

A strength and talent checklist across six domains, asset mapping, an observation checklist, family and student input in their own words, a capability-statement worksheet, a connection guide, and a complete worked example. Fillable PDF.

EXAMPLE A Strength-Led Present Level, Annotated

An inverted fourth grade. Every count, name and date is made up, and the numbers match the checklist and the asset map on the pages before it.

Jordan is an inverted fourth grade. Every name, count and date on this page is made up.

Checklist (pages 6-7): Academic 2 of 6 checked – remembers detailed facts about a topic of interest across weeks; and notices a pattern or shortcut others miss (both evidenced by teacher observation, three of three weeks in April). **Social, 3 of 6** – includes a classmate who is sitting alone, shares materials without being asked, and repairs a disagreement without an adult stepping in.

Interest (page 8): Maths and geography. Jordan shares a map-related book during free reading on 4 of 5 observed days in April, and asks to keep working on a hand-drawn map past the end of class twice that month.

Capability statement (page 11): Strength identified: remembers and organizes detailed factual information about maps and geography over multiple weeks. Evidence: teacher observation, three of three weeks in April. **Statement:** Jordan relates and organizes detailed factual information over several weeks when the topic connects to a personal interest, and explains it clearly to a peer.”

Family input (page 10): Jordan’s father says Jordan “draws maps of places we have never even been” and wants teachers to know Jordan is proud of a hand-drawn map hanging at home. Jordan says the best part of the school day is the ten minutes of free reading.

Strength-led learning for the present levels: Jordan relates and organizes detailed factual information about maps and geography across multiple weeks, and can explain it clearly to a peer (teacher observation, April). Jordan also includes classmates who are alone and repairs disagreements without adult help, checked on 2 of 6 social indicators this term. At home, Jordan’s hand-drawn maps are a source of visible pride.

The counts here (2 of 6, 3 of 6) match the checklist pages and asset map. Jordan wrote a number (the checklist does not support).

The interest is named in three different places (last step, capability statement, family input) to show it is real, not decorative.

The capability statement is descriptive only: no clinical label, no claim about eligibility, no goal wording.

The family’s words are quoted, not translated into professional language.

The opening paragraph draws only from evidence already written on an earlier page — nothing new is introduced here.

BRIGHT PATH SPEED

Five jobs. Do them in order once and every later worksheet in this kit, and the present levels, gets easier to write.

Where each job lives in this kit

JOB	WHAT IT DOES	USE
1	Record talents and strengths across every domain, not just academics	Pages 6–7, the checklist
2	Map what the student does well, enjoys, and is proud of, by domain	Page 8, asset mapping
3	Capture the family's and the student's own words	Page 10, family and student input
4	Turn one identified strength into language a stranger could use	Page 11, the capability-statement worksheet
5	Open the present levels with strengths instead of a paragraph of adjectives	Page 12, the frame, and page 16, the worked example

What this kit is not

Not a legal template, and it does not determine whether a student qualifies for services — that is your team's own process. It does not write a goal for you; page 13 is questions, not a script. The worked example on page 16 is an invented student.

The rule behind every page

- ☐ Every strength is specific, with evidence and a date, not a personality trait alone.
- ☐ The family's and the student's own words appear somewhere, not only a paraphrase.
- ☐ At least one strength connects to a possible way into the goals this year (page 13).

How the paper moves through a term

WHEN	WHAT
At the start of the term, or when a student is new to the caseload	The checklist (6–7) and the asset map (8), from whatever data, work samples and observations already exist
Any time a strength is noticed	A row on the observation checklist (9), written the same day, in observable words
Before a meeting where goals get drafted	The capability statement (11), the frame (12), and the connection guide (13), for the one or two strengths most useful to that meeting
A few times a year, or when the caseload is reviewed	The snapshot summary (14), refreshed so it stays a picture of this year and not last year

Who typically fills in each part

- ☐ Checklist and asset map (6–8): whoever sees the student most.
- ☐ Family and student input (10): the family and the student, in their own words.
- ☐ Capability statement, frame and connection guide (11–13): the case manager, before the meeting.

Strength & Talent Checklist — Academic, Social, Creative

Six common indicators per domain, plus room for what is specific to this student. Check what you have seen; the evidence column is what makes it usable.

