



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Skill-Based Assessment

A Technical Assistance Document

**State of South Dakota
Department of Education
Special Education Programs
800 Governors Drive
Pierre, SD 57501**

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Skill-Based Assessment

Skill-Based Assessment, formerly known in the State of South Dakota as ***Functional Assessment***, addresses skills a student demonstrates on skill-specific assessments, such as reading, math, language, behavior, and adaptive skills. In contrast, the Federal Register Analysis defines ***Functional Assessment*** as routine activities of everyday living. Therefore, the State of South Dakota has opted to change terminology from ***Functional Assessment*** to ***Skill-Based Assessment*** as it more accurately reflects the student's overall educational strengths and needs.

Eligibility: The Two Prongs

24:05:24.01:01. Students with disabilities defined. Students with disabilities are students evaluated in accordance with chapter 24:05:25 as having autism, deaf-blindness, deafness, hearing loss, cognitive disability, multiple disabilities, orthopedic impairment, other health impairments, emotional disturbance, specific learning disabilities, speech or language impairments, traumatic brain injury, or vision loss, including blindness, which adversely affects educational performance, and who, because of those disabilities, need special education or special education and related services.

The **first prong** in determining eligibility is using standardized assessment and the resulting scores to determine if the student has a disability. Choosing appropriate assessment instruments is a vital step in the evaluation process. Tests must be standardized, reliable, and valid for the student being assessed. For more information, please refer to "Determining Eligibility for Special Education in South Dakota".

<http://doe.sd.gov/oess/specialed/forms/pdf/DeterminEligibilitySpecEd.pdf>

The **second prong** in determining eligibility requires that the student's disability adversely affects educational performance, and that there is a need for special education or special education and related services. Skill-based assessment must be completed to provide evidence of adverse effects on educational performance. Standardized assessments used for determining eligibility may **not** be used as the student's skill-based assessment. Some standardized assessments elicit specific skills and may be used to provide skill-based data, as long as they were not used for the purpose of eligibility.

To determine if the student requires special education or special education and related services, the question the team needs to answer is: "Does the student need a specially designed program to benefit from his/her education (i.e., specialized instruction)?" If yes, this would lead to the development of an Individual Educational Program (IEP) to address the student's needs. The skills identified through skill-based assessment are what the team will use to develop the student's IEP.

Skill-Based Assessment

Skill-based data collected through the evaluation process is essential in determining eligibility, developing educational goals, and developing a program designed to provide educational benefit. Skill areas identified through standardized assessment as areas of disability must be further evaluated through skill-based assessment. Other areas may also be assessed as deemed appropriate. For example:

- A student is suspected of having a specific learning disability, and has a qualifying score on a standardized assessment in the area of Reading Fluency. Skill-based assessment is needed to determine specific strengths and needs in reading fluency.
- A student is initially referred for a specific learning disability, and has qualifying academic scores in reading comprehension and written language. However, concerns in math were also noted on

the referral. Skill-based assessment would be required in reading comprehension and written language, and highly suggested in math to further identify the student's educational needs.

- A student is suspected of having an emotional disturbance, and has clinically-significant scores on nationally-normed, technically-adequate behavior measures, as well as concerns in math calculation. Skill-based assessment is essential in the area of behavior, and may be useful in the area of math calculation to further identify a student's educational needs.
- A student is being re-evaluated for a suspected cognitive disability. Skill-based assessment must be completed in academic and adaptive behavior, including social skills. As a student approaches transition age, the skill-based academic assessment may be addressed within transition and adaptive assessments.
- A student is being evaluated for a developmental delay, and has qualifying scores in the areas of adaptive and cognitive. Skill-based assessment must be completed in the areas of adaptive behavior and pre-academic skills.

Data collected through skill-based assessment are the building blocks of an Individual Educational Program (IEP). The assessment provides a baseline of a student's strengths and a list of specific needs which aid the IEP team in developing goals. If a student is determined to be eligible to receive special education or special education and related services, the IEP team must identify, based on evaluation results, which skill areas should be addressed in the IEP. Strengths and needs in the identified skill areas should be addressed in the Present Levels of Academic Achievement and Functional Performance (PLAAFP). Each skill area addressed in the PLAAFP must be targeted by a goal based on the student's needs, unless the team justifies in the PLAAFP why a goal is not needed. For example:

- Based on referral and standardized assessments, skill-based assessments were completed in basic reading, written expression, and math calculation. However, results did not show needs in math calculation; therefore, reflecting no adverse effect on the student's performance in the general curriculum in this skill area. Thus, the IEP team would only be required to pull forward into the PLAAFP skill-based strengths and needs in basic reading and written expression. IEP goals would be developed to address basic reading and written expression skills.

