



TRANSITION TO HIGH SCHOOL PLAN

Name _____	Birthdate _____
Parent/Guardian _____	
Address _____	Phone No. _____
School _____	Grade 8 Teacher _____
Educational Support Teacher _____	Date: _____

1. What classroom and/or informal assessment measures have been used to determine the student's level of instruction?

2. Is this student meeting curriculum outcomes? Yes No
Explain how.

3. What strategies does the student use to cope in the classroom?

4. What additional supports have been provided to help the student be successful?

REQUIRED CLASSROOM MODIFICATIONS

(changes to instructional and evaluative strategies, materials and resources, facilities or equipment)

METHODS OF INSTRUCTION: (General structure or content of lesson)

- post daily schedules
- vary amount of material to be learned
- vary amount of material to be practiced
- vary time for practice activities
- use advance organizers
- allow previewing questions
- pre-teaching
- other
- repeat directions or have students repeat directions
- shorten directions
- pair written instructions with oral instructions
- use computer-assisted instruction
- use visual aids in lesson presentation
- cue to students to stay on-task (i.e. pre-cut signal from student to teacher)

COMMENTS:

ASSIGNMENTS:

- reduce or substitute required assignment
- adjust level on in-class assignments to academic level
- break long-term assignments into shorter tasks
- adjust amount of copying
- teach test-taking skills (multiple choice, t/f, matching)
- use strategies to enhance recall (i.e. cues, cloze)
- daily assignment book
- provide student with a copy of notes
- adjust dictated or typed-in-class homework assignments
- use performance contract
- provide extra assignment time
- permit student to print
- provide a student buddy for reading
- provide a study guide
- allow student to tape record lectures
- exams given orally
- other

COMMENTS:

MATERIALS:

- modify textual materials (add, adapt or substitute)
- use audiovisual aids (i.e. tape recorder)
- make materials self-correcting
- highlight important concepts and information and/or passages
- use desktop easel or slant board to raise reading materials
- allow students to have extra set of books at home
- use checklist or cueing devices
- allow use of personal word lists, dictionaries and thesaurus
- allow use of calculators (process for computation is known)
- allow use of word processor/spell checkers
- increase use of pictures, diagrams, concrete manipulators
- prepare audio tapes or reading/textbook materials tasks

COMMENTS:

WIAT-III				CTBS (most recent)		
Date _____				Date _____		
Grade Placement _____				Grade Placement _____		
	S.S.	Grade Equiv.	%tile		Grade Equiv.	%tile
Early Reading Skills (Prek-Gr. 3)				Vocabulary		
Reading Comprehension						
Word Reading				Reading		
Pseudoword Decoding						
Oral Reading Fluency				Total Language		
Total Reading						
Math Problem Solving				Total Math		
Numerical Operations						
Math Fluency – Addition				COGNITIVE: WISC IV Date: _____		
Math Fluency – Subtraction						
Math Fluency – Multiplication					Descrip- tors	%tile
Total Mathematics				Verbal Comprehension		
Alphabet Writing Fluency				Perceptual Reasoning		
Sentence Composition				Working Memory		
Essay Composition Spelling				Processing Speed		
Total Written Expression				Full Scale		

Educational Support Teacher

Date

Principal

Date