

# HUMPHREYS COUNTY DEPARTMENT OF EDUCATION SPECIAL EDUCATION

## Referral for Special Education Assessment

### The Special Education Process:

Completion of this referral packet acts as a **referral** for Special Education Assessment. Following receipt of the completed packet by the School Psychologist and review of enclosed information, a meeting will be scheduled with the team in order to discuss need for assessment. **It is required that the legal guardian be in attendance at the meeting in order to participate in the decision making process.**

Required team members are as follows: Parent/Legal Guardian, LEA Representative, General Education teacher, Special Education teacher, and an Assessment Specialist (School Psychologist, Speech Language Pathologist, Physical Therapist, Occupational Therapist, etc., *as appropriate*), and sometimes the student (*when appropriate*) or other agency representatives (*as appropriate*).

At the time of this initial meeting, additional documents may be requested from the team and additional checklists may be provided to team members for completion.

In the event that assessment is recommended by the team, the assessment period will be no greater than 60 calendar days from the time Initial Consent for Eligibility Evaluation is signed. Following the assessment period (60 day max.), another meeting will be held to discuss assessment results, special education eligibility, and to create an IEP, *if eligibility criteria are met*. **Parent presence is required at this meeting as well.**

Thank you,  
*Jeanna Lee, Ed.S., NCSP*  
Humphreys County School Psychologist  
Phone: 931-288-8670 (office)  
or 931-296-2568 ext. 2270  
Email: [LeeJ@hcss.org](mailto:LeeJ@hcss.org)

## ~ Special Education Referral Process for Humphreys County ~

Anyone can make a referral for special education assessment: parents, teachers, principal, assistance principal, etc. The process is as follows:

- If you have concerns that a student may be in need of evaluation for special education eligibility, please first contact the special education teacher/department within your school building.
- At that point, the special education teacher will discuss your concerns and help you decide if an official referral is appropriate at this time.
- In the event that a referral is appropriate, the special education teacher will provide you with the *Referral for Special Education Assessment* packet, which you will return to the special education teacher upon completion.
- Additionally, the packet is posted to EasyIEP as well as the school district's website at <http://www.hcss.org/departments/special-ed>.
- Once the referral packet is completed, it will be given to the School Psychologist who will review it and coordinate with the special education teacher, parent, and other required team members, in order to plan a meeting to discuss need for assessment and make decisions. Parents will always be provided with 10 days notice of meetings.
- In the event that permission to test is signed at this meeting, the assessment period is 60 calendar days (max.) at the end of which time special education eligibility will be determined and an IEP (Individual Education Plan) will be developed, if eligibility criteria are met.

*Please also feel free to call the special education department at the Humphreys County Board of Education with any questions or concerns in regard to the process:*

Jan Walls, Special Education Director 931-296-2568 ext. 2230

Jeanna Lee, School Psychologist 931-228-8670

Abby Basey, Special Education Admin 931-296-2568 ext. 2229

Kristi Scott, Special Education Admin 931-296-2568 ext. 2239

## Humphreys County Schools

### Student Support and Interventions Team Referral

#### For Comprehensive Evaluation

This referral form is completed by the school based team when the decision is made to refer a student for a comprehensive evaluation for Special Education consideration.

Parent Referral
  School/Teacher Referral

Name: \_\_\_\_\_ Birth Date \_\_\_\_/\_\_\_\_/\_\_\_\_ Age \_\_\_\_  
 Race/Ethnicity \_\_\_\_\_ Gender \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_ School System \_\_\_\_\_  
 Teacher \_\_\_\_\_ Parent(s) \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone (home) \_\_\_\_\_ Work \_\_\_\_\_ Cell \_\_\_\_\_  
 Email address \_\_\_\_\_ Primary Language spoken \_\_\_\_\_

Has this student ever been referred for special education before? \_\_\_\_\_ If so, when? \_\_\_\_\_

Does this student currently receive speech services? \_\_\_\_\_\*

**\*IF THE ANSWER IS "YES" PLEASE DO NOT COMPLETE THIS PACKET. THIS STUDENT IS ALREADY A SPECIAL EDUCATION STUDENT AND A REEVALUATION SUMMARY WILL NEED TO BE COMPLETED BY THE SLP IN ORDER TO CONSIDER FURTHER TESTING.**

