

# Student Health Disabilities Rating Scale

Teacher Name/Class: \_\_\_\_\_

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

From: \_\_\_\_\_

The above student is being evaluated for determination or continuation of special services. When filling out the rating and narrative portion, please rate student in comparison to classroom peers. Rating Scale

## 1. Physical Strength:

- 1 Adequate student progress; no student concerns
  - 2 Adequate student progress; student accommodations under 25%
  - 3 Concerns about student progress; accommodations at approx. 50%
  - 4 Multiple student concerns regarding educational progress; specific interventions
- \_\_\_\_\_ Limited physical strength resulting in decreased capacity to perform school activities.
- \_\_\_\_\_ Limited endurance resulting in decreased stamina and ability to maintain school activities.
- \_\_\_\_\_ School/class attendance
- Comments and/or examples:

## 2. Alertness:

- \_\_\_\_\_ Prioritizing environmental stimuli.
  - \_\_\_\_\_ Maintaining focus/sustaining effort.
  - \_\_\_\_\_ Accuracy of completed tasks.
- Comments and/or examples:

## 3. Organizational Skills:

- \_\_\_\_\_ Can physically organize educational materials and storage of these materials.
  - \_\_\_\_\_ Written work is organized on page in a sequential manner.
  - \_\_\_\_\_ Can vocalize thoughts in a sequential, organized manner.
  - \_\_\_\_\_ Takes notices and appropriate materials/completes homework
  - \_\_\_\_\_ Transitions from one activity/setting to another: independent and timely
- Comments and/or examples:

## 4. Work Completion within Routine Timelines:

- \_\_\_\_\_ Demonstrates self-initiation on tasks/projects.
  - \_\_\_\_\_ Can follow directions without individual assistance.
  - \_\_\_\_\_ Can independently track own assignments; hands homework in on-time, etc.
  - \_\_\_\_\_ Has history of late assignments. How many: \_\_\_\_\_
  - \_\_\_\_\_ Participate in group activities.
  - \_\_\_\_\_ Level of work completion: unassisted, peer assisted or adult assisted
- Comments and/or examples:

5. Independence:

\_\_\_\_\_ Movement through all school environments: independent, partial assistance, full assistance.  
\_\_\_\_\_ Can manage clothing/bathroom/lunchroom: independent, partial assistance, full assistance.  
\_\_\_\_\_ Management of educational materials: independent, partial assistance, full assistance.  
\_\_\_\_\_ Self-advocacy skills: requests help when needed and can specify level of help.  
\_\_\_\_\_ Can operate standard mouse/computer.  
Comments and/or examples: \_\_\_\_\_

6. Peer Interaction:

\_\_\_\_\_ Student appropriately interacts with peers.  
\_\_\_\_\_ Peers appropriately interact with student.  
Comments and/or examples: \_\_\_\_\_

7. Interfering Behaviors:

\_\_\_\_\_ Student demonstrates behaviors that are distracting to self or others.  
\_\_\_\_\_ Student demonstrates impulsivity in the classroom.  
Comments and/or examples: \_\_\_\_\_

8. Educational Impact

\_\_\_\_\_ Compared to peers, student's educational effort meets teacher expectations.  
\_\_\_\_\_ yes \_\_\_\_\_ no \_\_\_\_\_ partial  
\_\_\_\_\_ Compared to peers, student is meeting class requirements.  
\_\_\_\_\_ yes \_\_\_\_\_ no \_\_\_\_\_ partial  
Please explain: \_\_\_\_\_

9. Current accommodations/strategies utilized:

\_\_\_\_\_ extra time for assignment completion  
\_\_\_\_\_ scribing by staff for written responses  
\_\_\_\_\_ modified assignments  
\_\_\_\_\_ repeated or simplified directions  
\_\_\_\_\_ visual work samples  
\_\_\_\_\_ redirection to task  
\_\_\_\_\_ paraprofessional support  
\_\_\_\_\_ assistive technology which supports: \_\_\_\_\_  
\_\_\_\_\_ copies of notes  
\_\_\_\_\_ modified tests  
\_\_\_\_\_ small group testing/presentation  
\_\_\_\_\_ modified homework

Please return to: \_\_\_\_\_ by \_\_\_\_\_ (date). Thanks !