

# Educational Advocacy Quick Assessment Form (for Activity 7D)

## Blank form

1. Student's name	
2. School name	
3. Grade	
4. Special needs/IEP requirements	
5. Evidence of behavioral problems/excessive absence	
6. Grade Point Average	
7. Seeing school social worker or any other support personnel?	
8. Extracurricular activities	
9. Need for tutoring?	
10. On track to graduate?	
11. Received resources for post-HS education or vocational program?	
12. Other pertinent information	

# Educational Advocacy Quick Assessment Form (for Activity 7D)

## Sample completed for Marky Greene

1. Student's name	Marky Greene
2. School name	Parkside Elementary School
3. Grade	3 <sup>rd</sup> grade special education class
4. Special needs/IEP requirements	Marky has an IEP and is placed in a third-grade special education class. He also receives daily reading enrichment instruction. Classroom teacher questions whether Marky has a learning disability instead of a low IQ based on his ability to do grade-level math. Retesting and updated IEP are indicated.
5. Evidence of behavioral problems/excessive absence	No behavioral problems other than homework frequently not being completed. Marky is occasionally bullied by others due to his appearance: ill-fitting clothes, etc. Occasional absence caused by head lice.
6. Grade Point Average	Past school records incomplete due to family's frequent moves. Currently, Marky is on grade level in math but behind in reading and other subjects dependent upon reading, such as social studies.
7. Seeing school social worker or any other support personnel?	School nurse due to recurrent head lice
8. Extracurricular activities	Soccer
9. Need for tutoring?	Supplemental reading instruction adequate at present. May need to be re-focused depending on test results.
10. On track to graduate?	Questionable unless progress in reading can be accelerated.
11. Received resources for post-HS education or vocational program?	NA
12. Other pertinent information	Family's ability to provide educational support for Marky is unknown as neither parent has visited school or communicated with teachers.

# Educational Advocacy Quick Assessment Form (for Activity 7D)

## Sample completed for Maria Amarillo

1. Student's name	Maria Amarillo
2. School name	Howard High School
3. Grade	10 <sup>th</sup> grade
4. Special needs/IEP requirements	Diabetic (controlled)
5. Evidence of behavioral problems/excessive absence	None. Comes to school "kind of down," per counselor's report.
6. Grade Point Average	2.8
7. Seeing school social worker or any other support personnel?	Yes, dealing with anxiety over possible placement changes, differences with her foster family, grief and loss of connection to bio parents (through TPR).
8. Extracurricular activities	Church
9. Need for tutoring?	No
10. On track to graduate?	Yes, grades significantly improved since junior high.
11. Received resources for post-HS education or vocational program?	No, but has expressed interest in possible military service. Post-HS situation is complicated by Maria's undocumented status. SIJS being explored.
12. Other pertinent information	School counselor, Ms. Mansfield, is scheduled to follow Maria's class through graduation and Maria feels positive about the relationship. Given the uncertainties in Maria's life, priority should be given to maintaining that arrangement for the duration of Maria's HS years if at all possible.