

INFORMATION GATHERING WORKSHEET: Performance Area Checklist Prior to IEP Meeting

Student Name: _____ Completed By: _____ Date: _____

This form can be used during routine assessment to identify Performance Areas in which the student is having difficulty. Once a Performance Area(s) has been identified, you may use the *Resource Tool for Considering Assistive Technology (RTCAT)* to identify potential accommodations/modifications, and/or AT solutions.

SUBJECT	PERFORMANCE AREA	Area of Strength	Area of Concern	Task of Concern	Potential Accommodations/ Modifications	Potential Assistive Technology Solutions
	Calculation: Does the student have a hard time handling math 'manipulatives', or understanding basic calculation concepts?					
	Reading: Does the student read at a lower level than his/her peers or struggle with the written word?					
	Spelling: Does the student spell at a lower level than his/her peers or experience difficulties with spelling strategies?					
	Compose Written Material: Does the student have difficulty composing written material in the classroom and/or at home?					
	Mechanics of Writing: Does the student have difficulty producing legible written work in the classroom and/or at home?					
	Computer Access: Does the student have difficulty accessing or controlling the computer through a standard keyboard or mouse?					
	Activities of Daily Living: Does the student have difficulty performing basic self care tasks?					

SUBJECT	PERFORMANCE AREA	Area of Strength	Area of Concern	Task of Concern	Potential Accommodations/ Modifications	Potential Assistive Technology Solution
	Transition to Adult Life: Does or will the student have difficulty adjusting to adult life related to a job, post-secondary education and/or a living environment?					
	Study and Organizational Skills: Does the student have difficulty mastering and applying good study and organizational skills?					
	Communication: Does the student have difficulty communicating verbally or through the written word?					
	Vision: Does the student have difficulty seeing standard size print or print contrast combinations? Does the student have any difficulties with vision?					
	Hearing: Does the student have difficulty hearing in the classroom and/or any other educational environment?					
	Seating, Positioning and Mobility: Does the student have difficulty moving around or transitioning within the school environment because of poor positioning or mobility?					
	Listening and Attending: Does the student have a difficult time with focusing and attending to written or spoken directions, questions and/or instruction?					
	Recreation and Leisure: Does the student have difficulty participating in recreational and extracurricular activities?					
	Behavior: Does the student's challenging behavior interfere with his/her education and/or the education of others?					