**Problem Identification (check all that apply)\*:**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Basic Reading                | <input type="checkbox"/> Reading Fluency      | <input type="checkbox"/> Reading Comprehension |
| <input type="checkbox"/> Math Calculation/Computation | <input type="checkbox"/> Math Problem Solving | <input type="checkbox"/> Written Expression    |
| <input type="checkbox"/> Listening Comprehension      | <input type="checkbox"/> Oral Expression      |  |
| <input type="checkbox"/> Attention/Behavior           | <input type="checkbox"/> Speech/Language      | <input type="checkbox"/> High Achievement      |
| <input type="checkbox"/> Suspected Delays             | <input type="checkbox"/> Self Help/Adaptive   | <input type="checkbox"/> Other _____           |

**\*For Reading, Math, and Writing Concerns, the following RTI<sup>2</sup> documentation MUST be available for review upon request. Please *initial* the following have been completed and are available for review: (See <http://www.tncore.org/rtitemplates.aspx> for these forms)**

- \_\_\_\_\_ Student Intervention Plan(s)
- \_\_\_\_\_ Fidelity Monitoring form(s)
- \_\_\_\_\_ Intervention Log(s)
- \_\_\_\_\_ Parent notification letter(s)
- \_\_\_\_\_ Rate of Improvement (ROI) (when student has moved between Tiers)

**\*For Reading, Math, and Writing Concerns, the following RTI<sup>2</sup> documentation must be included in the referral:**

- \_\_\_\_\_ Student benchmark data
- \_\_\_\_\_ Student Progress monitoring data

**In what Tier(s) is the student participating?** \_\_\_\_\_

**Cumulative Record Review:**

**Attendance:** Current Year \_\_\_\_\_ Days present \_\_\_\_\_ Days absent \_\_\_\_\_ Days tardy \_\_\_\_\_  
 Last year \_\_\_\_\_ Days present \_\_\_\_\_ Days absent \_\_\_\_\_ Days tardy \_\_\_\_\_  
 Retentions \_\_\_\_\_ List previous schools attended \_\_\_\_\_

**Discipline Record:** Number of discipline reports \_\_\_\_\_ List Violations \_\_\_\_\_

Number of Out of School Suspensions \_\_\_\_\_ In-School suspensions \_\_\_\_\_ Detentions \_\_\_\_\_

**Testing Information (if available): TCAP or other \_\_\_\_\_**

	Year:	Year:	Year:
Area	Results/Percentiles	Results/Percentiles	Results/Percentiles
Reading/ ELA			
Math			
Science			
Social Studies			

**Academic Grades:**

Subject Area	Year/Semester	Year/Semester	Year/Semester	Year/Semester
Reading				
Math				
Science				
Social Studies				
Language Arts				
Spelling				
English				
Other:				

**Exclusionary Factors**

Please include relevant information as it applies to the following:

**Limited English Proficiency:**

Is there another language other than English spoken by the student? \_\_\_\_\_

Is there another language other than English spoken in the student's home? \_\_\_\_\_

Have English Learner services been provided? \_\_\_\_\_

**Visual Impairment:**

Does the student have a history of significant vision problems? \_\_\_\_\_

**Hearing Impairment:**

Does the student have a history of significant hearing problems? \_\_\_\_\_

**Orthopedic Impairment:**

Does the student have any physical or motor impairments: \_\_\_\_\_

**Behavior Problems:**

Does the student exhibit behavior(s) or emotional difficulties that interfere with learning?

Does the student have a current behavior plan or Functional Behavior Assessment (FBA)? \_\_\_\_\_

Does he/she have any peculiar mannerisms (i.e. rocking, shaking head, etc.)? \_\_\_\_\_

**Environmental/Cultural/Economic Factors:**

Are you aware of any environmental factors that may be impacting this student's ability to learn?

