**Identification of students to assess further for SAC**

**Teacher questionnaire**

Reader/writer support may be able to be accessed for students who are likely to achieve within Level 5 or 6 of the curriculum if they had support.

Record the names of students who

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher’s name \_\_\_\_\_\_\_\_\_\_ Subject(s) taught \_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Indicators | Students’ names (Year 10) | Students’ names  (Year 11) | Students’ names  (Year 12) |
| These students can express themselves more coherently verbally than they can when working. |  |  |  |
| These students can give more complete answers, either verbally or written if a question is read aloud. |  |  |  |
| These students can express themselves better if they are given the opportunity to word process or dictate their ideas instead of writing them by hand. |  |  |  |
| These students need more time to show what they know. |  |  |  |

**Identification of students to assess further for SAC**

**RTLB Roll**

Students that are/have been on the RTLB roll

|  |  |  |  |
| --- | --- | --- | --- |
| RTLB name \_\_\_\_\_\_\_\_\_\_ Subject(s) taught \_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Indicators | Students’ names (Year 10) | Students’ names  (Year 11) | Students’ names  (Year 12) |
| These students can express themselves more coherently verbally than they can when working. |  |  |  |
| These students can give more complete answers, either verbally or written if a question is read aloud. |  |  |  |
| These students can express themselves better if they are given the opportunity to word process or dictate their ideas instead of writing them by hand. |  |  |  |