Sources of Skill-Based Assessment

The sources of skill-based assessment will vary from student to student. No one source may be sufficient to gather all the information needed to develop the student's program. More likely, several sources will be used to gather the information (work samples, teacher reports, Curriculum Based Measurements [CBMs], informal checklists, etc.). Information gathered must be summarized into a written report, which includes the assessment date(s), name of the evaluator(s), and sources from which the information was gathered. This report needs to be shared with the IEP team and provided to parents.

The list provided includes examples of skill-based assessment, but is not all-inclusive. Some assessments listed may be standardized, and if being used to determine eligibility, should not be used to provide skill-based information.

Oral Expression

Informal Checklists/Teacher-made Materials

Speech Sample

Assessment of Children's Language Comprehension (1983)

Bracken Basic Concept Scale – 3rd Edition: Receptive (BBCS-3:R) (2006)

Bracken Basic Concept Scale – 3rd Edition: Expressive (BBCS-3:E) (2006)

Bracken Basic Concept Scale – Revised (Spanish) (1998)

Brigance:

- Comprehensive Inventory of Basic Skills–II (CIBS–II) Grades Pre-K–9
- Inventory of Early Development–II Birth–developmental age 7
- Assessment of Basic Skills–Revised (ABS–R)—*New!* Spanish Edition, Pre-K–9

Clinical Evaluation of Language Functions – 4 (CELF-4) (2003)

- Observational Rating Scales

Contextual Test of Articulation (2000)

Consortium of Reading Excellence (CORE) Reading Assessment: 2nd Edition (2008)

- Critchlow Verbal Language Scale
- CORE Vocabulary Screening

Dos Amigos Verbal Language Scales – Revised (1996)

Functional Communication Profile-Revised (2003)

Rosetti Infant-Toddler Language Scale (2006)

Test of Pragmatic Language – 2nd Edition (TOPL-2) (2007)

Listening Comprehension

Informal Checklists/Teacher-made Materials

Bader Reading & Language Inventory – 6th Edition (2008)

Brigance:

- Comprehensive Inventory of Basic Skills–Revised (CIBS–R) Grades Pre-K–9
- Inventory of Early Development–II Birth–developmental age 7
- Assessment of Basic Skills–Revised (ABS–R)—*New!* Spanish Edition, Pre-K–9

Informal Reading Inventory by Burns and Roe – 6th Edition (2001)

- Listening Comprehension Segment

Written Expression

Informal Checklists/Teacher-made Materials

- Journals
- Story starters
- Work samples
- Writing samples

AIMSweb – Written Language Curriculum-Based Assessment

Brigance:

- Comprehensive Inventory of Basic Skills–II (CIBS–II) Grades Pre-K–9
- Inventory of Early Development–II Birth–developmental age 7
- Assessment of Basic Skills–Revised (ABS–R)—*New!* Spanish Edition, Pre-K–9

Diagnostic Assessment of Reading: 2nd Edition (DAR-2) (2005)

Process Assessment for the Learner – II (PAL-II) Reading and Writing Test Battery (2007)

Scaled Curriculum Achievement Levels Test (SCALE) (1992)

Six Traits of Writing—Northwest Educational Laboratories

Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction: 3rd Edition (2003)

Written Language Assessment (1989)

Basic Reading

Informal Checklists/Teacher-made Materials

- Work samples
- Dolch Sight Word List
- Fry Sight Word List

Assessment of Literacy and Language (ALL) (2005)

AIMSweb (English and Spanish)

- Test of Early Literacy Curriculum-Based Measurement (CBM)

Bader Reading and Language Inventory – 6th Edition (2001)

Basic Early Assessment of Reading (BEAR) (2002)

Brigance:

- Comprehensive Inventory of Basic Skills–II (CIBS–II) Grades Pre-K–9
- Inventory of Early Development–II Birth–developmental age 7
- Assessment of Basic Skills–Revised (ABS–R)—*New!* Spanish Edition, Pre-K–9

Comprehensive Test of Phonological Processing (CTOPP) (1999)

Consortium of Reading Excellence (CORE) Reading Assessment: 2nd Edition (2008)

- Phonological Awareness Screening Test
- Phoneme Deletion Test
- Phonological Segmentation Test
- Phoneme Segmentation Test
- Phonics Survey
- San Diego Quick Assessment

