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| --- | --- | --- | --- | --- | --- |
| Student Name: |  | Grade: |  | Date of Birth: |  |
| Tier I Teacher: |  | School: |  | Date of Review: |  |

Checklist should be completed by the educator responsible for Tier I reading instruction. Forward the completed form to the intervention teacher who is compiling records that support referral for SPED evaluation.

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|  | ***The Student:*** | ***Yes*** | ***No*** | ***Sometimes*** |
| ***1.*** | Orients book in proper position and turns pages from the left |  |  |  |
| ***2.*** | Copies materials correctly from board and desk |  |  |  |
| ***3.*** | Uses correct spacing for letter and words |  |  |  |
| ***4.*** | Writes letters on, not above or below, the base line |  |  |  |
| ***5.*** | Writes fluently; is not slow and labored |  |  |  |
| ***6.*** | Uses a variety of sentence structures |  |  |  |
| ***7.*** | Recognizes own letter/numeral reversals |  |  |  |
| ***8.*** | Uses correct capitalization and punctuation in daily written work |  |  |  |
| ***9.*** | Uses Correct Grammar in Written Work |  |  |  |
| ***9a.*** | * Uses plurals correctly, regular and irregular forms |  |  |  |
| ***9b.*** | * Uses subjects and verbs appropriately; correct subject-verb agreement |  |  |  |
| ***9c.*** | * Expresses questions correctly: yes/no and wh- questions |  |  |  |
| ***9d.*** | * Uses negation correctly |  |  |  |
| ***9e.*** | * Uses pronouns correctly: personal, demonstrative, reflexive |  |  |  |
| ***10.*** | Uses Writing to Communicate Information |  |  |  |
| ***10a.*** | * Provides the reader with appropriate amount of information; detail, background, context |  |  |  |
| ***10b.*** | * Uses appropriate degree of familiarity (i.e. business vs friendly letter) |  |  |  |
| ***10c.*** | * Completes tasks using prescribed format and appropriate conventions   (narrative, persuasive, descriptive, expository, informational text, fiction/non-fiction) |  |  |  |
| ***11.*** | Uses Content Skills Appropriately |  |  |  |
| ***11a.*** | * Writes about a single event, experience, or point of view |  |  |  |
| ***11b.*** | * Adds descriptive detail |  |  |  |
| ***11c.*** | * Expresses original ideas, humor, and imagination |  |  |  |
| ***12.*** | Demonstrates Overall Organizational Pattern in Written Composition |  |  |  |
| ***12a..*** | * Sequences events or points logically within paragraphs and/or compositions |  |  |  |
| ***12b..*** | * Reports a clear beginning, middle, and end |  |  |  |
| ***12c..*** | * Uses topic statements and maintains topic |  |  |  |
| ***12d.*** | * Uses age-appropriate vocabulary |  |  |  |
| ***12e.*** | * Avoids fragments and run-on sentences |  |  |  |
| ***12f.*** | * Presents details and facts to develop and support the main idea |  |  |  |
| ***13.*** | Uses Effective Writing Process |  |  |  |
| ***13a.*** | * Pre-writing activities (e.g., topic choice) |  |  |  |
| ***13b.*** | * Demonstrates use of drafting |  |  |  |
| ***13c.*** | * Uses proofing skills (e.g., precise phrasing) |  |  |  |
| ***13d.*** | * Shares written work (e.g., peer editing) |  |  |  |

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| Received by Referring Teacher: |  | Date: |  |

Signature