GRADE 7-12 REFERRAL FOR COMPREHENSIVE EDUCATIONAL EVALUATION

Student's Name	Birth Date	Gender	
	Age	Grade	
Parent/Guardian Name	Address	Phone	
		Home:	
		Cell:	
		Work:	
Primary Language of Student's Home English	School District	School	
Other:			
CUR	RENT EDUCATION PROGRAM		
General EducationPrivate/Hom	ne SchoolSchool Counseling	Alternative School	
Title 1 Classes:			
Limited English ProficiencyOther:			
	REASON FOR REFERRAL		
Why is the student being referred for a comprehensive educational evaluation?			
Areas of concern that may need further evaluation:			
AcademicPsychologicalCommunicationDevelopmentalBehavioralPhysical/Motor skills			
Social/EmotionalAssistive TechnologyLimited English ProficiencyOther:			

Has the student previously	received special educat	tion services?		
Yes Name of Sch	ool:		Year:	
No				
Attendance: Current Year	: Days Absent	Days Tardy		
Has the student been retai	ned in grade?			
Yes Grade and Year No	:			
Is student passing all classe	es? If not, list classes cu	rrently failing:		
State standardized Achieve	ement Test Results (Ex: S	Smarter Balanced	d; Include pe	rcentile rank)
Year	Math	Readi	ng	Writing
Progress Monitoring Test F	Results (Ex: MAP, STAR,	CBM; <u>Include pe</u>	rcentile rank)
End of Previous School Ye	ear Math		Reading/La	nguage
Current School Year	Math		Reading/La	nguage
Fall				
Winter				
Spring				
List any behaviors that may h	nave impacted results of st	andardized testing	g (Ex: Focus, t	ask engagement, ill, etc.)

CURRENT PERFORMANCE LEVELS

ENGLISH: Complete Pages 4-5	
MATH: Complete Pages 6-7	
SCIENCE: Complete Page 8	
SOCIAL STUDIES / HISTORY: Complete F	Page 9
ELECTIVE 1:	Complete Page 10
ELECTIVE 2:	Complete Page 11
ELECTIVE 3:	Complete Page 12
School Counselor Observations: Frequency of contact: times per Progress:	(day, week, month)
Needs:	
Administrator Observations:	

Date:
esses in the areas below and an estimate of the student's
quirements:
STENING COMPREHENSION
udent has unusual difficulty compared to peers:
ductivities attasaat attricately compared to peers.
Behavioral / emotional self-control
Organization of materials / preparation for class
Understanding rapid speech, says "What?" a lot
Orderstanding rapid speech, says what: a lot Detecting innuendo, nonverbal communication
Detecting initiaenad, notiverbal communication
IS / BEHAVIOR
udent has unusual difficulty compared to peers:
Anxious / nervous / agitated
Irritable / angry
Bizarre behavior / hallucinations
Sensory sensitivity (light, sound, texture)
Self-harm (cutting, scratching, head-banging
Has threatened to harm self or others