Developmental Reading Assessment- 2nd Edition (DRA-2) (2006)

Diagnostic Assessment of Reading – 2nd Edition (DAR-2) (2005)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

- Initial Sound Fluency
- Phoneme Segmentation Fluency
- Nonsense Words Fluency
- Oral Reading Fluency

Early Reading Diagnostic Assessment – 2nd Edition (ERDA-2) (2003)

Eckwall/Shanker Reading Inventory – 5th Edition (2009)

Gray Diagnostic Reading Test- 2 (GDRT-2) (2004)

Lindamood Auditory Conceptualization Test: Third Edition (LAC-3) (2004)

Pre-Reading Inventory of Phonological Awareness (PIPA) (2003)

Process Assessment for the Learner – II (PAL-II) Reading and Writing Test Battery (2007)

Phonological Awareness Literacy Screening (PALS) (PreK, K, 1-3)

Phonological Awareness Test – 2 (2007)

Qualitative Reading Inventory-5th Edition (2010)

Reading Skills Competencies Test (Leveled) (1999)

SRA Diagnosis Instructional Aid – Reading A & B

Stanford Reading First

Woodcock Reading Mastery Test-Revised/Normative Update (WRMT-R/NU) (1998)

Reading Fluency

Informal Checklists/Teacher-made Materials

- Selected reading samples—using a science/social studies textbook and having the student read orally from a selection presented earlier in the year
- Timed oral reading sample

AIMSweb (English and Spanish)

- Reading Curriculum-Based Measurement (CBM)

Analytical Reading Inventory – 8th Edition (2007)

Basic Early Assessment of Reading (BEAR) (2002)

Brigance:

- Comprehensive Inventory of Basic Skills–II (CIBS–II) Grades Pre-K–9
- Inventory of Early Development–II Birth–developmental age 7
- Assessment of Basic Skills–Revised (ABS–R)—*New!* Spanish Edition, Pre-K–9

Informal Reading Inventory by Burns and Roe – 6th Edition (2001)

- Oral Reading Section

Consortium of Reading Excellence (CORE) Reading Assessment: 2nd Edition (2008)

- Graded High-Frequency Word Survey
- MASI-R Oral Reading Fluency Measures

Developmental Reading Assessment- 2nd Edition (DRA-2) (2006)

Diagnostic Assessment of Reading – 2nd Edition (DAR-2) (2005)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

- Oral Reading Fluency

Eckwall/Shanker Reading Inventory 5th Edition

Gray Oral Reading Test – 4th Edition (GORT-4) (2001)

Reading Fluency Indicator (2004)

Qualitative Reading Inventory-5th Edition (2010)

Reading Comprehension

Informal Checklists/Teacher-made Materials

- Work samples

AIMSweb (English and Spanish)

- Maze Curriculum-Based Measurement (CBM)

Analytical Reading Inventory – 8th Edition (2007)

Basic Early Assessment of Reading (BEAR) (2002)

Bader Reading & Language Inventory – 6th Edition (2001)

Brigance:

- Comprehensive Inventory of Basic Skills–II (CIBS–II) Grades Pre-K–9
- Inventory of Early Development–II Birth–developmental age 7
- Assessment of Basic Skills–Revised (ABS–R)—*New!* Spanish Edition, Pre-K–9

Informal Reading Inventory by Burns and Roe – 6th Edition (2001)

- Oral and Silent Reading Sections

Developmental Reading Assessment- 2nd Edition (DRA-2) (2006)

Diagnostic Assessment of Reading – 2nd Edition (DAR-2) (2005)

Eckwall/Shanker Reading Inventory – 5th Edition (2009)

Gray Oral Reading Test – 4th Edition (GORT-4) (2004)

Qualitative Reading Inventory-5th Edition (2010)

SRA Diagnosis Instructional Aid – Reading A&B

Woodcock Reading Mastery Test-Revised/Normative Update (WRMT-R/NU) (1998)

Math Calculation/Math Problem Solving

Informal Checklists/Teacher-made Materials

- Work samples

AIMSweb (English and Spanish)

- Math Curriculum-Based Measurements (CBM)
- Mathematics Concepts and Applications (M-CAP) Curriculum-Based Measurement (CBM)

Brigance:

- Comprehensive Inventory of Basic Skills–II (CIBS–II) Grades Pre–K–9
- Inventory of Early Development–II Birth–developmental age 7
- Assessment of Basic Skills–Revised (ABS–R)—*New!* Spanish Edition, Pre–K–9