---

**Motivational Factors:**

- Does the student want to succeed in school?  Yes  No
- Does the student seek assistance from teachers, peers, or others?  Yes  No
- Does the parent report efforts made at home to complete homework or study assignments?  Yes  No
- Is the student making an effort to learn?  Yes  No
- Are the student's achievement scores consistent with the student's grades?  Yes  No

**Situational Trauma:**

Has the student experienced recent trauma? (i.e. parent divorce, death or illness of family member, etc)

---

Are there other situations that could create stress or emotional upsets? \_\_\_\_\_

---

Has there been a significant change in the student's classroom performance within a short period of time (6-12 months)? \_\_\_\_\_

---

**Medical:**

Does the student have any known medical issues that interfere with learning? \_\_\_\_\_

---

Is sitting or standing a problem? (If yes, please describe.) \_\_\_\_\_

---

**Describe classroom interaction with peers and teacher:** \_\_\_\_\_

---

---

**Additional Comments:** \_\_\_\_\_

---

---

---

**Person completing form:**

\_\_\_\_\_  
Name/Job Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## General Education Teacher's Input

(Indirect Observation)

School System: Humphreys County School: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of Student: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ Age \_\_\_\_\_

Carefully consider the following questions and provide as much information as possible regarding this student's typical daily performance in your classroom. His or her behavior should be evaluated in comparison to a typically functioning student of the same age and in terms of appropriate developmental stages and expectations.

Describe this student's reading skills (e.g., decoding, comprehension, and fluency).

---

---

---

---

---

Describe this student's math skills (e.g., calculation, numerical concepts, and word problems).

---

---

---

---

---

Describe other academic concerns/performance levels (e.g., science, social studies, and problem-solving skills). BE AS SPECIFIC AS POSSIBLE.

---

---

---

---

---

Describe this student's behavior in the classroom (e.g., following rules, attention to task, organizational skills, relationships to peers, and problems or concerns).

---

---

---

---

---

Yes  No Does the student perform academically in the classroom in a manner that is commensurate with current academic standards?

\_\_\_\_\_  
Printed Name of Person Completing Form

\_\_\_\_\_  
Job Title

\_\_\_\_\_  
Signature of Person Completing Form

\_\_\_\_\_  
Date

# HUMPHREYS COUNTY DEPARTMENT OF EDUCATION SPECIAL EDUCATION

## Required Information from RTI<sup>2</sup> Data Collection

\*For Reading, Math, and Writing Concerns, the following RTI<sup>2</sup> documentation must be included:

Student: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_  
 Name and brief description of intervention delivered: \_\_\_\_\_  
 \_\_\_\_\_

<b>Benchmark Information:</b> <i>This is the score <b>expected</b> of a typically developing student at the Fall, Winter, and Spring Benchmark assessments, <b>NOT</b> the student's actual score. That will be documented in the table below.</i>	
<b>Fall Benchmark Expectation</b>	Expectation: _____ Date of Benchmark: ___/___/___
<b>Winter Benchmark Expectation</b>	Expectation: _____ Date of Benchmark: ___/___/___
<b>Spring Benchmark Expectation</b>	Expectation: _____ Date of Benchmark: ___/___/___

### Data Points/Intervention Log

***A minimum of 8-10 data points (if progress monitoring every other week) OR 10-15 data points (if progress monitoring weekly) are required in order to make a data-based decision to refer for special education consideration (p. 52 RTI<sup>2</sup> Manual).***

RTI <sup>2</sup> Intervention Data Collection					
Week	Data Point*	Date of Data Point*	Intervention Used	Skill Area Addressed*	Observation/Notes (optional)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

\*Required information

\*NOTE: In lieu of completing this chart, you may attach a print out from a computerized progress monitoring program (ex: iReady).

*The following checklists are for Reading, Math, and Written Expression concerns only.*

Please only complete the following checklists that correspond to the area(s) of concern and for which intervention data is readily available.