Tier 1 (Whole class—applied to all students to create optimal learning outcomes) Tier 2 (Completed in addition to Tier 1 core instruction, typically small group, 20-30 min, 3-4 times/week) Tier 3 (Individualized to student, may include trial of core replacement program, typically 30+ min, 5 days/week) Outside Agency (Counseling, Medical, Tutoring, Mentoring, Inpatient, ABA, Speech, Occupational Therapy, etc.) Intervention: Implemented by: End Date: Dutcome (Include summary of progress monitoring data if available): Tier 1 (Whole class—applied to all students to create optimal learning outcomes) Tier 2 (Completed in addition to Tier 1 core instruction, typically small group, 20-30 min, 3-4 times/week) Tier 3 (Individualized to student, may include trial of core replacement program, typically 30+ min, 5 days/week) Outside Agency (Counseling, Medical, Tutoring, Mentoring, Inpatient, ABA, Speech, Occupational Therapy, etc.) Intervention: Implemented by: Intervention: Interve		
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	Teacher Name:	Date:
ease provi	ide a description of strengths and weakne	sses within the areas below and an estimate of the
-	structional level.	
ident 3 in	structional level.	
verall Cla	ss Performance:	
veran Cia	iss Ferrormance.	
 /lath Reas	oning/Conceptualization:	
	6 /	
lath Calc	ulation:	
	-	STENING COMPREHENSION
	lark with an "X" the areas in which the stu	udent has unusual difficulty compared to peers:
Starting	Tark with an "X" the areas in which the stu	udent has unusual difficulty compared to peers: Behavioral / emotional self-control
Starting Distract	Tark with an "X" the areas in which the sturn of the stur	Behavioral / emotional self-control Organization of materials / preparation for class
Starting Distract Remem	Tark with an "X" the areas in which the sture of the student of the sture of the st	Behavioral / emotional self-control Organization of materials / preparation for class Understanding rapid speech, says "What?" a lot
Starting Distract Remem	Tark with an "X" the areas in which the sturn of the stur	Behavioral / emotional self-control Organization of materials / preparation for class
Starting Distract Remem	Tark with an "X" the areas in which the sture of the student of the sture of the st	Behavioral / emotional self-control Organization of materials / preparation for class Understanding rapid speech, says "What?" a lot
Starting Distract Remem	lark with an "X" the areas in which the stuggles of the stuggl	Behavioral / emotional self-control Organization of materials / preparation for class Understanding rapid speech, says "What?" a lot Detecting innuendo, nonverbal communication
Starting Distract Remem	lark with an "X" the areas in which the stuggles of the stuggl	Behavioral / emotional self-control Organization of materials / preparation for class Understanding rapid speech, says "What?" a lot
Starting Distract Remem Self-mo	Tark with an "X" the areas in which the sturn of the stur	Behavioral / emotional self-control Organization of materials / preparation for class Understanding rapid speech, says "What?" a lot Detecting innuendo, nonverbal communication
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Starting Distract Remem Self-mo N Relations Defiant /	Alark with an "X" the areas in which the study of the stu	Behavioral / emotional self-controlOrganization of materials / preparation for classUnderstanding rapid speech, says "What?" a lotDetecting innuendo, nonverbal communication IS / BEHAVIOR Judent has unusual difficulty compared to peers:Anxious / nervous / agitated
Starting Distract Remem Self-mo No Relations Relations Defiant /	Itark with an "X" the areas in which the study of the stu	Behavioral / emotional self-controlOrganization of materials / preparation for classUnderstanding rapid speech, says "What?" a lotDetecting innuendo, nonverbal communication IS / BEHAVIOR Ident has unusual difficulty compared to peers:Anxious / nervous / agitatedIrritable / angryBizarre behavior / hallucinationsSensory sensitivity (light, sound, texture)
Starting Distract Remem Self-mo M Relations Relations Defiant / Verbal / Sad, tear	Itark with an "X" the areas in which the study of the stu	Behavioral / emotional self-control Organization of materials / preparation for class Understanding rapid speech, says "What?" a lot Detecting innuendo, nonverbal communication IS / BEHAVIOR Ident has unusual difficulty compared to peers: Anxious / nervous / agitated Irritable / angry Bizarre behavior / hallucinations Sensory sensitivity (light, sound, texture) Self-harm (cutting, scratching, head-banging
Starting Distract Remem Self-mo No Relations Relations Defiant /	Itark with an "X" the areas in which the study of the stu	Behavioral / emotional self-control Organization of materials / preparation for class Understanding rapid speech, says "What?" a lot Detecting innuendo, nonverbal communication S / BEHAVIOR udent has unusual difficulty compared to peers: Anxious / nervous / agitated Irritable / angry Bizarre behavior / hallucinations
Starting Distract Remem Self-mo No Relations Relations Defiant /	Itark with an "X" the areas in which the study of the stu	Behavioral / emotional self-control Organization of materials / preparation for class Understanding rapid speech, says "What?" a lot Detecting innuendo, nonverbal communication IS / BEHAVIOR Ident has unusual difficulty compared to peers: Anxious / nervous / agitated Irritable / angry Bizarre behavior / hallucinations Sensory sensitivity (light, sound, texture)

Continue to next page.