Early Math Diagnostic Assessment (EMDA) (2003)

Key Math 3 Diagnostic Assessment (2007)

Transition

Informal Checklists/Teacher-made Materials

- Employer-completed work evaluations
- Situational assessment—takes a student on the job to find out what he or she can or cannot do
- Supported employment skill-based assessment from job coach
- Transition checklists—informal questionnaires given to the student
- Transition Tackle Box

Brigance:

- Transition Skills Inventory (TSI)
- Inventory of Essential Skills Remedial–Grade 6+, Adult Ed

Street Survival Skills Questionnaire (SSSQ) (1993)

Enderle-Severson Transition Rating Scales – Revised (ESTRS-R) (Transition assessment for learners with mild disabilities)

Enderle-Severson Transition Rating Scales – Third Edition (ESTR-III) (Transition assessment for learners with moderate to severe disabilities)

Transition Planning Inventory: Updated Version (TPI-UV) (2006)

Behavior (Emotional, Social, and Adaptive)

Informal checklists/Teacher Made Materials

- Observation
- On-task classroom monitoring checklist
- Teacher/parent interviews

Behavior Rating Scales

- Attention Deficit Disorders Evaluation Scale – 3rd Edition (ADDES-3) (2004)
- Behavior Assessment System for Children – 2nd Edition (BASC-2) (2004)
 - Student Observation System (SOS)
 - Structured Developmental History (SDH)
 - Monitor for ADHD
- Brown ADD Scales: Diagnostic Form (2001)
- Conners 3 (2008)
 - ADHD Index (Conners 3 AI)
 - Global Index (Conners 3 GI)
- Social Skills Improvement System (SSIS) (2008)

Functional Behavioral Analysis (problem-solving process for addressing student problem behavior)

- <http://cecp.air.org/fba/>
- <http://www.specialedconnection.com>

School-Wide Information System (SWIS) (for schools implementing Positive Behavior Intervention Systems {PBIS})

Speech (Articulation, Voice, Fluency)

Informal Checklists/Teacher Made Materials

- Speech sample

Brigance:

- Comprehensive Inventory of Basic Skills–II (CIBS–II) Grades Pre-K–9
- Inventory of Early Development–II Birth–developmental age 7
- Assessment of Basic Skills–Revised (ABS–R)—*New!* Spanish Edition, Pre-K–9

Children’s Speech Intelligibility Measure (CSIM) (1999)

Contextual Test of Articulation (2000)

Functional Communication Profile-Revised (2003)

Hodson Assessment of Phonological Patterns – 3rd Edition (HAPP-3) (2004)

Lindamood Auditory Conceptualization Test: Third Edition (LAC-3) (2004)

Voice Assessment Protocol for Children and Adults (1987)

Language

Informal Checklists/Teacher-made Materials

- Language Sample

Auditory Skills Assessment (ASA) (2010)

Bracken Basic Concept Scale – 3rd Edition: Receptive (BBCS-3:R) (2006)

Bracken Basic Concept Scale – 3rd Edition: Expressive (BBCS-3:E) (2006)

Bracken Basic Concept Scale – Revised (Spanish) (1998)

Brigance:

- Comprehensive Inventory of Basic Skills–II (CIBS–II) Grades Pre-K–9
- Inventory of Early Development–II Birth–developmental age 7
- Assessment of Basic Skills–Revised (ABS–R)—*New!* Spanish Edition, Pre-K–9

Clinical Evaluation of Language Functions – 4 (CELF-4) (2003)

- Observational Rating Scales

CORE Reading Assessment:

- Critchlow Verbal Language Scale (1st Edition – 2000)
- Vocabulary Screening (2nd Edition – 2008)

Dos Amigos Verbal Language Scales – Revised (1996)

Functional Communication Profile-Revised (2003)

Rosetti Infant-Toddler Language Scale (2006)

Fine Motor:

Informal Checklists/Teacher Made Materials

- Occupational Therapist's observation in classroom, PE and unstructured settings (playtime/recess, lunchroom)

Brigance:

- Comprehensive Inventory of Basic Skills–II (CIBS–II) Grades Pre-K–9
- Inventory of Early Development–II Birth–developmental age 7
- Assessment of Basic Skills–Revised (ABS–R)—*New!* Spanish Edition, Pre-K–9

Gross Motor:

