

Science: STUDENT DATA PROFILE
TEACHER REPORT IN PREPARATION FOR ARD MEETINGS

Elem

Student's Name: _____	Grade: _____
Teacher: _____	Subject: _____
ARD DATE: _____	TIME: _____
Please complete and return to: _____	By: _____

Student currently has a GOAL(S) and OBJECTIVE(S) for your class: ☐ YES ☐ NO

Student needs a GOAL for your class: ☐ YES ☐ NO

Please complete the following:

- 1. Present Competencies:** Current Ave: _____ Missing Assignments? _____
 Benchmark Scores at End of Reporting Period: _____

Uses: ☐ Supplemental aids (describe): _____
☐ Oral Administration ☐ Extra Time ☐ Inclusion Support ☐ Other _____

Science Skills: Indicate "S" for Strength and "W" for Weakness

Vertically-aligned skills:

	Follows safety procedures in lab		Collects and records data		Makes predictions based on patterns
	Is prepared to use emergency safety equipment		Organizes data in graphic organizers		Learns about earth and space
	Understands differences in living/non-living things		Describes the characteristics and life cycle of organisms		Describes relationship between an organism and its environment
	Classifies objects based on physical properties		Recognizes landforms		Understands gravity governs solar system motion
	Predicts changes due to heating/cooling		Identifies organic compounds		Classifies organisms
	Recognizes functions of human body		Understands genes control genetic traits		Uses scientific data to develop scientific theories
	Identifies patterns in natural world and in objects in the sky (clouds, moon, stars, sun)		Distinguishes between physical/chemical changes in matter		
S	Describe: _____		W	Describe: _____	

4th grade skills:

	Observe, record, and discuss how materials can be changed by heating or cooling		Knows that energy exists in many forms observable in cycles, patterns, and systems		Understands living organisms within an ecosystem interact with one another and the environment
	Measure, record, and predict changes in weather		Compare and contrast a variety of mixtures, including solutions		Explore the effect of force on an object such as a push or a pull, gravity, friction, or magnetism
	Differentiate among forms of energy, including mechanical, sound, electrical, light, and thermal		Measure, compare, and contrast physical properties of matter, including mass, volume, states (solid, liquid, gas), temperature, magnetism, and the ability to sink or float		

5th grade skills:

	Explore the uses of energy (mechanical, light, thermal, electrical, and sound energy)		Differentiate between weather and climate		Explain how the Sun and the ocean interact in the water cycle
	Identify and compare the physical characteristics of the Sun, Earth and Moon		Knows that there are relationships, systems, and cycles within environments		Knows that organisms have structures/behaviors that help them survive within their environments

Comments / Additional Skills: _____

- 2. If the student is not making progress in your class, please list any academic concerns:**

- 3. Please check behavior as it affects placement, program, or discipline in your class:**

_____ Interacts appropriately with peers	_____ Cooperative	_____ Poor attendance
_____ Interacts appropriately with adults	_____ Completes tasks	_____ Participates in class discussions
_____ Adjusts easily to new situations	_____ Off task behavior noted	_____ Answers "wh" questions appropriately
_____ Respects authority	_____ Easily frustrated	_____ Sound production/stuttering problems

- 4. If the student's behavior is not satisfactory in your class, please identify areas of concern and strategies attempted in regards to the behavior:**

Concerns: _____

Strategies: _____

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- 5. Classroom Accommodations for this school year:** Please check the accommodations the student REQUIRES in order to be successful in your class. Indicate those that are NECESSARY to implement all of the time.

- | | |
|---|--|
| <input type="checkbox"/> Concrete reinforcers | <input type="checkbox"/> Graphic organizers |
| <input type="checkbox"/> Positive reinforcers | <input type="checkbox"/> Check for understanding |
| <input type="checkbox"/> Behavior intervention plan (BIP) | <input type="checkbox"/> Reduced written tasks |
| <input type="checkbox"/> Reminders to stay on task | <input type="checkbox"/> Note-taking assistance |
| <input type="checkbox"/> Frequent breaks | <input type="checkbox"/> Shortened assignments |
| <input type="checkbox"/> Cooling off period | <input type="checkbox"/> Repeated review |
| <input type="checkbox"/> Minimal distractors | <input type="checkbox"/> Extended time assigned (SPECIFY): |
| <input type="checkbox"/> Oral administration of tests | <input type="checkbox"/> Read aloud to self |
| <input type="checkbox"/> Modified tests/texts | <input type="checkbox"/> Redo failing assignments/tests |
| <input type="checkbox"/> Short answer tests | <input type="checkbox"/> Calculator |
| <input type="checkbox"/> Small group for testing | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Change pace of instruction (DESCRIBE): _____ | |
| <input type="checkbox"/> Accessibility features (DESCRIBE): _____ | |
| <input type="checkbox"/> Manipulatives (DESCRIBE): _____ | |
| <input type="checkbox"/> Study aids (DESCRIBE): _____ | |

- 6. Classroom accommodations for next school year:** Are any changes needed in accommodations for next school year?

If so, please list: _____

- 7. Parent contact:** Have you contacted this parent: ☐ Yes ☐ No Reason: ☐ Academics ☐ Behavioral

- 8. Recommendations for placement:** What recommendations would you make for this school year?

- ☐ Gen Ed classroom ☐ Gen Ed classroom with Accommodations and Inclusion / In-class support

Do you recommend changes for next year placement? If so, please list: _____

- 9. State Assessment for your subject area:** _____

If applicable, how is the work/tests modified? _____

Recommendation for current school year:

- ☐ STAAR ☐ STAAR Online ☐ STAAR-Alt (must meet all criteria)

WHAT accommodations are needed for state assessment this school year and WHY? _____

- 10. Transition information:**

- | | |
|---|--|
| <input type="checkbox"/> Keeps work area neat | <input type="checkbox"/> Turns in assignments on time |
| <input type="checkbox"/> Has good social skills | <input type="checkbox"/> Completes assigned tasks |
| <input type="checkbox"/> Follows directions | <input type="checkbox"/> Completes work in a neat and orderly manner |
| <input type="checkbox"/> Is reliable | <input type="checkbox"/> Organizes time and materials |
| <input type="checkbox"/> Is responsible | <input type="checkbox"/> Adapts to new situations |
| <input type="checkbox"/> Cares for materials | <input type="checkbox"/> Works with others |
| <input type="checkbox"/> Is on time for class | <input type="checkbox"/> Prefers to work alone |
| <input type="checkbox"/> Attends class regularly | <input type="checkbox"/> Responds well to authority |
| <input type="checkbox"/> Displays interest & enthusiasm for tasks | <input type="checkbox"/> Is honest in dealing with others |

- 11. Comments:**