Accommodations Provided: (Example: Adjusted seating, copy of notes, audiobooks, text to speech/speech to text, scribe
extra time, alternate environment, breaks, open-note tests, repeat/clarify instructions, calculator, modified pace/move to Title 1
section, etc.)
Interventions Provided: (Example: Modification of Content, After-School Learning Center, Check & Connect,
Intervention Curriculum, Extensive 1:1 Re-Teaching, IXL) *Interventions from previous year may be included.
INTERVENTION #1
Tier 1 (Whole class—applied to all students to create optimal learning outcomes)
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Tier 3 (Individualized to student, may include trial of core replacement program, typically 30+ min, 5 days/week)
Outside Agency (Counseling, Medical, Tutoring, Mentoring, Inpatient, ABA, Speech, Occupational Therapy, etc.)
Intervention:
Implemented by:
Start Date: End Date:
Outcome (Include summary of progress monitoring data if available):
INTERVENTION #2
Tier 1 (Whole class—applied to all students to create optimal learning outcomes)
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Tier 3 (Individualized to student, may include trial of core replacement program, typically 30+ min, 5 days/week)
Outside Agency (Counseling, Medical, Tutoring, Mentoring, Inpatient, ABA, Speech, Occupational Therapy, etc.)
Intervention:
Implemented by:
Start Date: End Date:
Outcome (Include summary of progress monitoring data if available):
Outcome (include summary of progress monitoring data if available).
Student Strengths (ex: academic, personality trait, special skill, family or community support, interests):

SCIENCE

CLASS NAME :	Title I YesNo
Teacher Name:	Date:
Please provide a description of student's strengths ar	nd weaknesses within the areas below:
Overall class performance:	
Mastery of material:	
-	STENING COMPREHENSION udent has unusual difficulty compared to peers:
Starting /finishing tasks, turning in homework	Behavioral / emotional self-control
Distractible / daydreams	Organization of materials / preparation for class
Remembering directions / oral instruction	Understanding rapid speech, says "What?" a lot
Self-monitoring in a group	Detecting innuendo, nonverbal communication
Mark with an "X" the areas in which the st	udent has unusual difficulty compared to peers:
Relationships with peers	Anxious / nervous / agitated
Relationships with adults	Irritable / angry
Defiant / problems with authority	Bizarre behavior / hallucinations
Verbal / physical aggression Sad, tearful, withdrawn	Sensory sensitivity (light, sound, texture) Self-harm (cutting, scratching, head-banging
Tired / lethargic Accommodations Provided:	Has threatened to harm self or others speech/speech to text, scribe, extra time, alternate environment,
Recommendations / Student Needs:	

SOCIAL STUDIES / HISTORY

ELECTIVE I

CLASS NAME :	Title I YesNo
Teacher Name:	Date:
Please provide a description of student's strengths ar	nd weaknesses within the areas below:
Overall class performance:	
Mastery of material:	
	STENING COMPREHENSION udent has unusual difficulty compared to peers:
Starting /finishing tasks, turning in homework	Behavioral / emotional self-control
Distractible / daydreams	Organization of materials / preparation for class
Remembering directions / oral instruction	Understanding rapid speech, says "What?" a lot
Self-monitoring in a group	Detecting innuendo, nonverbal communication
Mark with an "X" the areas in which the stu	IS / BEHAVIOR udent has unusual difficulty compared to peers:
Relationships with peers	Anxious / nervous / agitated
Relationships with adults	Irritable / angry
Defiant / problems with authority	Bizarre behavior / hallucinations
Verbal / physical aggression Sad, tearful, withdrawn	Sensory sensitivity (light, sound, texture) Self-harm (cutting, scratching, head-banging
Sad, tearrul, withdrawn	Has threatened to harm self or others
Accommodations Provided: (Example: Adjusted seating, copy of notes, audiobooks, text to sbreaks, open-note tests, repeat/clarify instructions, calculator, r	speech/speech to text, scribe, extra time, alternate environment, modified pace/move to Title 1 section, etc.)
Recommendations / Student Needs:	