Informal Checklists/Teacher Made Materials

- Physical Therapist's observation in classroom, PE and unstructured settings (playtime/recess, lunchroom)

Brigance:

- Comprehensive Inventory of Basic Skills–II (CIBS–II) Grades Pre-K–9
- Inventory of Early Development–II Birth–developmental age 7
- Assessment of Basic Skills–Revised (ABS–R)—*New!* Spanish Edition, Pre-K–9

Developmental Delay:

Informal Checklists/Teacher-Made Materials

Hawaii Early Learning Profile (HELP) (2006)

Brigance:

- Inventory of Early Development–II Birth–developmental age 7
- Early Childhood Developmental Inventory
- Head Start Developmental Inventory

Developmental Tasks for Kindergarten Readiness II (1994)

HighScope Child Observation Record (COR) for Infants and Toddlers (2003)

Phonological Awareness Literacy Screening (PALS) (PreK)

Rosetti Infant-Toddler Language Scale (2006)

Examples of Skill-Based Assessment

The following examples may be only a portion of a child's skill-based assessment. Skill-based assessment is necessary in all areas of suspected disability. These examples represent individual segments of a student's comprehensive evaluation.

Example 1: A three-year old child with concerns in communication (language), social behavior, and cognitive skills

Brigance Diagnostic Inventory and Informal Checklist:

Areas of Strength:

GENERAL KNOWLEDGE (Cognitive)/PREACADEMIC SKILLS:

- Is able to point to eyes, nose, hair, head
- Is able to identify nose, eyes, ears, feet
- Understands directional/positional concepts-close/open, front/back, in/out, on/off
- Turns individual pages in a book
- Is able to randomly point to objects in a book

PERSONAL-SOCIAL:

- Plays cooperatively with others
- Allows others to play with him
- Imitates the play of others
- Is proud of himself

COMMUNICATION (Language):

- Answers "who, what, where" questions
- Asks "where" questions
- Uses the pronoun "he", "me", and "my" correctly (spontaneously said "you" during assessments also) although his mother reported that she typically has not heard him use "you"
- Using some three-word utterances

Areas of Need:

GENERAL KNOWLEDGE (Cognitive)/PREACADEMIC SKILLS:

- Is unable to identify mouth, legs, arms, fingers, thumb, neck
- Is unable to match or point to basic colors-red, orange, green, blue, yellow, purple
- Is unable to match or point to basic shapes-circle, square, triangle
- Is unable to identify use of objects-chair, cars, beds, house, pencil
- Is unable to classify objects-animals, toys, things you ride in
- Is unable to count past 2
- Is unable to give objects upon request
- Is unable to identify any letters of his name
- Is unable to attend to story being read
- Does not know any of the alphabet song or other nursery rhymes

PERSONAL-SOCIAL:

- Is unwilling to take turns or share
- Is unable to engage in one activity for more than a couple minutes
- Is unable to initiate social contact with other children and adults

COMMUNICATION (Language):

- Does not use "s" on the ends of words to mark possession and plurals
- Does not use "ing" on words such as "crying" in daily speech
- Does not ask "why" questions, or simple questions such as, "can he come?"
- Does not use pronouns "she/her, they/them"

Example 2: An eight-year-old student with concerns in all areas of reading, and listening comprehension

Benchmark Level: Meets grade level expectations and occasionally may need differentiated instruction

Strategic Level: Below grade-level expectations and requires targeted assistance for progress

Intensive Level: Significantly below grade level expectation and requires substantial intensive instruction

Basic Reading Skills

CORE Phoneme Deletion Test:

For this portion of the assessment, the student is asked to identify and delete the initial sound in a word (ex., (c)old, old; (c)at., at), identify and delete the final sound in a word (ex., droo(p), drew sea(t), sea), identify and delete the first sound in a consonant blend (ex., (f)reight, (p)layer), and identify and delete an embedded sound of a consonant blend (ex., b(l)end, t(w)in). This assessment helps determine whether there are deficits in phonemic (sound) awareness.

CORE Phonological Segmentation Test:

For this portion of the assessment, the student is asked to break sentences into words, break words into syllables, and break words into phonemes. This assessment helps determine whether there are deficits in phonemic (sound) awareness.

CORE Phonics Survey:

Students are asked to identify letters, sounds, and read words and nonsense words to assess the student's ability to use phonics to decode words. This assessment points to areas in which the student is likely to benefit most from systematic, explicit phonics instruction.

