

SEVEN AREAS OF LEARNING: An in-depth checklist of academic status

Name: _____

Informant: _____

Date: _____

True	False	N/A	When This Student Is Compared To Others In The Regular Class....	Describe Items Marked "False"
			ORAL EXPRESSION (ability to verbally communicate) a. Responds frequently with more than one or two word responses b. <u>Vocabulary development is comparable to peers.</u> c. <u>Able to provide verbal labels for common objects in school or home environment</u> d. <u>Verbal statements communicate ideas adequately (not dependent on gestures)</u> e. <u>Grammatical structure is comparable to peer group (considering cultural and family communication style)</u> f. <u>Verbal fluency is comparable to peer group (has little difficulty "finding" words to describe intent)</u> g. <u>Uses inflection and tone in speech to communicate meaning.</u> h. <u>Verbal production adequate when picture stimuli provided.</u> i. <u>Able to relate experiences, stories or tales in sequential order when picture or word cues are provided.</u>	
			LISTENING COMPREHENSION (ability to understand verbal directions) a. <u>Attends to peers when they are talking.</u> b. <u>Associates non-verbal environmental sounds with source.</u> c. <u>Follows simple verbal directions (requiring a single response).</u> d. <u>Follows multiple verbal commands.</u> e. <u>Can select an appropriate picture to identify the meaning of a word.</u> f. <u>Can select an appropriate picture to identify the meaning of a sentence.</u> g. <u>Can order a series of pictures to demonstrate an understanding of an orally presented story or lecture.</u> h. <u>Can verbally paraphrase sentences or stories presented orally.</u> i. <u>Detects humor or sarcasm in the verbal expressions of others.</u>	
			WRITTEN EXPRESSION (the ability to express ideas in writing). *Note: Student must be in the 3rd grade grade to correctly evaluate this section. a. <u>Generates ideas orally.</u> b. <u>Demonstrates motor coordination and motor fluency.</u> c. <u>Writes a single sentence from a sentence starter.</u> d. <u>Writes a single sentence form a picture.</u> e. <u>Writes a single sentence from a word.</u> f. <u>Writes a single sentence from a topic.</u> g. <u>Writes a paragraph from a sequence of pictures.</u> h. <u>Writes a paragraph from a picture.</u> i. <u>Writes a paragraph following a verbal rehearsal of content with the teacher.</u> j. <u>Writes a paragraph from a topic sentence.</u> k. <u>Writes a paragraph from a topic.</u> l. <u>Uses descriptive words (adjectives, adverbs) in writing.</u>	

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True	False	N/A	When This Student Is Compared To Others In The Regular Class....	Describe Items Marked "False"
			<p>BASIC READING SKILLS (the ability to recognize and decode words)</p> <p>a. <u>Accurately recognizes letters and letter order (i.e., no letter reversals or letter order transpositions).</u></p> <p>b. <u>Reads fluently without overly relying on pointing with a finger, holding the book close, etc.</u></p> <p>c. <u>Accurately sounds out unfamiliar words; smoothly blends sounds when attacking new words.</u></p> <p>d. <u>Has mastered frequently used, irregular words (especially <i>th</i> and <i>wh</i> words).</u></p> <p>e. <u>Has mastered reading silently without inappropriate subvocalizing.</u></p> <p>f. <u>Reads orally and silently without inappropriate subvocalizing.</u></p> <p>g. <u>Reads and scans fluently without excessive omissions and substitutions or without losing his place.</u></p> <p>h. <u>Accurately reads new words in context after they have been introduced by the teacher.</u></p> <p>i. <u>Has mastered sight words of reading material.</u></p>	
			<p>READING COMPREHENSION (the ability to understand and relate information about what has been said)</p> <p>a. <u>Comprehends the meaning of words in the reading vocabulary.</u></p> <p>b. <u>Recalls facts after reading orally.</u></p> <p>c. <u>Self-corrects word recognition errors so that miscues don't distort meaning.</u></p> <p>d. <u>Follows written instruction as well as peers.</u></p> <p>e. <u>Observes punctuation when reading.</u></p> <p>f. <u>Can find a main idea statement accurately; infers meaning beyond the text.</u></p> <p>g. <u>Correctly uses textural elements such as headings, subheadings, introductions, summaries, graphic presentations, indexes, etc.</u></p> <p>h. <u>Accurately comprehends statements with conditional words such as, only, never, always, either...or, etc.</u></p>	
			<p>MATH CALCULATION (the ability to use basic arithmetic operations)</p> <p>a. <u>Has mastered the elements of numeration, i.e., rote counting, rational counting, ordering, and recognizing.</u></p> <p>b. <u>Comprehends place value.</u></p> <p>c. <u>Has mastered basic mathematical facts for grade level.</u></p> <p>d. <u>Works math problems as quickly as classmates.</u></p> <p>e. <u>Can estimate and evaluate an answer that is approximately correct.</u></p> <p>f. <u>Can correctly complete operations that require multiple steps in solution (e.g., long division or subtraction with regrouping).</u></p> <p>g. <u>Follows a systematic procedure (algorithm) when completing computations, rather than responding randomly.</u></p>	