STUDENT

DATE

DOCUMENTED BY

ACADEMIC: COMMON INDICATORS	SEEN	EVIDENCE (WHAT, WHEN)
Reads material above the assigned level when the topic is a favorite		
Explains a strategy or a set of steps to another student without being asked		
Remembers detailed facts about a topic of interest across several weeks		
Asks a question that goes beyond what the lesson covered		
Finishes independent work early and asks what else there is to do		
Notices a pattern, an error, or a shortcut that others in the room miss		

SOCIAL: COMMON INDICATORS	SEEN	EVIDENCE (WHAT, WHEN)
Includes a classmate who is sitting alone		
Notices when a peer is upset before an adult does		
Shares materials or a turn without being asked		
Repairs a disagreement with a peer without an adult stepping in		
Is sought out by peers for help or for company		
Adjusts how they talk depending on who they are talking to		

CREATIVE: COMMON INDICATORS	SEEN	EVIDENCE (WHAT, WHEN)
Comes up with more than one way to solve the same problem		
Builds, draws or writes something elaborate with no assignment attached		
Notices a connection between subjects that were taught separately		
Adds detail, humor or a personal twist to an assigned task		
Prefers an open-ended task over one with a single right answer		
Makes something useful out of materials not meant for that purpose		

A check with no evidence is an opinion

Only check an indicator you have actually watched happen, and write what you saw and when. A domain with nothing checked is not a failure to look; it is information, and it tells the team where the interest inventory or the family input on page 10 has to do the work instead.

Asset Mapping by Domain

One row per domain. What the student does well, what they choose when given a choice, and what they are proud of — three different questions, three different answers.

STUDENT

DATE

DOMAIN	DOES WELL (SPECIFIC, WITH EVIDENCE)	ENJOYS OR CHOOSES	IS PROUD OF
Academic			
Social			
Creative			
Physical			
Leadership			
Interests			

Three different questions, on purpose

Does well is evidence — a score, a count, something an adult watched happen. *Enjoys or chooses* is what the student picks when nothing is required. *Proud of* is the student's own word, or the family's. A domain can have all three filled, or only one; leave the rest blank rather than guess, and revisit this page a few times a year rather than once.

Capability-Statement Worksheet

Turn one identified strength into a sentence a stranger could use. Descriptive only — never a legal or eligibility statement.

STUDENT

DATE

STRENGTH IDENTIFIED	EVIDENCE (SOURCE AND DATE)	DESCRIPTIVE CAPABILITY STATEMENT (DRAFT)

The test

“Jordan is talented” is true and not usable. *“Jordan retains and organizes detailed factual information over several weeks when the topic connects to a personal interest, and can explain it clearly to a peer”* is a capability statement the team can build a goal, an accommodation, or a role around.

What this worksheet is not

A capability statement describes what was observed. It does not decide what any goal should say, and it is not a legal or eligibility statement — it is the raw material the team reads before they write one.

EXAMPLE

A Strength-Led Present Level, Annotated

An invented fourth grader. Every count, name and date is made up, and the numbers match the checklist and the asset map on the pages before it.

Jordan is an invented fourth grader. Every name, count and date on this page is made up.

Checklist (pages 6–7). Academic: 2 of 6 checked — remembers detailed facts about a topic of interest across weeks, and notices a pattern or shortcut others miss (both evidenced by teacher observation, three of three weeks in April). Social: 3 of 6 — includes a classmate who is sitting alone, shares materials without being asked, and repairs a disagreement without an adult stepping in.

Interest (page 8). Maps and geography. Jordan chooses a map-related book during free reading on 4 of 5 observed days in April, and asks to keep working on a hand-drawn map past the end of class twice that month.

Capability statement (page 11). Strength identified: remembers and organizes detailed factual information about maps and geography over multiple weeks. Evidence: teacher observation, three of three weeks in April. Statement: “Jordan retains and organizes detailed factual information over several weeks when the topic connects to a personal interest, and explains it clearly to a peer.”

Family input (page 10). Jordan’s father says Jordan “draws maps of places we have never even been” and wants teachers to know Jordan is proud of a hand-drawn map hanging at home. Jordan says the best part of the school day is the ten minutes of free reading.

Strength-led opening for the present levels. Jordan retains and organizes detailed factual information about maps and geography across multiple weeks, and can explain it clearly to a peer (teacher observation, April). Jordan also includes classmates who are alone and repairs disagreements without adult help, checked on 3 of 6 social indicators this term. At home, Jordan’s hand-drawn maps are a source of visible pride.

The counts here (2 of 6, 3 of 6) match the checklist pages exactly — nothing on this page invents a number the checklist does not support.

The interest is named in three different places (asset map, capability statement, family input) to show it is real, not decorative.

The capability statement is descriptive only: no clinical label, no claim about eligibility, no goal wording.

The family's words are quoted, not translated into professional language.

The opening paragraph draws only from evidence already written on an earlier page — nothing new is introduced here.

Checklist totals this example draws from

DOMAIN	INDICATORS CHECKED (OF 6)
Academic	2
Social	3
Creative	1
Physical	1
Leadership	2
Interests	2