Teacher Checklist – Basic Reading Skills

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YES NO

SOMETIMES

THE STUDENT:

1. avoids reading.
2. demonstrates a change in behavior when asked to read silently.
3. demonstrates a change in behavior when asked to read orally.
4. names alphabet letters correctly.
5. recognizes his/her name in print.
6. matches letters.
7. guesses words from:
	1. initial letters.
	2. pictorial cues.
	3. context cues.
8. sounds out:
	1. vowels correctly
	2. consonants correctly
	3. words correctly
9. blends sounds correctly.
10. has an adequate sight word vocabulary.
11. substitutes:
	1. sounds
	2. words
12. omits:
	1. sounds
	2. words
13. repeats:
	1. sounds
	2. words
14. reads from left to right.
15. skips lines.
16. moves head when reading.
17. moves lips when reading.
18. uses finger to anchor self when reading.
19. reads high frequent sight words correctly (the, and, but).
20. drops voice at the end of a sentence.
21. reads orally with expression.
22. reads word-by-word.
23. reads faster silently than orally.
24. observes small differences between words (plurals, verb-  endings, possessives).
25. Corrects his/her own errors.  SLD Evaluation: Discrepancy & Processing Deficits Assessment Resource Packet

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Teacher Checklist – Reading Fluency

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Birth \_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

OFTEN RARELY

SOMETIMES

WHEN READING ALOUD DOES THE STUDENT:

1. stop frequently? 2. make inappropriate pauses? 3. read word by word? 4. speak in a flat, monotone voice? 5. miss emotional and contextual cues? 6. mix up who says which piece of a dialogue in a narrative? 7. pay little attention to punctuation? 8. painstakingly sound out words? 9. have difficulty with sounds? 10. fail to recognize recurring words? 11. emphasize the wrong syllable? 12. ignore suffixes and prefixes? WHEN READING SILENTLY DOES THE STUDENT: 13. read at about the same speed as when reading aloud? 14. shift eyes often on the page? 15. need to stop and reread often? 16. seem to skim large chunks of text?

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Teacher Checklist – Reading Comprehension

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YES NO SOMETIMES THE STUDENT:

1. orients book in proper position and turns pages left to right.
2. attempts to read, using picture and context cues.
3. recognizes common words in stories.
4. begins to use phonetic cueing system (e.g., beginning sounds).
5. uses decoding skills:
	1. uses common vowels, vowel patterns, consonant sounds, consonant  blends, digraphs, and diphthongs,
	2. applies rules of syllabication,
	3. demonstrates knowledge of prefixes, suffixes and
	4. compound words.

22. uses context clues.

1. automatically recognizes previously taught vocabulary in print  (sight and reading vocabulary).
2. demonstrates fluent oral reading.
3. comprehends complex sentence structure:
	1. understands passive voice (Mice were eaten by the cat.).
	2. understands relative clauses (the cake that Mac ate).
	3. understands direct and indirect quotes within a passage.
	4. understands pronoun reference (he = Billy).
4. recognizes different uses of words depending on context:
	1. recognizes meanings of antonyms and synonyms.
	2. recognizes multiple meanings (fly – a fly, to fly).
	3. understands figurative language (hold your horses).
	4. differentiates homonyms (rode – road).
5. comprehends age- and/or grade-appropriate passages:
	1. summarizes a story or passage.
	2. identifies the main idea of a selection.
	3. identifies supporting details.
	4. compares and contrasts stories, characters, events, etc.
6. uses printed materials for a variety of purposes:
	1. makes and confirms predictions.
	2. understands author’s purpose.
	3. locates details and facts to answer questions and draw conclusions.
	4. uses printed material to gather information (for reports, personal  interest, etc.).
7. comprehends material from a variety of sources (newspaper, magazine, content area text, trade books, reference materials).
8. follows a sequence of written directions to complete a task (work sheet directions, recipes, directions for building a model).

Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.