ELECTIVE 2

CLASS NAME :	Title I YesNo
Teacher Name:	Date:
Please provide a description of student's strengths ar	nd weaknesses within the areas below:
Overall class performance:	
Mastery of material:	
•	STENING COMPREHENSION udent has unusual difficulty compared to peers:
Starting /finishing tasks, turning in homework	Behavioral / emotional self-control
Distractible / daydreams	Organization of materials / preparation for class
Remembering directions / oral instruction	Understanding rapid speech, says "What?" a lot
Self-monitoring in a group	Detecting innuendo, nonverbal communication
Mark with an "X" the areas in which the st	udent has unusual difficulty compared to peers:
· ·	
Relationships with peers Relationships with adults Defiant / problems with authority Verbal / physical aggression Sad, tearful, withdrawn Tired / lethargic Accommodations Provided:	Anxious / nervous / agitatedIrritable / angryBizarre behavior / hallucinationsSensory sensitivity (light, sound, texture)Self-harm (cutting, scratching, head-bangingHas threatened to harm self or others
(Example: Adjusted seating, copy of notes, audiobooks, text to breaks, open-note tests, repeat/clarify instructions, calculator, i	speech/speech to text, scribe, extra time, alternate environment modified pace/move to Title 1 section, etc.)
Recommendations / Student Needs:	