Strengths in Basic Reading:

- Phoneme Deletion: Deleting final sound – 5/5 (Benchmark)
- Phonological Segmentation: Breaking Sentences into Words – 5/5 (Benchmark)
- Phonological Segmentation: Breaking Words into Syllables – 8/8 (Benchmark)
- Phonological Segmentation: Breaking Words into Phonemes – 9/10 (Benchmark)
- Reading short vowels in consonant-vowel-consonant words (ex., sip, let, cat) – 14/15 (Benchmark)
- Reading Consonant blends with short vowels words (ex., stop, trap, quit) – 15/15 (Benchmark)
- Reading Short vowels, digraphs and –tch trigraphs words (ex., when, chop, rich) – 14/15 (Benchmark)

Needs in Basic Reading:

- Phoneme Deletion: Deleting first sound of a consonant blend – 2/5 (Intensive)
- Phoneme Deletion: Deleting embedded sound of a consonant blend – 3/5 (Intensive)
- Phoneme Deletion: Deleting the initial sound in a word – 4/5 (Strategic)
- Reading R-controlled vowel words (ex, harm, dirt, form) – 6/15 (Intensive)
- Reading Variant vowels words (ex., few, down, toy) – 9/15 (Intensive)
- Reading Low-frequency vowel and consonant spellings words (ex., kneel, cent, type) – 2/15 (Intensive)
- Reading Long vowel words (ex., tape, key, lute) – 12/15 (Strategic)
- Reading Multi-syllable words (ex., caravan, marmalade, momentum) – 1/24 (Intensive)

Reading Fluency

CORE Graded High-Frequency Word Survey:

The student is asked to read a list of high-frequency (sight) words at varying grade levels. The number of errors made during reading determines if the child has met the *benchmark* for that grade level, if the child is at the *strategic* level, or if the child is at the *intensive* level of intervention. Automatic recognition of these high-frequency words affects the flow and coherence of text and is therefore an important contributor to reading fluency.

CORE MASI-R Oral Reading Fluency Measures:

The student is given grade-level passages to read. The student's reading rate is then measured by timing how many words the student can read in one minute. When students read passages accurately and fluently, it can be assumed that they have mastered the lower-level skills and process that are required during passage reading.

Informal Reading Inventory, 6th Edition:

Oral Reading Fluency: The student reads passages aloud and then answers comprehension questions asked by the teacher.

Oral Reading Word Recognition: The student reads passages aloud and then answers comprehension questions asked by the teacher.

Strengths in Reading Fluency:

- Graded Word Survey: Reading high-frequency sight words – 1st-grade level – 24 (Benchmark)
- MASI-R Oral Fluency: Reading rate (words per minute)– 1st-grade level – 88 wpm (Above Benchmark)
- Informal Reading Inventory: Reading rate (words per minute) – Pre-Primer level - 78 wpm (Below Benchmark); Primer-level 68 wpm (Below Benchmark); 1st-grade level 49 wpm (Below Benchmark) .
- Informal Reading Inventory: Word Recognition – PrePrimer Level 91%

Needs in Reading Fluency:

- Informal Reading Inventory: Reading rate (words per minute) – Pre-Primer level - 78 wpm (Below Benchmark); Primer-level 68 wpm (Below Benchmark); 1st-grade level 49 wpm (Below Benchmark) .
- Informal Reading Inventory: Word Recognition – 1st-grade level 74%

Reading Comprehension

CORE Vocabulary Screening:

The student is asked to read a word in a box and choose one of three answer choices that means the same as the boxed word. Vocabulary knowledge is critical to understating grade-appropriate text. Even students who are good decoders will have difficulty comprehending what they read if they do not have adequate vocabulary knowledge. The amount of errors made indicates whether the student has attained the *benchmark*, if the child is at the *strategic* level, or if the child is at the *intensive* level of intervention.

Ex.:

Mention

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Informal Reading Inventory, 6th Edition:

Oral Reading Comprehension: The student reads passages aloud and then answers comprehension questions asked by the teacher.

Silent Reading Comprehension: The student reads passages silently, and then answers comprehension questions asked by the teacher.