## Teacher Checklist – Basic Reading Skills

Student \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>	<u>THE STUDENT:</u>
1. _____	_____	_____	1. avoids reading.
2. _____	_____	_____	2. demonstrates a change in behavior when asked to read silently.
3. _____	_____	_____	3. demonstrates a change in behavior when asked to read orally.
4. _____	_____	_____	4. names alphabet letters correctly.
5. _____	_____	_____	5. recognizes his/her name in print.
6. _____	_____	_____	6. matches letters.
7. _____	_____	_____	7. guesses words from:
_____	_____	_____	a. initial letters.
_____	_____	_____	b. pictorial cues.
_____	_____	_____	c. context cues.
8. _____	_____	_____	8. sounds out:
_____	_____	_____	a. vowels correctly
_____	_____	_____	b. consonants correctly
_____	_____	_____	c. words correctly
9. _____	_____	_____	9. blends sounds correctly.
10. _____	_____	_____	10. has an adequate sight word vocabulary.
11. _____	_____	_____	11. substitutes:
_____	_____	_____	a. sounds
_____	_____	_____	b. words
12. _____	_____	_____	12. omits:
_____	_____	_____	a. sounds
_____	_____	_____	b. words
13. _____	_____	_____	13. repeats:
_____	_____	_____	a. sounds
_____	_____	_____	b. words
14. _____	_____	_____	14. reads from left to right.
15. _____	_____	_____	15. skips lines.
16. _____	_____	_____	16. moves head when reading.
17. _____	_____	_____	17. moves lips when reading.
18. _____	_____	_____	18. uses finger to anchor self when reading.
19. _____	_____	_____	19. reads high frequent sight words correctly (the, and, but).
20. _____	_____	_____	20. drops voice at the end of a sentence.
21. _____	_____	_____	21. reads orally with expression.
22. _____	_____	_____	22. reads word-by-word.
23. _____	_____	_____	23. reads faster silently than orally.
24. _____	_____	_____	24. observes small differences between words (plurals, verb-endings, possessives).
25. _____	_____	_____	25. Corrects his/her own errors.

## Teacher Checklist – Mathematics Calculation

Student \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>	<u>THE STUDENT:</u>
1. _____	_____	_____	1. counts by rote to 20.
2. _____	_____	_____	2. counts by tens.
3. _____	_____	_____	3. understands one-to-one correspondence.
4. _____	_____	_____	4. reads numbers to 20.
5. _____	_____	_____	5. completes addition correctly with:
a. _____	_____	_____	a. one digit numbers.
b. _____	_____	_____	b. two or more digit numbers.
6. _____	_____	_____	6. completes subtraction correctly with:
a. _____	_____	_____	a. one digit numbers.
b. _____	_____	_____	b. two or more digit numbers.
c. _____	_____	_____	c. borrowing.
7. _____	_____	_____	7. completes multiplication correctly with:
a. _____	_____	_____	a. one digit numbers.
b. _____	_____	_____	b. two or more digit numbers.
8. _____	_____	_____	8. completes division correctly with:
a. _____	_____	_____	a. one digit numbers.
b. _____	_____	_____	b. two or more digit numbers.
9. _____	_____	_____	9. confuses operational signs.
10. _____	_____	_____	10. uses fingers for computation.
11. _____	_____	_____	11. uses manipulatives for computation.
12. _____	_____	_____	12. reverses numbers.
13. _____	_____	_____	13. keeps columns straight.
14. _____	_____	_____	14. copies problems with adequate spacing.
15. _____	_____	_____	15. finds page numbers correctly.
16. _____	_____	_____	16. uses place values correctly.
17. _____	_____	_____	17. completes problems involving more than one mathematical operation.
18. _____	_____	_____	18. completes problems very slowly.
19. _____	_____	_____	19. avoids the use of math.
20. _____	_____	_____	20. changes behavior when required to do math.
21. _____	_____	_____	21. completes math problems "inn his/her head".
22. _____	_____	_____	22. shows more ability in reading than math.
23. _____	_____	_____	23. shows more tension during math than other subject.
24. _____	_____	_____	24. completes math assignments at his/her level.
25. _____	_____	_____	25. corrects his/her own errors.