ELECTIVE 3

(Example: Adjusted seating, copy of notes, audiobooks, text to speech/speech to text, scribe, extra time, alternate environment, breaks, open-note tests, repeat/clarify instructions, calculator, modified pace/move to Title 1 section, etc.)	CLASS NAME :	Title I YesNo
EXECUTIVE SKILLS / LISTENING COMPREHENSION Mark with an "X" the areas in which the student has unusual difficulty compared to peers: Starting /finishing tasks, turning in homework Distractible / daydreams Coganization of materials / preparation for class Remembering directions / oral instruction Self-monitoring in a group Detecting innuendo, nonverbal communication EMOTIONS / BEHAVIOR Mark with an "X" the areas in which the student has unusual difficulty compared to peers: Relationships with peers Relationships with adults Defiant / problems with authority Defiant / problems with authority Self-harm (cutting, scratching, head-banging Tired / lethargic Accommodations Provided: (Example: Adjusted seating, copy of notes, audiobooks, text to speech/speech to text, scribe, extra time, alternate environment, breaks, open-note tests, repeat/clarify instructions, calculator, modified pace/move to Title 1 section, etc.)	Teacher Name:	Date:
EXECUTIVE SKILLS / LISTENING COMPREHENSION Mark with an "X" the areas in which the student has unusual difficulty compared to peers: Starting /finishing tasks, turning in homework Distractible / daydreams Organization of materials / preparation for class Remembering directions / oral instruction Detecting innuendo, nonverbal communication EMOTIONS / BEHAVIOR Mark with an "X" the areas in which the student has unusual difficulty compared to peers: Relationships with peers Anxious / nervous / agitated Relationships with adults Irritable / angry Defiant / problems with authority Bizarre behavior / hallucinations Verbal / physical aggression Sensory sensitivity (light, sound, texture) Sad, tearful, withdrawn Tired / lethargic Accommodations Provided: (Example: Adjusted seating, copy of notes, audiobooks, text to speech/speech to text, scribe, extra time, alternate environment, breaks, open-note tests, repeat/clarify instructions, calculator, modified pace/move to Title 1 section, etc.)	Please provide a description of student's strengths ar	nd weaknesses within the areas below:
EXECUTIVE SKILLS / LISTENING COMPREHENSION Mark with an "X" the areas in which the student has unusual difficulty compared to peers: Starting /finishing tasks, turning in homework Distractible / daydreams Organization of materials / preparation for class Remembering directions / oral instruction Understanding rapid speech, says "What?" a lot Self-monitoring in a group Detecting innuendo, nonverbal communication EMOTIONS / BEHAVIOR Mark with an "X" the areas in which the student has unusual difficulty compared to peers: Relationships with adults Irritable / angry Defiant / problems with authority Bizarre behavior / hallucinations Verbal / physical aggression Sensory sensitivity (light, sound, texture) Sad, tearful, withdrawn Self-harm (cutting, scratching, head-banging Tired / lethargic Has threatened to harm self or others Accommodations Provided: (Example: Adjusted seating, copy of notes, audiobooks, text to speech/speech to text, scribe, extra time, alternate environment, breaks, open-note tests, repeat/clarify instructions, calculator, modified pace/move to Title 1 section, etc.)	Overall class performance:	
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Remembering directions / oral instruction Self-monitoring in a group EMOTIONS / BEHAVIOR Mark with an "X" the areas in which the student has unusual difficulty compared to peers: Relationships with peers Relationships with adults Defiant / problems with authority Defiant / problems with authority Sad, tearful, withdrawn Tired / lethargic Accommodations Provided: (Example: Adjusted seating, copy of notes, audiobooks, text to speech/speech to text, scribe, extra time, alternate environment, breaks, open-note tests, repeat/clarify instructions, calculator, modified pace/move to Title 1 section, etc.)		
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Relationships with adults Defiant / problems with authority Bizarre behavior / hallucinations Verbal / physical aggression Sad, tearful, withdrawn Self-harm (cutting, scratching, head-banging Tired / lethargic Accommodations Provided: (Example: Adjusted seating, copy of notes, audiobooks, text to speech/speech to text, scribe, extra time, alternate environment, breaks, open-note tests, repeat/clarify instructions, calculator, modified pace/move to Title 1 section, etc.)		
Defiant / problems with authority Verbal / physical aggression Sad, tearful, withdrawn Tired / lethargic Accommodations Provided: (Example: Adjusted seating, copy of notes, audiobooks, text to speech/speech to text, scribe, extra time, alternate environment, breaks, open-note tests, repeat/clarify instructions, calculator, modified pace/move to Title 1 section, etc.)		
Verbal / physical aggression Sad, tearful, withdrawn Self-harm (cutting, scratching, head-banging Tired / lethargic Has threatened to harm self or others Accommodations Provided: (Example: Adjusted seating, copy of notes, audiobooks, text to speech/speech to text, scribe, extra time, alternate environment, breaks, open-note tests, repeat/clarify instructions, calculator, modified pace/move to Title 1 section, etc.)	·	
Sad, tearful, withdrawn Tired / lethargic Has threatened to harm self or others Accommodations Provided: (Example: Adjusted seating, copy of notes, audiobooks, text to speech/speech to text, scribe, extra time, alternate environment, breaks, open-note tests, repeat/clarify instructions, calculator, modified pace/move to Title 1 section, etc.)	· · · · · · · · · · · · · · · · · · ·	
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Recommendations / Student Needs:	(Example: Adjusted seating, copy of notes, audiobooks, text to	
	Recommendations / Student Needs:	

ADDITIONAL INFORMATION

Please provide any additional information relevant to the referral and evaluation (Example: not listed elsewhere, previous services and placements, social or medical information, informa parent/guardian):		
Printed name of person making referral:	Date:	
Signature of person making referral:	Parent	District
The public agency shall give the parent/guardian a copy of the Referral for Compreh		the

The public agency shall give the parent/guardian a copy of the Referral for Comprehensive Evaluation document at no cost to the parent/guardian.