

Date sent: _____

Date received: _____

TEACHER'S QUESTIONNAIRE
Request for admission – Vanguard Elementary Level – English Sector

This document is to be completed by the classroom teacher and/or the Special Education Specialist

Name of Student:	
Student's address:	
Date of birth:	Permanent Code:
Code of Difficulty:	Grade level:
Name of school board:	
Name of school:	
School telephone number:	
School address:	
Name of principal:	
Name of teacher:	
Name of special education teacher:	
Application for admission to Vanguard was initiated by:	Parents <input type="checkbox"/> Parents – School <input type="checkbox"/> Parents – School - School board <input type="checkbox"/>
If other please specify: _____ Name, Position, Telephone Number	
Reason for referral: _____	

ACADEMIC HISTORY
Services received

YEARS	SCHOOL HISTORY Start with the most recent year	Grade Level	LANGUAGE OF INSTRUCTION		TYPE OF CLASS		ADDITIONAL SERVICES				
			English	French	Regular	Special Class	Speech and Language	Social Work	Occupational Therapy	Psychology	Other
20__ - 20__											
20__ - 20__											
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NAME OF TEACHERS AND PROFESSIONALS INVOLVED WITH THE STUDENT

Name	Position	Telephone Number

I. ACADEMIC REVIEW - Oral Language

Mother Tongue:

Other Languages spoken at home:

1. EXPRESSIVE LANGUAGE

1.1 FORM: When the student expresses him/herself:

Check if applicable

- s/he has difficulty in articulating and/or organizing sounds
- s/he has difficulty organizing words and sentences
- s/he stutters or hesitates abnormally

1.2 CONTENT: The student:

- has a limited vocabulary for his/her age
- has difficulty expressing his/her thoughts
- has difficulty with word-finding

1.3 USAGE: The student:

- has difficulty recognizing his/her audience
- uses language which is not precise
- does not provide adequate information

1.4 The student participates in communication activities

Frequently Sometimes Never

2. RECEPTIVE LANGUAGE

2.1 ATTENTION: The student has difficulty:

- being attentive (is absorbed by his/her own thoughts, is distracted by outside noise ...)

2.2 UNDERSTANDING: The student has difficulty:

- understanding verbal directions
- understanding the vocabulary used
- indicating his/her lack of understanding
(does not ask for clarification, asks to repeat, observes others In order to know what to do)

3. COMMENTS:

II. ACADEMIC REVIEW - Reading

1. LEVEL OF COMPETENCY

Indicate the actual reading level of the student

Grade Level: 1 2 3 4 5 6
Beginning Middle End

2. DECODING STRATEGIES

When the student has to recognize words in a meaningful situation, s/he has difficulty:

Check if applicable

- using sound/symbol correspondence
- recognizing words globally.....
- determining words from context

3. READING FLUENCY:

When the student reads various texts corresponding to his/her independent reading level, s/he has difficulty with:

- rate
- accuracy
- respect of punctuation
- expression and intonation

4. COMPREHENSION

When the student reads various texts corresponding to his/her reading level s/he has difficulty:

- comprehending literal information
- making inferences
- using a variety of reading strategies to make sense of text.....
(predicting, visualizing, making connections...)

5. OVERVIEW

The student has difficulty mainly in: (Choose one)

- 1) Word identification
(global, sound/symbol correspondence, and/or fluency)
- 2) Reading comprehension (not due to word identification).....
- 3) Both word identification and comprehension.....
- 4) Metacognition
(difficulty planning of a task and being strategic when interacting with text)

6. What is the student's attitude toward reading? _____

7. What approaches and/or programs/materials have been used with the student? What were the results?

8. Comments : _____

III. ACADEMIC REVIEW - Writing

1. Indicate the student's actual performance level in writing skills

Grade Level: 1 2 3 4 5 6
Beginning Middle End

2. Handwriting

The student has difficulty with:

Check if applicable

- letter formation
- staying within boundaries
- speed of writing
- copying

3. Spelling

The student:

- uses inventive spelling
- has difficulty using the phonetic elements
- has difficulty remembering the word "as a whole" (global sight)
- has difficulty transferring taught information

4. When modifying a sentence or producing a written text, the student has difficulty :

- making a plan (using graphic organizers).....
- generating ideas
- presenting enough information/elaborating.....
- revising and editing
- organizing the information coherently