Strengths in Reading Comprehension:

- Vocabulary Knowledge – 26/30 (Benchmark)

Oral Reading Comprehension:

- Pre-Primer Level Passage – Oral Reading Comprehension- 100%
 - o Oral Reading Detail Comprehension Questions – 88%
 - o Oral Reading Sequence Comprehension Questions – 100%
 - o Oral Reading Vocabulary Comprehension Questions – 100%

Silent Reading Comprehension:

- Pre-Primer Level Passage – Silent Reading Comprehension- 100%
- Primer Level Passage – Silent Reading Comprehension- 90%
- 1st Grade Level Passage – Silent Reading Comprehension- 88%
 - o Silent Reading Main Idea Comprehension Questions– 100%
 - o Silent Reading Detail Comprehension Questions – 100%
 - o Silent Reading Vocabulary Comprehension Questions – 100%
 - o Silent Reading Inference Comprehension Questions – 88%

Needs in Reading Comprehension:

Oral Reading Comprehension:

- Primer Level Passage – Oral Reading Comprehension- 77%
- 1st-grade Level Passage – Oral Reading Comprehension- 44%
 - o Oral Reading Main Idea Comprehension Questions– 66%

- Oral Reading Cause and Effect Comprehension Questions – 66%
- Oral Reading Inference Comprehension Questions – 33%

Silent Reading Comprehension:

- Silent Reading Sequence Comprehension Questions – 66%
- Silent Reading Cause and Effect Comprehension Questions – 75%

Listening Comprehension

Informal Reading Inventory, 6th Edition:

Listening Comprehension: The teacher reads passages aloud to the student, who then answers comprehension questions.

Strengths in Listening Comprehension:

- 1ST Grade Level Passage – Listening Comprehension- 80%
 - Listening Main Idea Comprehension Questions– 100%
 - Listening Sequence Comprehension Questions – 100%

Needs in Listening Comprehension:

- Pre-Primer Level Passage – Listening Comprehension- 33%
- Primer Level Passage – Listening Comprehension- 44%
 - Listening Detail Comprehension Questions – 33%
 - Listening Cause and Effect Comprehension Questions – 25%
 - Listening Vocabulary Comprehension Questions – 0%
 - Listening Inference Comprehension Questions – 33%

Example 3: A five-year-old student with articulation concerns.

Speech Language Sample

An informal sample of Student’s speech was conducted to determine how he used sounds in conversation.

Student can produce the following age appropriate sounds: p, m, n w, h, b, d, t, g, k, f, ing, y. He has difficulty producing the, SH, CH, l, r, J, th, TH, z, s, and blend sounds in words. Not all sounds listed prior are considered to be age-appropriate, meaning that those sound errors are still developmental in nature and not yet considered a delay. Student tends to distort the sounds by lateralizing the sounds (airflow through the sides of the mouth as opposed to the middle). Student produced speech errors during conversational speech that were consistent to the errors produced in the GFTA-2.

SPEECH/LANGUAGE SUMMARY:

Strengths:

- Produces the following age appropriate sounds: /p, m, n w, h, b, d, t, g, k, f, ing, y/ in conversation.
- Student is able to produce /s, z, ch, sh, l, J/ in isolation and in some words when a model is provided for him.

Weaknesses:

- Difficulty producing the, SH, CH, l, r, J, th, TH, z, s, and blend sounds in words, sentences and in conversation. Even though, some of the previous listed sounds are developmental in nature, Student is making progress with these sounds so they will be addressed.

Example 4: 12-year-old student with concerns in language

Pragmatics Profile (from the CELF-4)

Student struggles with communication rituals and communication skills, such as asking for, giving, and responding to information; and making and responding to greetings and farewells in social situations. He has improved in his ability to interpret and demonstrate nonverbal communication, such as facial cues, body language, and the tone of voice pertaining to social situations and school rules, although his skills are still lower compared to his peers.

Language Observation

An informal sample of Student's language was conducted to determine how he uses language in conversations. He exhibited fluent speech, complete sentences, relevant questions, appropriate grammar, and age level vocabulary during the observation. He has shown improvement on his use of appropriate volume, voice pitch, and nasal quality in his speech. He utilized relevant and appropriate language for the situation with the use of eye contact. Student demonstrated turn-taking skills by initiating, responding, maintaining, and terminating a conversation appropriately. He had difficulty reading social situations (scripts) and showing appropriate sense of humor during communication situations.

LANGUAGE SUMMARY:

Strengths

- Student can understand and use age-appropriate spoken language vocabulary in day to day speech.
- He is able to form simple, compound, and complex sentences with correct grammar usage in his conversational speech.
- He is able to understand and recall information presented in order to participate in discussions in the classroom.
- Student demonstrates turn-taking skills by initiating, responding, maintaining, and terminating a conversation appropriately.
- He utilizes relevant and appropriate language for the situation with the use of eye contact.