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Teacher Checklist – Mathematics Calculation

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YES NO

SOMETIMES

THE STUDENT:

1. counts by rote to 20.
2. counts by tens.
3. understands one-to-one correspondence.
4. reads numbers to 20.
5. completes addition correctly with:
	1. one digit numbers.
	2. two or more digit numbers.
6. completes subtraction correctly with:
	1. one digit numbers.
	2. two or more digit numbers.
	3. borrowing.
7. completes multiplication correctly with:
	1. one digit numbers.
	2. two or more digit numbers.
8. completes division correctly with:
	1. one digit numbers.
	2. two or more digit numbers.
9. confuses operational signs.
10. uses fingers for computation.
11. uses manipulatives for computation.
12. reverses numbers.
13. keeps columns straight.
14. copies problems with adequate spacing.
15. finds page numbers correctly.
16. uses place values correctly.
17. completes problems involving more than one  mathematical operation.
18. completes problems very slowly.
19. avoids the use of math.
20. changes behavior when required to do math.
21. completes math problems ―inn his/her head‖.
22. shows more ability in reading than math.
23. shows more tension during math than other  subject.
24. completes math assignments at his/her level.
25. corrects his/her own errors.

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Teacher Checklist – Mathematics Reasoning

Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Birth \_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

YES NO SOMETIMES

THE STUDENT:

1. applies math operations to real life problems.
2. completes word problems.
3. understands basic math concepts such as  more/less.
4. recognizes and names basic shapes (circle,  square, diamond).
5. experiences some success with puzzles, codes,  and card games.
6. understands basic time concepts (yesterday,  before).
7. names the days of the week correctly.
8. names months correctly.
9. uses the calendar correctly.
10. tells time to the nearest half-hour.
11. tells time correctly.
12. uses basic money terms correctly (penny, dime,  dollar).
13. Makes change correctly.
14. uses basic measurements correctly.
15. uses tables and/or graphs correctly.
16. chooses appropriate operations to complete  math problems.
17. guesses at answers instead of trying to solve  problems.
18. solves problems with missing elements.
19. differentiates between essential and  nonessential information in solving problems.
20. solves problems with a rote, inflexible approach.
21. uses manipulatives creatively to solve problems.
22. asks for assistance from the teacher instead of  attempting to solve the problem.
23. asks for assistance from other students instead  of attempting to solve the problem.
24. solves problems involving a sequence of steps.

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Teacher Checklist – Written Expression

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YES NO SOMETIMES THE STUDENT:

1. orients book in proper position and turns pages from the left.
2. copies materials correctly from board and desk.
3. uses correct spacing for letters ( ) and words ( ) (writes letters on – not below or above – the base line).
4. writes fluently, is not slow and labored.
5. uses a variety of sentence structures.
6. recognizes own letter/numeral reversals.
7. uses correct capitalization and punctuation in daily written work.
8. uses correct grammar in written work:
	1. uses plurals correctly: regular ( ) and irregular ( ).
	2. uses subject and verb appropriately.
	3. expresses questions correctly: yes/no ( ) and ―wh-― questions ( ).
	4. uses negation correctly.
	5. uses pronouns correctly – personal ( ), demonstrative ( ), and  reflexive ( ).
9. uses writing to communicate information
	1. provides reader with appropriate amount of information (detail,  background, context).
	2. uses appropriate degree of familiarity (e.g., business vs. friendly  letter).
	3. approaches written tasks in prescribed format using appropriate  conventions (e.g., fiction, information, requesting, personal).

10. uses content skills appropriately:

1. writes about a single event, experience, or point of view.
2. adds descriptive detail.
3. expresses original ideas, humor, and imagination.

11. evidences overall organizational pattern in written

composition:

1. sequences events or points logically within paragraphs and/or  composition.
2. reports a clear beginning, middle, and end.
3. uses topic statements and maintains topic.
4. uses age-appropriate vocabulary.
5. avoids fragments and run-on sentences.
6. presents details and facts to develop and support the main idea.

12. uses effective writing process:

1. pre-writing activities (e.g., topic choice).
2. demonstrates use of drafting.
3. uses proofing skills (e.g., precise phrasing).
4. shares written work (e.g., peer editing).

Source: Ohio Department of Education (1991). Ohio handbook for the identification, evaluation and placement of children with language problems. Used with permission.

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Teacher Checklist – Listening Comprehension

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YES NO SOMETIMES THE STUDENT:

1. enjoys having stories read aloud.

2. has an attention span for verbal presentation adequate for age level.

3. attends to all of what is said rather than ―tuning out‖ portions.

4. is able to ignore auditory distractions.

5. faces source of sound directly – does not tilt one ear toward teacher or other source.

6. responds after first presentation – does not often ask for things to be repeated.

7. understands materials presented through the visual channel (written/drawn).

8. responds to questions within expected time period.

9. follows two-or three-step directions.

