

## Worksheet for Consideration of Patterns of Strengths and Weaknesses

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Cognitive Standard Scores:

Comprehension/Knowledge \_\_\_\_\_      Fluid Reasoning \_\_\_\_\_      Auditory Processing \_\_\_\_\_

Short Term Memory \_\_\_\_\_      Long-Term Retrieval \_\_\_\_\_      Processing Speed \_\_\_\_\_      Visual Spatial Processing \_\_\_\_\_

Student Demonstrates a Normal Ability Profile     Yes     No

Identify Strengths/Weaknesses (indicate S or W) related to assessments and performance indicators Weaknesses in multiple categories are then compared with Standard Scores						Consideration of Standardized Cognitive and Achievement Assessments	
Criterion Referenced Assessment		Observational Progress Monitoring				Cognitive Process Strongly Correlated with Academic Area* (Indicate Cog. Area)	Norm-Referenced/ Standardized Academic Achievement
State	District/ Local/ MTSS	Progress Grade/Age	Teacher Report	Classroom Observations			
Basic Reading							
Reading Fluency							
Reading Comprehension							
Math Calculation							
Math Reasoning							
Written Expression							
Oral Expression							
Listening Comprehension							

\*Please See Wayne RESA manual on Guidance for the Determination of Specific Learning Disabilities to determine correlation between cognitive processes and areas of academic achievement.