.
Labored, inaccurate oral reading.
Lack of reading fluency: frequent hesitations/repetitions/self-corrections when reading.
Oral comprehension superior to reading comprehension.
Difficulty with spelling beyond weekly spelling tests.