## Teacher Checklist – Mathematics Problem Solving

Student \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>	<u>THE STUDENT:</u>
1. _____	_____	_____	1. applies math operations to real life problems.
2. _____	_____	_____	2. completes word problems.
3. _____	_____	_____	3. understands basic math concepts such as more/less.
4. _____	_____	_____	4. recognizes and names basic shapes (circle, square, diamond).
5. _____	_____	_____	5. experiences some success with puzzles, codes, and card games.
6. _____	_____	_____	6. understands basic time concepts (yesterday, before).
7. _____	_____	_____	7. names the days of the week correctly.
8. _____	_____	_____	8. names months correctly.
9. _____	_____	_____	9. uses the calendar correctly.
10. _____	_____	_____	10. tells time to the nearest half-hour.
11. _____	_____	_____	11. tells time correctly.
12. _____	_____	_____	12. uses basic money terms correctly (penny, dime, dollar).
13. _____	_____	_____	13. Makes change correctly.
14. _____	_____	_____	14. uses basic measurements correctly.
15. _____	_____	_____	15. uses tables and/or graphs correctly.
16. _____	_____	_____	16. chooses appropriate operations to complete math problems.
17. _____	_____	_____	17. guesses at answers instead of trying to solve problems.
18. _____	_____	_____	18. solves problems with missing elements.
19. _____	_____	_____	19. differentiates between essential and nonessential information in solving problems.
20. _____	_____	_____	20. solves problems with a rote, inflexible approach.
21. _____	_____	_____	21. uses manipulatives creatively to solve problems.
22. _____	_____	_____	22. asks for assistance from the teacher instead of attempting to solve the problem.
23. _____	_____	_____	23. asks for assistance from other students instead of attempting to solve the problem.
24. _____	_____	_____	24. solves problems involving a sequence of steps.

## Teacher Checklist – Reading Comprehension

Student \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>	<u>THE STUDENT:</u>
1. _____	_____	_____	1. orients book in proper position and turns pages left to right.
2. _____	_____	_____	2. attempts to read, using picture and context cues.
3. _____	_____	_____	3. recognizes common words in stories.
4. _____	_____	_____	4. begins to use phonetic cueing system (e.g., beginning sounds).
5.			5. uses decoding skills:
a. _____	_____	_____	a. uses common vowels, vowel patterns, consonant sounds, consonant blends, digraphs, and diphthongs,
b. _____	_____	_____	b. applies rules of syllabication,
c. _____	_____	_____	c. demonstrates knowledge of prefixes, suffixes and
d. _____	_____	_____	d. compound words.
6. _____	_____	_____	6. uses context clues.
7. _____	_____	_____	7. automatically recognizes previously taught vocabulary in print (sight and reading vocabulary).
8. _____	_____	_____	8. demonstrates fluent oral reading.
9.			9. comprehends complex sentence structure
a. _____	_____	_____	a. understands passive voice (Mice were eaten by the cat.).
b. _____	_____	_____	b. understands relative clauses (the cake that Mac ate).
c. _____	_____	_____	c. understands direct and indirect quotes within a passage.
d. _____	_____	_____	d. understands pronoun reference (he = Billy).
10.			10. recognizes different uses of words depending on context:
a. _____	_____	_____	a. recognizes meanings of antonyms and synonyms.
b. _____	_____	_____	b. recognizes multiple meanings (fly – a fly, to fly).
c. _____	_____	_____	c. understands figurative language (hold your horses).
d. _____	_____	_____	d. differentiates homonyms (rode – road).
11.			11. comprehends age- and/or grade-appropriate passages:
a. _____	_____	_____	a. summarizes a story or passage.
b. _____	_____	_____	b. identifies the main idea of a selection.
c. _____	_____	_____	c. identifies supporting details.
d. _____	_____	_____	d. compares and contrasts stories, characters, events, etc.
12.			12. uses printed materials for a variety of purposes:
a. _____	_____	_____	a. makes and confirms predictions.
b. _____	_____	_____	b. understands author's purpose.
c. _____	_____	_____	c. locates details and facts to answer questions and draw conclusions.
d. _____	_____	_____	d. uses printed material to gather information (for reports, personal interest, etc.).
13. _____	_____	_____	13. comprehends material from a variety of sources (newspaper, magazine, content area text, trade books, reference materials).
14. _____	_____	_____	14. follows a sequence of written directions to complete a task (work sheet directions, recipes, directions for building a model).