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			<p>MATH REASONING (the ability to comprehend a problem statement and to determine what operations and numerals are necessary to solve this problem)</p> <p>a. <u>Can recognize and comprehend key words which identify the operation used in a word problem.</u></p> <p>b. <u>Can identify the numerical elements to be used in solving a word problem.</u></p> <p>c. <u>Can set up a numerical statement from information given in a word problem.</u></p> <p>d. <u>Can express the equivalent parts of fractions, percentages, and decimals.</u></p> <p>e. <u>Can solve life related problems involving time, money, and measurements.</u></p> <p>f. <u>Can accurately estimate response to everyday problems in time, money, and measurement (i.e., how long until lunch, how far do you live from school, etc.)</u></p> <p>g. <u>Can state the function and use of measurement terms to solve problems involving pounds, gallons, feet, square feet, etc. Including metric measurements if appropriate.</u></p> <p>h. <u>Can solve basic problems involving geometry.</u></p>	
			<p>RELATED BEHAVIORS (to be completed for students with problems in any of the seven academic areas)</p> <p><u>Attention:</u></p> <p>a. <u>Amount of time on task is comparable to 90% of the students in his/her class.</u></p> <p>b. <u>Able to focus attention on relevant stimuli, and screen out irrelevant stimuli.</u></p> <p>c. <u>Able to shift attention from one task or situation to another, appropriately.</u></p> <p>d. <u>Inattentive behavior occurs during specific situations or specific time periods, if true, please specify.</u></p> <p><u>Memory:</u></p> <p>a. <u>Ability to remember is comparable to 90% of the students in his/her class.</u></p> <p>b. <u>Memory is effected most for this student by one or more of the following environmental conditions: noise, arrangement of room, proximity of teacher, etc.</u></p> <p>c. <u>When amount and complexity of material to be learned is reduced, student demonstrates ability to recall information.</u></p> <p>d. <u>When task and content are meaningful and of interest to the student, the ability to recall information is improved.</u></p> <p>e. <u>Remembering is improved when mnemonic or verbal rehearsal strategies are practiced with the student.</u></p>	Teacher Observation of Problem

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True	False	N/A	When This Student Is Compared To Others In The Regular Class...	Teacher Observation of Problem
			<u>Working Style:</u> a. Work is completed in a neat and organized manner. b. Work is accurately evaluated by the student. c. Accuracy of work is improved by close teacher proximity to student. d. Quality and quantity of student's work is improved by providing an appropriate contingency. e. Work of student is more efficient in a small group rather than a large group. f. Accuracy of work is improved when the amount of work is reduced. g. Responses to questions (verbal or written) are made quickly without careful consideration. h. Accuracy of responding improves when teacher asks leading questions to guide student thought. i. Experiences and previously learned principles are generalized to new situations. j. Performances on similar tasks is consistent from day to day.	
			<u>Social Skills:</u> a. Appropriately follows the rules reestablished for classroom operation. b. Works effectively with other students. c. Understands and accepts teacher's corrective feedback. d. Has developed friendships among classmates. e. Willing to try a new task or activity after it has been presented by the teacher. f. Is aware of non-verbal cues present in social interactions.	

The Following section MUST BE completed:

ADDITIONAL COMMENTS:

Do you believe that the following are the primary reason for the learning problem?
 If you answer yes on any of these questions, please explain.

Yes No

- A. Attendance Problem.....
- B. Attitude and Motivational Problems.....
- C. Emotional Problems.....
- D. Excessive School Transfers.....
- E. Illness or Other Medical Problems.....
- F. Vision or Hearing Problems.....
- G. Other (please specify).....