Needs

- Student struggles with communication rituals and communication skills, such as asking for, giving, and responding to information; and making and responding to greetings and farewells in social situations.
- Does not have age-appropriate skills in interpreting and demonstrating nonverbal communication, such as facial cues, body language, and the tone of voice pertaining to social situations and school rules.
- He has difficulty reading social situations (scripts) and showing appropriate sense of humor during communication situations.

Example 5: A thirteen-year-old student with social behavior concerns.

Behavior Checklist

Student's teachers completed a checklist regarding behaviors he displays in class. The following behavior **strengths** were noted:

- Likes to share joke book and coin collection (Teacher B)
- Like to help with little jobs (Teacher B)
- He uses humor appropriately and can tell all kinds of interesting stories (Teacher C)
- Student seems to be a very kind student who can make good choices when he wants to earn a reward (Teacher C)

The following behaviors were noted as being observed *frequently*:

Hyperactive:

- Constant movement in desk (Teacher B)
- Constant verbal behavior (Teacher B, Teacher C)
- Has nervous muscle twitches, eye-blinking, nail-biting, etc.(Teacher B)

Withdrawn

- Seems generally unhappy (Teacher A, Teacher B)
- Stares blankly into space (Teacher A)
- Rarely asks for assistance even when work is too difficult (Teacher A, Teacher B, Teacher C)
- Does not attempt work (Teacher B, Teacher C)
- Apprehensive about committing self to a response (Teacher A, Teacher B)

Poor Attention/Concentration

- Does not follow oral lessons (Teacher B)
- Does not follow lessons on board or visual materials (Teacher B)
- Rarely completes any assignments (Teacher B)
- Easily distracted from task by ordinary classroom stimuli (minor movement, noises) (Teacher C)

Aggressive

- Verbally attacks and provokes other children (Teacher B, Teacher C)
- Steals (Teacher B, Teacher C)

- Explosive or angry when things do not go own way (Teacher B, Teacher C)
- Argues with the teacher over behavior (Teacher B, Teacher C)
- Destructive of others' belongings and schoolwork (Teacher B)

Disruptive

- Doesn't follow class or school rules (quiet, on time, etc.) (Teacher B)
- Interrupts lessons by antics (verbal or physical) (Teacher B)
- Does not conform to limits on own without control from others (Teacher B)

Uncooperative

- Blames other for own mistakes (Teacher A, Teacher B)
- Defiant of teacher's requests (Teacher B)
- Argues with peers over minor situations (Teacher B)
- Must have last word in arguments (Teacher A, Teacher B, Teacher C)

Manipulative

- Wants excessive visits to the bathroom (Teacher A)
- Works only when given individual help (Teacher A, Teacher B)
- Blames mistakes on anything but self (size of book, your directions, etc) (Teacher B)

Inappropriate Social Behavior

- Has no friends at school (Teacher B)
- Does not initiate play or talk with peers (Teacher B)
- Is avoided by peers at school (Teacher B)
- Does not function in group or class discussions (Teacher A, Teacher B)
- Ridicules peers, torments younger or smaller students (Teacher B)
- Teacher B further notes that Student is very disrespectful and defiant towards authority. He mumbles to himself and makes rude comments to classmates under his breath.

Example 6: A fifteen-year-old student with a cognitive disability:

Adaptive Behavior - Parent and Teacher Input and Interview:

Strengths:

Daily Living

Domestic Skills:

- Cleans up work area at the end of an activity (teacher)
- Puts away personal belongings, such as coat and books (teacher)

Social Skills

Coping Skills:

- Responds appropriately to correction (teacher)
- Understands good-natured teasing (teacher)

Needs:

Daily Living

Personal Skills:

- Using utensils to feed self (parent, teacher)
- Putting on clothing with zippers (parent, teacher)

Domestic Skills:

- Using caution around dangerous items, such as a stove or knives (parent, teacher)
- Assisting in daily chores, such as dusting or picking up his room (parent, teacher)

Community:

- Using a telephone (parent, teacher)
- Counting individual items one-by-one (parent, teacher)

Social Skills

Interpersonal Relationships:

- Sharing personal belongings with others (parent)
- Using language to express feelings (parent, teacher)

Play and Leisure Time:

- Playing simple games with peers (parent)
- Relating to peers with minimal supervision (parent, teacher)

Coping Skills:

- Transitioning appropriately from one activity to another (parent)
- Using manners, such as saying "please" and "thank you" (parent, teacher)