## Teacher Checklist – Reading Fluency

Student \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

<u>OFTEN</u>	<u>RARELY</u>	<u>SOMETIMES</u>	<u>WHEN READING ALOUD DOES THE STUDENT:</u>
1. _____	_____	_____	9. stop frequently?
2. _____	_____	_____	10. make inappropriate pauses?
3. _____	_____	_____	11. read word by word?
4. _____	_____	_____	12. speak in a flat, monotone voice?
5. _____	_____	_____	13. miss emotional and contextual cues?
6. _____	_____	_____	14. mix up who says which piece of a dialogue in a narrative?
7. _____	_____	_____	15. pay little attention to punctuation?
8. _____	_____	_____	16. painstakingly sound out words?
9. _____	_____	_____	17. have difficulty with sounds?
10. _____	_____	_____	18. fail to recognize recurring words?
11. _____	_____	_____	19. emphasize the wrong syllable?
12. _____	_____	_____	20. ignore suffixes and prefixes?
<u>OFTEN</u>	<u>RARELY</u>	<u>SOMETIMES</u>	<u>WHEN READING SILENTLY DOES THE STUDENT:</u>
13. _____	_____	_____	21. read at about the same speed as when reading aloud?
14. _____	_____	_____	22. shift eyes often on the page?
15. _____	_____	_____	23. need to stop and reread often?
16. _____	_____	_____	24. seem to skim large chunks of text?

## Teacher Checklist – Written Expression

Student \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_  
 Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>	<u>THE STUDENT:</u>
1. _____	_____	_____	1. orients book in proper position and turns pages from the left.
2. _____	_____	_____	2. copies materials correctly from board and desk.
3. _____	_____	_____	3. uses correct spacing for letters ( ) and words ( ) (writes letters on – not below or above – the base line).
4. _____	_____	_____	4. writes fluently, is not slow and labored.
5. _____	_____	_____	5. uses a variety of sentence structures.
6. _____	_____	_____	6. recognizes own letter/numeral reversals.
7. _____	_____	_____	7. uses correct capitalization and punctuation in daily written work.
8.			8. uses correct grammar in written work:
a. _____	_____	_____	a. uses plurals correctly: regular ( ) and irregular ( ).
b. _____	_____	_____	b. uses subject and verb appropriately.
c. _____	_____	_____	c. expresses questions correctly: yes/no ( ) and “wh-“ questions ( ).
d. _____	_____	_____	d. uses negation correctly.
e. _____	_____	_____	e. uses pronouns correctly – personal ( ), demonstrative ( ), and reflexive ( ).
9.			9. uses writing to communicate information
a. _____	_____	_____	a. provides reader with appropriate amount of information (detail, background, context).
b. _____	_____	_____	b. uses appropriate degree of familiarity (e.g., business vs. friendly letter).
c. _____	_____	_____	c. approaches written tasks in prescribed format using appropriate conventions (e.g., fiction, information, requesting, personal).
10.			10. uses content skills appropriately:
a. _____	_____	_____	a. writes about a single event, experience, or point of view.
b. _____	_____	_____	b. adds descriptive detail.
c. _____	_____	_____	c. expresses original ideas, humor, and imagination.
11.			11. evidences overall organizational pattern in written composition:
a. _____	_____	_____	a. sequences events or points logically within paragraphs and/or composition.
b. _____	_____	_____	b. reports a clear beginning, middle, and end.
c. _____	_____	_____	c. uses topic statements and maintains topic.
d. _____	_____	_____	d. uses age-appropriate vocabulary.
e. _____	_____	_____	e. avoids fragments and run-on sentences.
f. _____	_____	_____	f. presents details and facts to develop and support the main idea.
12.			12. uses effective writing process:
a. _____	_____	_____	a. pre-writing activities (e.g., topic choice).
b. _____	_____	_____	b. demonstrates use of drafting.
c. _____	_____	_____	c. uses proofing skills (e.g., precise phrasing).
d. _____	_____	_____	d. shares written work (e.g., peer editing).