10. demonstrates understanding (verbally or nonverbally) of the main idea of a verbal presentation.

11. comprehends who, what, when where, why, and how questions appropriate for age level.

12. demonstrates understanding of vocabulary appropriate for age level.

13. discriminates likenesses and differences in words (toad-told) and sounds (t-d).

14. demonstrates understanding of temporal (before/after), position (above/below), and quantitative (more/several) concepts.

15. understands subtleties in word or sentence meaning (idioms, figurative language).

16. interprets meaning from vocal intonation.

17. understands a variety of sentence structures (cause- effect passive voice – The ball was bounced by the girl.) and clauses (clause that modifies the subject: - The dog that chased the cat was hit.).

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Teacher Checklist – Oral Expression

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YES NO SOMETIMES THE STUDENT:

1. states identifying information: name ( ), age ( ), birthday ( ), phone number ( ), and family information ( ).
2. uses correct grammatical structure for a variety of purposes.
	1. formulates sentences correctly
	2. uses subject/verb appropriately
	3. uses verb tenses appropriately
	4. asks questions correctly – yes/no ( ) and ―wh‖ questions ( )
	5. answers questions correctly – yes/no ( ) and ―wh‖ questions ( )
	6. uses negation correctly
	7. uses pronouns correctly – personal ( ), demonstrative (this/that)
	8. formulates plurals correctly – regular ( ) and irregular ( )
3. labels common objects correctly.
4. uses age appropriate vocabulary.
5. uses appropriate location ( ), temporal ( ) and quantitative ( ) expressions for age level (e.g., above/below, before/after, more/several).
6. makes eye contact when speaking.
7. carries on a conversation with appropriate voice level.
8. knows how to begin, maintain, and end a conversation.
9. restates thoughts in alternative form.
10. yells stories or relates information in the proper sequence with beginning, middle, and/or end.
11. uses speech rather than gestures to express self.
12. speaks easily without seeming to be frustrated.
13. accounts for listeners shared background when formulating expression (e.g., uses pronouns and articles only clear referents, gives enough information about the topic).
14. responds correctly to humor ( ), sarcasm ( ) and figures of speech ( ).
15. recognizes when to match voice level and intonation to a variety of situations:
	1. place (playground, classroom, assembly).
	2. intent (question/answer in class, show emotions, give reports).

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6. \_\_\_\_
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18. \_\_\_\_
19. \_\_\_\_
20. \_\_\_\_

15.

a. \_\_\_\_ b. \_\_\_\_

\_\_\_\_ \_\_\_\_

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Questionnaire for Assessing Auditory Processing

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | AUDITORY PROCESSING SKILLS |  |  | Rarely |  |  | Sometimes |  |  | Frequently |  |
| Has trouble rhyming words |  |  |  |
| Has difficulty pronouncing words |  |  |  |
| Has trouble learning letter-sound associations |  |  |  |
| Has difficulty learning the days of the week and months of the year in sequence |  |  |  |
| Has difficulty repeating information just heard |  |  |  |
| Has trouble distinguishing letters with similar sounds in speech and when spelling (e.g., /b/ and /p/, /f/ and /v/) |  |  |  |
| Has trouble pronouncing words with phonically regular patterns |  |  |  |
| Has trouble ordering sounds in a correct sequence when spelling |  |  |  |
| Has trouble pronouncing multisyllable words when speaking or reading |  |  |  |
|  Reads at a slow rate |   |  |   |

Adapted from: Learning Disabilities and Challenging Behaviors, Mather and Goldstein

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Questionnaire for Assessing Visual Processing

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | VISUAL PROCESSING SKILLS |  |  | Rarely |  |  | Sometimes |  |  | Frequently |  |
| Forgets how letters look |  |  |  |
| Confuses letters with similar appearance (e.g., n for h) |  |  |  |
| Misreads little words in text (e.g., were for where) |  |  |  |
| Reverses letters when writing (e.g., b for d) |  |  |  |
| Transposes letters when reading or writing (e.g., on for no) |  |  |  |
| Has trouble remembering basic sight words |  |  |  |
| Has trouble copying from a book or a chalkboard to paper |  |  |  |
| Spells the same word in different ways |  |  |  |
| Spells words how they sound rather than how they look |  |  |  |
| Reads at a slow rate |  |  |   |

Adapted from: Learning Disabilities and Challenging Behaviors, Mather and Goldstein

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