5. OVERVIEW

The student has difficulty mainly in: (Choose one)

- 1) Mechanics
(grammar and spelling despite being focused on meaning and organizing information well)
- 2) Production of text.....
(generating and elaborating on ideas, creating a coherent text – mechanics is not an issue)
- 3) Both mechanics and production of text.....
- 4) Metacognition
(revising and editing are difficult)

6. What is the student's attitude toward writing? _____

6. What approaches and/or programs/materials have been used with the student? What were the results?

7. Comments:

IV. ACADEMIC REVIEW – Mathematics

1. Indicate the actual level of the student's mathematical ability:

Grade Level: 1 2 3 4 5 6
Beginning Middle End

2. Indicate the nature of the student's overall difficulties with mathematics:

Check if applicable

- understanding concepts
- applying concepts
- problem solving

3. Numeration

The student has difficulty with the following concepts and/or difficulty with the following operations:

	<u>Concept</u>	<u>Application</u>
Addition.....	<input type="checkbox"/>	<input type="checkbox"/>
Subtraction.....	<input type="checkbox"/>	<input type="checkbox"/>
Multiplication.....	<input type="checkbox"/>	<input type="checkbox"/>
Division	<input type="checkbox"/>	<input type="checkbox"/>

5. The student has difficulty with problem solving due to:

- problems in reading
- understanding what is being asked
- identifying what is pertinent
- identifying which operation is required
- showing the work
- validating his/her solution

6. What is the student's attitude toward math? _____

7. What approaches and programs/materials were used this year? What were the results? _____

8. Comments: _____

CROSS-CURRICULAR COMPETENCIES

1. Intellectual Competencies

Check appropriate box
often rarely

- demonstrates independence in seeking solutions often rarely
- is receptive to proposed strategies often rarely
- transfers strategies to new situations often rarely
- checks his/her work independently often rarely
- recognizes his/her strengths and weaknesses often rarely
- uses his/her imagination often rarely

2. Methodological Competencies

often rarely

- follows visual and oral instructions
- in a group often rarely
- individually often rarely
- maintains his/her attention to complete the task
- in a group often rarely
- individually often rarely
- shows interest (asks questions or shares information) often rarely
- makes sure assignment is understood before beginning (seeks clarification) often rarely
- completes assignments in the allotted time often rarely
- works in an organized fashion often rarely
- presents a completed assignment which is neat and organized often rarely

3. Personal and Social Competencies

often rarely

- controls his/her movement and noise in the class often rarely
- calmly waits his/her turn before speaking and acting often rarely
- accepts the consequences for his/her words and actions often rarely
- respects the rules
- in class often rarely
- during the lunch period often rarely
- during transitions often rarely
- in group activities s/he contributes in a positive manner often rarely
- speaks politely, using appropriate language, with adults
- with whom s/he has frequent contact often rarely
- with whom s/he has occasional contact often rarely
- seeks assistance in an appropriate manner often rarely
- respects individual differences often rarely
- in conflict situations is able to control him/herself verbally often rarely
- in conflict situations is able to control him/herself physically often rarely
- resists undue "peer pressure" often rarely
- initiates contact with others often rarely

OTHER DIFFICULTIES

Check those factors that may be linked to the learning difficulties of this student

- | | | |
|---|---|--|
| <input type="checkbox"/> Autonomy | <input type="checkbox"/> Impulsivity | <input type="checkbox"/> Limited concentration |
| <input type="checkbox"/> Memory | <input type="checkbox"/> Motivation | <input type="checkbox"/> Organization |
| <input type="checkbox"/> Immaturity | <input type="checkbox"/> Distractibility | <input type="checkbox"/> Agitation |
| <input type="checkbox"/> Easily fatigued | <input type="checkbox"/> Lack of effort | <input type="checkbox"/> Anxiety |
| <input type="checkbox"/> Short attention span | <input type="checkbox"/> Slow in carrying out tasks | <input type="checkbox"/> Language |
| <input type="checkbox"/> Low self esteem | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Other Relevant Comments : _____

What recommendations would you make to better help this student?

This questionnaire was completed by: _____

Title: _____ Telephone: _____

Signature: _____ Date: _____

Please return this questionnaire to:
Vanguard School
Admissions – Elementary Level
5935, chemin de la Côte-de-Liesse
Saint-Laurent (Québec) H4T 1C3

Your cooperation is appreciated!