

Teacher Input for IEP Meeting

IEP meeting for _____

Date & Time:

Everyone needs to review and answer (write a summary) based on the following **BOLDED areas of language, behavior, and accommodations** within your own classroom. (From \$ to \$ please)

***Math & Reading/Writing have additional information at the bottom: the IEP must have the NWEA and/or its equivalent. Info in red.

PRESENT ACADEMIC PERFORMANCE: Info from NWEA

Language Observations: Note any **strengths OR concerns** in the following:

Vocabulary-

Syntax-

Oral Expression of Ideas-

Fluency of Expression-

Comprehension of Oral Expression-

Behavior Status: **Please include any strengths OR concerns** in the following:

If the student is currently on an IEP, are all accommodations in place and working in the classroom? (You should be able to find this individual's accommodations in the file folder given you in the fall)

(If the student is not currently on an IEP, what accommodations would be beneficial?)

Strategies used in each area of concern:-

Additional Comments and Concerns:

Reading - Tell about this student as a reader:

Comprehension-

Fluency-

Vocabulary-

Phonological Awareness (if applicable)

Phonemic Awareness (if applicable)

Current DRA –Please give 2 levels if it's appropriate-

Instructional

Independent

NWEA Reading Scores:

Grade Equivalent:

Scaled Score:

Writing - Tell about this student as a writer

Ideas-

Organization-

Voice-

Word Choice-

Sentence Fluency-

Conventions-

Presentation

Math- Tell about this student as a mathematician:

Basic Skills-

Addition-

Subtraction-

Multiplication-

Division-

NWEA Math Scores:

Grade Equivalent:

Scaled Score: