Curriculum Based Assessment: Connecting Assessment to the Classroom

Lesley Raisor-Becker, PhD CCC-SLP

Abstract

Speech language pathologists (SLPs) must make language interventions educationally relevant. In this session, we will describe a framework for how SLPs can functionally assess vocabulary, comprehension, oral and written expression to predict and plan for the language needs of school-aged children.

R-I-S-E Principles of Intervention

• Repeated opportunities to practice a target skill
• Intensive
• Systematic Support
• Explicit

My use of the R.I.S.E. principles of intervention

• Objective 1: Discuss three key components of the theoretical framework of curriculum-based and authentic assessment in the schools.
• Objective 2: Describe three evidence-based authentic assessment methods for evaluating the language skills of school-aged children.
• Objective 3: Describe two dynamic assessment methods for evaluating the language skills of school-aged children.

Norm-Referenced Tests (NRTs)

BUT...before we get our Thai food, let's talk about a few different types of assessment

REVIEW TIME
**Norm Referenced Tests (NRT) (Kadaravek, 2015)**
- Measure either global language abilities (i.e. CELF or TOLD) or language abilities in specific areas (i.e. PPVT — measuring semantics/vocabulary)
- Compare a child’s performance to the performance of others
- Provides a snapshot at a point in time
- Answers the question: does this child have a language impairment?

**Advantages/Disadvantages of NRTs**

- **Pros:**
  - Efficient to administer and guidelines are clear
  - The testing environment permits the examiner to observe the child’s language abilities and qualify students for educational services
  - Developed based—administered in an effective manner
  - Often used to evaluate a child's level of performance
  - Over-identification of children from minority cultures

- **Cons:**
  - Due to the limited number of items per language task, NRTs should NOT be used to identify specific intervention targets

**Criterion-Referenced Tests (CRTs)**

**Criterion Referenced Tests (CRT) (Kadaravek, 2015)**
- Measures specific instructional or intervention areas
- Compares a child’s performance to a specific criterion (objectives or standard)
- Often, the items on a CRT are organized in a developmental sequence
- Answers the clinical question: how does this child perform a particular communicative or academic task?
- THESES TESTS CAN BE CLINICIAN DEVELOPED (these are often checklists)
- Static assessment—provides a “snapshot” of a child’s performance at a particular point in time

**Advantages/Disadvantages of CRTs**

- **Pros:**
  - CRTs are appropriate for intervention goal setting or intervention
    - This is because enough items are chosen to meaningfully tap into a child’s skill level
  - Raw scores are typically used
  - Ease of scoring

- **Cons:**
  - Lack of defined protocol makes CRT’s more difficult to administer and create variations among assessors or between repeated administrations of the CRT
  - Often, the items on a CRT are organized in a developmental sequence

**Dynamic Assessments (DAs)**

**Dynamic Assessment (DA)**
- Non-static or a process-oriented assessment—evaluating a child’s ability to learn
- Particularly valuable when assessing children from non-majority cultures
- Based on Vygotsky’s Zone of Proximal Development

**How many of you are using NRTs exclusively?**
Dynamic Assessment (DA)

- In DA, SLP demonstrates, and briefly practices, a language task with the child. During the practice session, the assessor observes the child's ability to modify his/her performance.
- Children who are typically developing, usually make significant changes during the short teaching session.
- DA answers the clinical question: "Given exposure and opportunity, can this child perform a particular language or academic task?"

What are curriculum-based assessments (CBAs)?

CBAs

- Type of criterion-referenced test
- Answering the question: How does this child perform a particular communicative or academic task?

Nickola Nelson (1989)

- "...curriculum-based language assessment and intervention refers to the use of curriculum contexts and content for measuring a student's language intervention needs and progress."
- CBAs move beyond the identification of children with language disorders.
- Instead, CBAs identify the activities and skills that may help a student acquire necessary communication skills (both oral and written) for functioning at school.

Tie Assessment and Intervention to the Curriculum

- Since we want our intervention to help a child with the curriculum, it is essential that our assessment is tied to the curriculum.
- Consider all of the demands tied to the curriculum (and hidden curriculum)
  - Academic content demands
  - Language demands
  - Social demands

Functional Changes Relevant to the Curriculum

- This type of approach to assessment directs the focus of intervention towards FUNCTIONAL changes that are relevant to the curriculum.
- In other words, they answer the question — "So what?"
CBA is defined by 3 core features (Tucker, 1987; Hosp & Hosp, 2003):
1. Test stimuli are taken from the curriculum the student is being taught.
2. The student is tested repeatedly over time.
3. Information from the tests is used to inform instruction.

CBA requires:
1. Observation of a child in the classroom
   - Identify (with the classroom teacher) aspects of the curriculum (and hidden curriculum) that are problematic.
   - Consider the aspects of the instruction (i.e., are the instructions provided verbally? Language complexity of these instructions).

How I feel when I am observing

CBA requires...
2. Evaluation of student work samples
3. Evaluation of textbooks and classroom materials to identify vocabulary and morpho-syntax that is poorly comprehended by the student.
4. Identification of strategies that the student can use to organize his or her work or improve performance.

CBA are guided by these 4 questions (Nelson, 2010)
1. What oral and written language skills does the curriculum require? vs. What oral and written language skills does the student currently have?
2. What future language skills and strategies might the student develop?
3. In what way can the curriculum be modified to make it more accessible?

Letter Naming Fluency Standard Directions for 1-Minute Administration

How is Curriculum-Based Assessment (CBA) different than Curriculum-Based Measurement (CBM)?
- Most CBA’s are teacher/SLP-made tests.
- CBM’s measure more global skills.
- CBM is a standardized process which allows for reliable and valid information to be obtained.

How is Curriculum-Based Assessment (CBA) different than Curriculum-Based Measurement (CBM)?
- CBM’s are set of standardized procedures used to assess student performance.
- CBM is designed to be an objective ongoing measurement system of student outcomes.
- CBM’s are often referred to as probes.

What does Curriculum-Based Assessment require?
Why should we use narratives as part of our CBA?

- Oral narrative samples are:
  - Instructionally relevant
  - Context-based
  - Part of Common Core State Standards.

Why is a story retell useful and how is it related to the curriculum?

- Provide enormous amounts of information about oral language abilities.
- Narrative samples demonstrate a child's ability to tell coherent stories that are connected and maintain a logical structure.
- Narrative samples can be a valuable tool for assessing a child's language development.

Story Retell

- Robinson (2012) found that the mean number of story structures present in a story retelling activity (using a Story Retelling Evaluation Guide) was the best measure of identifying children with language disorders (relative to a subunit and total words spoken—TW−− analysis of the narrative) and provided useful information for intervention planning.

Story Grammar Elements

Stein & Glenn, 1979

- Storytelling  / Sequence Structure
- Exposition: Introduction of main characters, the setting, and the context
- Development: The main events and the unfolding of the story
- Climax: The turning point or the moment of tension
- Resolution: The conclusion of the story
- Post-resolution: The aftermath or the consequences of the event

Why is a story retell useful and how is it related to the curriculum?

- Westby (2005) suggested that narrative structure tells midway between familiar oral language styles and more difficult literate forms.
  - Essentially monologues, but they can contain dialogue that is similar in informality to conversation.
  - Narrative skills form a bridge from oral to literate language and thus are useful in CBA.

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Lesley's example of a story grammar analysis

Lesley's Victoria Secret (V.S.) Story Analyzed

Setting
— Worked at Victoria's Secret in college. Manager instructed her to only allow small things in the employee mailboxes. V.S. is selling boxer shorts at Christmas

Initiating Event
— Two young men come in and ask for male boxers.

Internal Response
— Lesley thought that they said “mail boxes.”

Plan
— Lesley thinks about the reason that they would want to use the mail boxes and decides to follow her manager’s instructions.

Attempt
— Lesley tells the men that she could help them if the items they wanted to put in the mail boxes was small. She said that if it was big stuff, she would have to ask her manager.

Consequence
— The men started laughing and Lesley was confused. Finally, the men stated, “are you talking about underwear—boxer shorts?”

Reaction
— Lesley was completely embarrassed and ran to the back of the store.

Retellings of Expository Texts (Moss, 2004)

• Retellings are oral or written post-reading recalls during which children relay what they remember from reading or listening to an expository text.

• Retellings provide a holistic representation of student understanding rather than the disjointed information provided by simple comprehension checks with wh-questions (Moss, 2004; Bromley, 1998).

Why would including an expository text retell be important for my intervention planning?

• Retellings provide insights about children’s ways of constructing meaning from texts and their ability to organize information.

• Intervention—Reconstructing texts through retellings helps children develop reading flexibility as well as knowledge of text forms, text conventions, and the processes involved in text construction.

Guiding children in retells

Retelling/Summarizing or Retelling Expository Texts

• Next up

Retelling Directions

• Retelling—Child attempts to recall as much of the information in the text as possible—not just the main points.

• Retelling is an important skill that may help a child develop summarization skills.

• Children who have difficulty with retelling may find it difficult to communicate effectively.
Our CBA example—

Moss (1993)—Studied Retellings of Expository Texts as an Listening/Reading Comprehension Assessment

- Results showed that average and high ability children of all grade levels were able to retell the children's nonfiction books they heard.
- Approximately half of the low ability readers were unable to retell their books.
- Found that lower ability children:
  - Contained fewer details.
  - Contained fewer inferences beyond the text or attempts to relate the texts to their own lives.

Consider the curricular demands

- This is what YOU need to consider when you design your assessment/intervention with higher level syntax.
- Consider the curricular demands to determine the language structures a child needs to complete assignments and participate in the classroom.

Also...consider the importance of understanding complex sentences for Reading Comprehension (Zipoli, 2017)

- The literate language that children encounter in later grades (when there is a shift from learning to read to reading to learn) may be difficult for children with language disorders due to the advanced syntactic structures found in decontextualized academic discourse.

In literate language....

- Children encounter—verbs with a passive voice, subordinate clauses, and sentences with multiple layers of embedding (Benson, 2009; Scott, 2009; Snow & Kim, 2010).
- An understanding of sentence structure makes a substantial contribution to students' comprehension of written text (Moss, 2000; RAND Reading Study Group, 2002; Scott, 2009; Snow & Kim, 2010; Spear-Swerling, 2015; Van Dijk & Kintsch, 1983).
Scott (2009)

* "If a reader cannot parse the types of complex sentences that are often encountered in academic texts, no amount of comprehension strategy instruction will help" (p. 189).


How do I assess comprehension??

* Sentence comprehension can be informally probed prior to or during reading activities.

Example from CBA tool we created at UC

Consider the curricular demands

* The teacher is a VALUABLE resource—ask her/him to identify average students, whose classroom participation/work products can be used as a basis for comparison to the target child's performance.
* This is very important as data may be gathered in a way that matches discourse demands and teacher expectations.

Consider the writing classroom demands when you consider assessment/intervention!!

* What do children do in classrooms?
  * Talk and write, right? So, what type of data do you need to collect?
  * discourse samples (narrative, expository, opinion)
  * complex language samples
  * Discourse reflecting complex across contexts...
What will I be looking at in the samples I collect?

- Scott & Stokes (1995)
- Sentence length
- Clause density
- Remember good old T-units?
- T-unit—a measure of structural complexity of written discourse
- An independent clause with all its dependent clauses attached to it.

Audience Poll:

- I remember how to divide sentences into T-units?

T-units

- When deciding where the boundary of T-units lie, it is necessary to identify independent (or main) clauses versus dependent clauses.
- Certain conjunctions, "coordinating conjunctions," "and," "but," and, then one can begin independent clauses that begin with "because," "although," etc. ("subordinating conjunctions") can be included in the same sentence as the independent clause it goes with.
- A clause is dependent if it would not be considered a complete sentence with the conjunction.
- All coordinated clauses can be considered a single T-unit, unless they have a co-referential subject or are in the same sentence.

TU (Minimal Terminal Unit)

- A minimal terminal unit is the shortest sentence that is not a part of another sentence.
- It is a simple sentence with no embedded clauses.
- The example is: "I want ice cream." or "I want the ice cream that is in this picture." or "I want ice cream and you want cake." or "I want the ice cream that is in this picture and you want cake."

How to Calculate Sentence Length Per T-unit

- Measures: Sentence Length/T-unit
- Words or morphemes are counted for each T-unit then summed and divided by the number of T-units.

Software to help

- SALT Language Analyzer:
  - https://aihaiyang.com/software/l2sca/
- Sometimes the T-unit analysis looks ok...but it is not.
EVEN when students do not seem to struggle…look closely (Balthazar & Scott, 2017)

- Observations of language productions (especially in writing) sometimes reveal:
  - A limited variety of sentence structures
  - Poor use of complex sentences to relay their ideas

Example:
- A lot of adverbial clauses are used in a sample, BUT a small variety of adverbial conjunctions
- People sleep because you will die, and when you go to sleep you review what you did. If a person or animal do work, they review what they did when go to sleep. When a person mess up something the next day they get better at it.

Another example of a student who might appear ok with complex sentences, but upon careful inspection (Balthazar & Scott, 2017)…

- Overuse of “that” object complement clause (10 year old)

Example—End of 4th grade, 9;11 male

- If I were an animal, I would be a super mad tiger. I would be a really brave tiger and a strong tiger. I also help people get there things back. I could be in a circus. I could show people tricks. I even would jump throw a hoolow hoop. The hoolow hoop is on fire.

What is this entry telling you?

Vocabulary


Blog post on Syntax Intervention

- https://www.theinformedslp.com/qa_treatingsyntax.html

Vocabulary is important for school success!

- Limited vocabulary creates an obstacle for acquiring literacy and academic standard (Montgomery, 2007)
- Vocabulary plays a critical part in learning to read
- 1 of the building blocks of reading
- Vocabulary demands at school:
  - Students must learn 3K words per year by 3rd grade
  - Only 400 words a year are directly taught

Vocabulary

Common Core State Standards (Judy Montgomery)
• SLPs must connect vocabulary interventions to state standards

Graduated Prompting
• Identify Zone of Proximal Development (ZPD) by providing a hierarchy of prompts to vary the level of contextual support
• PURPOSE: Child responses to the prompts are used to make predictions about response to intervention.
  • Number of prompts needed to elicit targets can predict gains after intervention.
  • Also, types of prompts needed to elicit targets can give a clinician a place to start.

Using Graduated Prompting for Intervention Planning
• Larsen & Nippold (2007) demonstrated that this type of task (graduated prompting) could provide insight into children’s use (or nonuse) of this word learning strategy

Our CBA example--

In Summary
• Narrative Analysis
• Expository text retell
• Probes for understanding advanced syntax
• Written language sample analysis
• Graduated prompting
Assessing Executive Function Skills in Children

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Executive Function Skills

- Activation
  - Focusing, sustaining focus & shifting focus to tasks
- Organizing, prioritizing, & activating to work
- Regulating
  - Alertness, sustaining effort & processing speed
- Managing
  - Frustration & modulating emotion
- Utilizing working memory & accessing recall
- Monitoring & self-regulating action

Academic Problems linked to executive functions

- Procrastination problems
  - Organizing projects and written work
  - Problem solving
  - Once started, easily side-tracked
- Transitioning problems
  - Over-focused
- Drowsiness
  - Slow completion, slow response time
- Temper outbursts
  - Argumentative, excitable, moody
- Remembering facts
  - Losing items
- Impulsivity

Formal Tests of Executive Function (EF)

- Administered by appropriately trained psychologists
- Designed to assess one or only a narrow band of related EFs
- Often can not be counted on to validly assess children's metacognitive and self-regulatory skills

"Unlike other academic and cognitive difficulties, executive skills weaknesses are often not effectively identified by a one-to-one testing process."

Kaufman, 2010

Limitations of Neuropsychological Tests of EF

- In summary...the most significant limitation of virtually all formal tests of EF is their undetermined ecological validity (Bortone & Long, 1996)
- Ecological validity—extent to which a test's findings can be considered to have bearings on real-world settings.
Limitations of formal EF tests

• Executive skill weaknesses are less apt to be shown in one-to-one testing contexts.
• The individualized and supportive nature of testing sessions essentially manages the attention, task initiation, and self-monitoring problems children exhibit in the classroom.

Limitations of formal EF tests

• Most formal tests of EF are highly structured, predictable, and directed by the examiner. The need for planning and organization on the part of the student is reduced (and sometimes eliminated).
• The brevity of the tests make them poorly aligned to classroom tasks.

Limitations of formal EF tests

• The demands of tests of EF tend to link poorly to classroom learning and performance.
• Many classroom assignments are structured around somewhat ambiguous response formats that require students to make decisions, initiate plans, organize materials, and generally direct their own performance over lengthy periods of time.
• In contrast, formal EF tests require a rather narrowly defined response type (i.e. pressing a button, crossing out a figure, or connecting dots).

Limitations of formal EF tests

• Real-life learning and social contexts rarely (if ever) require children to use only one or two executive functions, but instead demand the fluid synchrony of a range of EF. Actual school settings also elicit a variety of motivational and emotional responses that can substantially affect a student’s ability to self-direct cognition and behavior.

Limitations of formal EF tests

• In contrast, formal EF tests require a rather narrowly defined response type (i.e. pressing a button, crossing out a figure, or connecting dots).

So... what else should we do?

• Because neuropsychological tests can't be consistently relied upon to reveal the scope and severity of a student's EF difficulties, we should consider obtaining data from a variety of sources (including the classroom) in a systematic way.

What to do...

• Semi-Structured Interviews and Case Reviews
  • Parent
  • Teacher
  • Child/Student
• Rating Scales
• Classroom Observations
• Work Sample and Performance Reviews

Semi-Structured Interview

Executive Functioning

- Parent Semi-Structured Interview
  - For each item, the parent should respond with the extent to which the child clearly shows the behavior and it remains a problem for the child, and is it a problem for the parents?
  - Provides frequent and consistent feedback and supports the classroom and the social environment in which they exist.

Goal Setting, Decision Making, and Planning

- Needs to set clear, measurable goals to move forward.
- Shows difficulty making consistent decisions and following through.
- Requires frequent reminders and cues to stay on track.
- Shows difficulty making long-term plans.

Attention, Task Initiation, Self-Monitoring

- Appears to pay little attention to the quality/accuracy of work and is often unaware of errors.
- Struggles with maintaining attention while reading, writing, and completing chores.
- Requires frequent prompts and reminders to start and finish tasks.

Materials Organization

- School backpack and contents are poorly organized and generally messy.
- Struggles with keeping track of materials needed for homework or school activities.
- Does not set aside sufficient time to complete homework assignments.

Time Management

- Does not set aside sufficient time to complete homework assignments.
- Rarely completes daily homework and larger term projects in a timely manner.
- Needs extra time for school and after school activities.

Working Memory

- Struggles with recalling the content of what he or she reads during and after reading.
- Struggles with recalling/keeping track of intended ideas for writing assignments.
- Struggles with recalling what he is trying to say while talking.

Impulse and Emotional Control

- Lashes out verbally or physically at others when angered.
- Becomes easily and significantly angered by the behavior of others.
- Becomes very frustrated by events/situations that would not likely frustrate others to the same degree.
- Rarely inhibits the expression of personal feelings.

Of all the data available about students EF...
Set Shifting/Adaptability

- Insists on things being "perfect" or a certain way, and will resist prompts to move on
- Gets "stuck" on certain parts of tasks and resists moving on
- Reacts with significant frustration to changes in routine and unplanned events
- Reacts with significant frustration, sadness, or anger to disappointments
- Requires lots of support and cueing to get ready for school in the morning and bed at night
- Requires significant support and cueing to transition from preferred activities (e.g., playing or TV) to required activities (e.g., mealtimes and homework)

With what tasks/types of assignments is your child more likely to succeed? Why?

With what tasks/types of assignments is your child more likely to experience difficulty? Why?

What strategies/interventions have helped your child? How much?

Rating Scales

Behavior Rating Inventory of Executive Function (BRIEF: Gioia et al., 2000)

- Student, Parent, and Teacher Forms
- Standardized on samples of children age 5-16 (there is also a preschool version)
- Parent and teacher forms ask respondents to rate, on a 3-point scale, how often a child performs each of 86 items associated with a range of metacognitive and self-regulatory executive functions. The student form of the BRIEF is similar and asks older children and adolescents (age 11-18) to rate on the same 3-point scale how often they perform 80 behaviors related to the core executive skills.

Behavior Assessment System for Children (2nd Edition) (BASC-2; Reynold & Kamphaus, 2004)

- Broadband rating scale system that also includes parent, teacher, and student self-report versions. Unlike the BRIEF, which focuses exclusively on EF, the BASC-2, asks about student's abilities across domains of behavior, emotion, and adaptive behavior functioning.
- Looks at ADHD symptoms, adaptability, emotional/behavioral control, and social skills.

Classroom Observations

Natural Habitat is the best place to see a child's executive function in action

Classroom observations are most effective when the observer keeps the following questions in mind:

- What does the observed behavior imply about the target child's areas of comparative strength and weakness?
- How good is the fit between the child's profile of comparative strengths and weaknesses and setting in which the observation occurs?
- What does a child's behavior in a particular setting reflect about what he or she needs to learn in order to be more functional in the setting?
- How might the setting be changed (via accommodations and modifications) to be better suited to the child's profile?

By focusing on those questions....

- You can move beyond the fairly simple question of what a child is doing (or not doing in many cases) in a given school context to the range of strategies that might address the difficulties he/she exhibits.
- Move past gathering data and move to problem solving.
Work in the Classroom
• Oral reading (Missue analysis)
• Reading comprehension
• Spelling
• Written language samples

Case Example
• Aiden-10 years old

Parent Interview/Case History Data
• Birth and Early Development
  • Aiden was born at 37 weeks.
  • Verbal and motor milestones were met on time.
  • Very talkative in preschool (never shut up).
  • More easily distracted and never sat still.
  • Aiden’s parents delayed his entrance into kindergarten by a year because of his social immaturity.

• Early Elementary Development
  • Kindergarten and first grade teachers noted difficulty sustaining attention and remaining seated.
  • Because his early reading and writing skills were well below those of most classmates at the start of first grade, Aiden was enrolled in his school’s Title I reading program.
  • He didn’t have difficulty learning letters or sounds or even sight words, he “had a hard time applying this knowledge when he actually needed to read—it was like he was only able to focus on one word at a time and couldn’t string the words together.”

Parent Interview/Case History Data
• Middle Elementary Development
  • Resisted writing activities
  • Difficult following multiple-step directions and reading key elements of stories and discussions.
  • His reading and writing skills were substantially below grade level.
  • Aiden’s Core Language score was 82 (confidence interval of 77–87) with a percentile rank of 12.

Student Interview Data
• Describes reading as boring
• Avoids books at home
• Noted that he would be a better writer if he tried harder, but written language tasks are tedious and overwhelming.
• Denied difficulties with organizing and keeping track of materials.

Classroom Observation Summary
• Observed Aiden in two contexts.
• First observation was with three other students in the school’s writing lab editing book reports that they had written. The second observation took place in a language arts classroom in which several student worked together answering comprehension questions from a passage they had read.
• He was off task more than 50% of the time during the editing task. He was distracting for classmates with talking during that time.
• His attention to the comprehension question task was also variable. He followed with his peers but then drifted away, often his peers were distracting him during that time.
• During the written language task, he completed the multiple-choice questions but not the written expression questions that required a deeper level of thinking involving fact recall and reasoning.
Rating Scale Data

- Aiden's mother's responses to the parent rating scale characterized him as exhibiting a range of executive function difficulties with particular difficulties in the areas of working memory, goal-directed attention, and independent task initiation and organization.
- She placed greatest emphasis on her son’s difficulties with retaining and following directions, avoiding distractions while working, and organizing/sequencing his thoughts in production contexts.
- Aiden's teachers’ responses revealed similar patterns, but also issues related to anger management and frustration tolerance.

Conclusions

1. Significant Weaknesses across a range of executive function domains, with greatest struggle shown in the areas of working memory, sustained attention, task initiation/organization, problem solving, and frustration tolerance; and
2. Academic anxiety and related maladaptive avoidance strategies

Recommendations

- Use Demystification to Reduce Anxiety and Increase Engagement
- To move beyond the rather negative image that Aiden had developed of himself as a student and the maladaptive behavior patterns that accompanied these self-perceptions, it is necessary to demystify his neuro-developmental profile and help him recognize his strengths, the limited nature of his weaknesses, and the steps he can take to improve his situation.

Recommendation

- Get By In From Aiden!!!
- Set Specific Goals for Aiden WITH Aiden
- Explicit goal setting with Aiden

Recommendation

- Teach Strategic Reading
- Aiden reads passively (only decoding, but not trying to engage with the text)
- Before reading, set goals for reading with Aiden
- During reading, use visualization and author-questioning techniques
- After reading, summarization—
  - All of these techniques can be potential cognitive activities

Recommendation

- Explicitly teach more adaptive ways of coping with academic stress and anxiety
  - Show them how they are currently coping (avoiding, aggression, and rushing)
- Executive skills coaching

Recommendation

- Daily Guided Oral Reading Practice and Silent Oral Reading Practice
  - Reading fluency was compounding his issues with comprehension.
  - It was essential that he read with fluency with fluency
  - One of the most effective ways to build fluency is through guided oral reading practice sessions (National Reading Panel report)

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Recommendation

- Individualized Executive Skills Coaching
  - Study Skills, Social Skills
  - Monitor Assignment Completion
Recommendation

• Provide Daily, Systematic Home-School Communication
  Sometimes children learn to game the system by telling parents that they are keeping up with work at school and telling teachers that they are almost done with assignments at home. This is the “stands in the mud” phenomenon.
  Communication should be bi-directional, allowing for less maladaptive behavior issues.

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This is the story of Elizabeth Blackwell. She was born in England in 1821. After many hard times, Elizabeth became the first woman doctor.

Path to Become First Woman Doctor

When Elizabeth was 11 years old her family moved from England to America. Even in America women couldn’t do much to make money except sew, teach, work as a servant, or work in a factory. Elizabeth’s family became very poor when her father died.

Elizabeth’s family opened a school in their home to make money. Elizabeth taught in the school but she didn’t like teaching. On a gloomy day, Elizabeth visited a friend who was very sick in order to help her get better. Her friend told Elizabeth she would be a good doctor. At last Elizabeth decided what she wanted to do. She would try to become a doctor. Most medical schools didn’t want a woman. Twenty-nine schools said no to Elizabeth, but Elizabeth kept trying. Geneva College, a college in New York, said yes. Elizabeth graduated first in her class. She was Doctor Blackwell now, the first woman doctor. Elizabeth wrote books and made speeches. She fought for women doctors, cleanliness in hospitals and for better care for poor women and children.

Elizabeth died in England. She was 89 years old. The little girl who became the first woman doctor had done many important things and helped many people.
I. Concept Questions: Evaluating Background Knowledge and Prediction Skills

Ask the student the following questions before you read the passage to them.

1. What is a doctor? ________________________________________________________________
   __________________________

   Score: ___________ (1 or 0)

2. What work do you think pioneer women did over 100 years ago?
   __________________________
   __________________________

   Score: ___________ (1 or 0)

3. Why weren’t women allowed to be doctors a long time ago?
   __________________________
   __________________________

   Score: ___________ (1 or 0)

4. Do you have any ideas about what this might be about?
   __________________________
   __________________________

   Score: ___________ (1 or 0)

SECTION I TOTAL
SCORE: ____________
II. **Directions:** I am going to read this to you. When I am finished, I am going to ask you some questions about what I read.

**Read the Passage**

1. Say: “Pretend I have never heard this information and tell me everything that was mentioned. You may begin.”

2. If student does not respond or doesn’t understand first prompt, then say: I want you to tell me about what you listened to.

   (Limited prompting by teacher during retelling can include; Can you tell me more? Is there anything you want to add?)

3. See Table Below For Scoring

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<thead>
<tr>
<th>Main Points</th>
<th>Check off each response given by student</th>
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</thead>
<tbody>
<tr>
<td>She was born in England in 1821</td>
<td></td>
</tr>
<tr>
<td>Elizabeth became the first woman doctor.</td>
<td></td>
</tr>
<tr>
<td>When Elizabeth was 11 years old her family moved from England to America.</td>
<td></td>
</tr>
<tr>
<td>In America women couldn’t do much to make money except sew, teach, work as a servant, or work in a factory.</td>
<td></td>
</tr>
<tr>
<td>Elizabeth’s family became very poor when her father died.</td>
<td></td>
</tr>
<tr>
<td>Elizabeth’s family opened a school in their home to make money.</td>
<td></td>
</tr>
</tbody>
</table>
Elizabeth taught in the school.

Elizabeth did not like teaching.

Elizabeth visited a friend who was very sick

Elizabeth wanted help make her friend feel better.

Her friend told Elizabeth she would be a good doctor.

Elizabeth would try to become a doctor.

Most medical schools didn’t want a woman.

Twenty-nine schools said no to Elizabeth.

Elizabeth graduated first in her class.

Elizabeth wrote books and made speeches.

She fought for women doctors, cleanliness in hospitals and for better care for poor women and children.

Elizabeth died in England when she was 89.

Elizabeth did many things and helped a lot of people.

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<td></td>
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<td></td>
</tr>
<tr>
<td>15-19</td>
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Comprehension Questions: Ask the students the following questions. Tell them they may use the passage; however, give only an initial prompt. If they fail to use it once you begin asking the comprehension questions, do not remind them, however, leave passage in front of them. Once all the questions are asked, go back and re-ask the questions that were answered incorrectly. This time, remind them after you re-ask the question, that they can use the passage. Leave the passage in front of them. Give 2 points if they answer the question correctly the first time. Give 1 point for a correct answer on the second attempt. Give 0 points if they don’t answer it correctly at all. Highlighted words in some of the questions evaluate if children understand the discourse vocabulary.

1. Who was Elizabeth Blackwell?
   _______________________________________________________

   **Explicit Question/Right There**

   She was the first women doctor.

   **Score:** ____________ (2, 1, or 0)

2. Why did Elizabeth have to go to work?
   ___________________________________________________________________
   ___________________________________________________________________

   **Explicit Answer/Think and Search**

   She had to go to work because her father died and the family was poor.

   **Score:** ____________ (2, 1, or 0)

3. **Describe** how Elizabeth felt about being a teacher.
   _______________________________________________________

   **Implicit Answer/Author and You**

   She didn’t like being a teacher.

   **Score:** ____________ (2, 1, or 0)
4. Why didn’t colleges accept women into medical school?

________________________________________________________________________

Implicit Answer/ On Your Own

Anything pertaining to the people didn’t think women could be doctors, women didn’t have the same rights as men, it wasn’t common for women to work back then, women stayed home with the children.

Score: ____________ (2, 1, or 0)

5. Pretend you are Elizabeth; how would you persuade a college to accept you into medical school?

________________________________________________________________________

Implicit Answer/On your Own

The child needs to give logical reasons.

Score: ____________ (2, 1, or 0)

6. Explain what important activities Elizabeth did as a doctor.

________________________________________________________________________

Implicit Answer/Think and Search

Elizabeth wrote books and made speeches. She fought for women doctors, cleanliness in the hospitals and for better care for poor women and children.

Score: ____________ (2, 1, or 0)

Child used passage to help answer questions on first attempt: yes no
Second attempt: yes no

Number of Implicit Questions Answered Correctly_____
Number of Explicit Questions Answered Correctly_____
SECTION III TOTAL SCORE: _______________
IV. Grammatical Structures Ask the students the following questions. Do not allow them to refer back to the passage. Correct answer or comprehension of a question that contains the syntactic form does not imply comprehension or use of the form itself. Rather it suggests that the student can extract information from the appropriate clause. The student scores one point for each correct response.

1. Poor children and mothers were helped medically by Elizabeth. Who helped poor children? (Elizabeth)_____________________
   Score: ____________ (1 or 0)

2. Elizabeth was born in England but grew up in America. Where was Elizabeth born?
   (England)_______________________________________________________
   Score: ____________ (1 or 0)

3. Elizabeth visited her friend, who was very sick, because she liked to help people. Who was very sick?
   (friend)_____________________________________
   Score: ____________ (1 or 0)

4. Many descendants of Elizabeth become doctors. Who became doctors?
   (descendants)_______________________________________________
   Score: ____________ (1 or 0)

5. Elizabeth visited Harvard College when she lived in Boston. Where did Elizabeth visit?
   (Harvard College)__________________________________
   Score: ____________ (1 or 0)

SECTION IV TOTAL POINTS:
_______________________
V. Vocabulary

Selected terms: (mark points received beside each term)

1. Gloomy_______ Dark and depressing
2. Cleanliness_____Not being dirty
3. Graduated_______Finished with school
4. Medical_______Dealing with health

3 Points

Prompt #1: Vocabulary knowledge
"Tell me what the word ______ means."
If the child answers correctly, move to Prompt #2.
If the child does not respond or answers incorrectly, move to Prompt #3.

Score: ____________ (3 or 0)

1 Point (Child gets an additional point if they can answer)

Prompt #2: Metacognitive skills
"How did you know that?"
Mark if the child used context, knowledge of smaller units within words, or other strategy to define word. (Note: child may not be aware of their strategy use.)
Move on to next term.

Score: ____________ (1 or 0)

2 Points

Prompt #3: Context clues
“Sometimes you can find the meaning of the word is in the sentence. Listen to this sentence and then tell me what ______ means”: Read sentence that word occurs in within the passage while child looks at the passage.
If the child answers correctly, move to next word.
If the child does not respond or answers incorrectly, move to Prompt #4.

Score: ____________ (2 or 0)

1 Point

Prompt #4: Multiple choice
"Which of these choices tell you the meaning of the word ______ ? (examiner presents three choices): a); b); c.)
If child answers correctly, move to next word.
If the child answers incorrectly, award no points for this item and move to the next word.
Multiple Choice Responses
1. Gloomy
   a. Dark and depressing
   b. Sunny and Happy
   c. Sick and Tired
2. Cleanliness
   a. Not being cared for
   b. Not being sick
   c. Not being dirty
3. Graduated
   a. Leaving the hospital
   b. Finished with school
   c. Starting school
4. Medical
   a. Dealing with health
   b. Dealing with school
   c. Dealing with a farm

Score: ____________ (1 or 0)

SECTION V TOTAL
POINTS:______________________
The colonists began moving west over the Appalachian Mountains into the frontier. Frontier is the land just past land where people have already settled. The Native Americans, who lived in this area, didn’t like the colonists living on their land. British and colonial armies protected their new homes against the Native Americans. The Native Americans would not give up their land without a fight. They liked the beauty of their land, which had plenty of animals for them to hunt. This worried the British government. They didn’t want any future wars with the Native Americans.

King George III, the King of England, decided to issue a proclamation, or law. It drew a pretend line down the center of the Appalachian Mountains. King George III said that colonists were not allowed to travel west of that line. However, the colonists did not want to follow this law. The did not like it that King George III was interfering with their land. Colonists leaving the east had already planned to move into this region. As anger between the colonists and King George III grew, the colonists traveled into the mountains to live in the frontier. Since they now lived in America, they were very angry with the British government. Many colonists were angry about the Proclamation of 1763.
I.  Concept Questions: Evaluating Background Knowledge and Prediction Skills

Give the student one point for each correct response.

Ask the student the following questions **before you read:**

1. Who are the Native Americans?____________________________________________________
   Score: ____________ (1 or 0)

2. What is a law?____________________________________________________________________
   Score: ____________ (1 or 0)

3. Why would the Native Americans fight with the new colonists?____________________________________________________________________
   Score: ____________ (1 or 0)

4. Do you have any ideas about what this might be about?______________________________
   Score: ____________ (1 or 0)

**SECTION I TOTAL SCORE:**____________
II. Directions: I want you to read this. When you are finished, I am going to ask you some questions about what I read.

Have student read passage. The student can either read the passage silently or aloud.

1. Say: “Pretend I have never heard this information and tell me everything that was mentioned. You may begin.”

2. If student does not respond or doesn’t understand first prompt, then say: I want you to tell me about what you read.

   (Limited prompting by teacher during retelling can include; Can you tell me more? Is there anything you want to add?)

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The British government did not want any conflicts/fights with the Native Americans.

King George was the king of England.

King George III decided to issue a **proclamation**, or law.

The proclamation drew a pretend line down the center of the Appalachian Mountains.

King George III said that colonists were not allowed to travel west of that line.

The colonists did not want to follow this law.

Colonists leaving the east had already planned to move into this region.

Anger between the colonists and King George III grew

The colonists traveled into the mountains to live in the frontier.

The colonists were angry with the British government.

The colonists were angry over the proclamation.

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III. Comprehension Questions: Ask the students the following questions. Tell them they may use the passage; however, give only an initial prompt. If they fail to use it once you begin asking the comprehension questions, do not remind them, however, leave passage in front of them. Once all the questions are asked, go back and re-ask the questions that were answered incorrectly. This time, remind them after you re-ask the question, that they can use the passage. Leave the passage in front of them. Give 2 points if they answer the question correctly the first time. Give 1 point for a correct answer on the second attempt. Give 0 points if they don’t answer it correctly at all. Highlighted words in some of the questions evaluate if children understand the discourse vocabulary.

1. Where did the colonists move? ____________________________________________

   **Explicit Answer/Right There**

   Frontier or West

   Score: ___________ (2, 1, or 0)

2. **Describe** why you think the Native Americans were angry?________________________________________________________

   **Explicit Answer/Think and Search**

   They were mad because the colonists were taken their land.

   Score: ___________ (2, 1, or 0)

3. Why didn’t King George want the colonists to move west?

   **Explicit Answer/Think and Search**

   If the colonists moved west, King George felt that there would be conflict with the Indians who lived there.________________________________________________________

   Score: ___________ (2, 1, or 0)

4. Explain why King George didn’t want conflict with the Native Americans?

   **Implicit Answer/On your Own**

   War would have cost the British a lot of money and people.
5. Why didn’t the colonists want to follow British law?

Implicit Answer/ Author and You
They were afraid that the British were infringing on their rights or trying to control them too much.

Score: ____________ (2, 1, or 0)

6. How would you persuade the Native Americans to share their land?

Implicit Answer/ On You Own
Child should offer logically reasons

Score: ____________ (2, 1, or 0)

Child used passage to help answer questions on first attempt: yes no
Second attempt: yes no

Number of Implicit questions answered correctly______
Number of Explicit questions answered correctly______

SECTION III TOTAL SCORE:______________
IV. Grammatical Structure: Ask the students the following questions. Do not allow them to refer back to the passage. Correct answer or comprehension of a question that contains the syntactic form does not imply comprehension or use of the form itself. Rather it suggests that the student can extract information from the appropriate clause. The student scores one point for each correct response.

Questions

1. The colonists were angered by King George’s proclamation. Who was angered? __________________________ (colonists)
   Score: _________ (1 or 0)

2. The colonist could either stay home and obey or travel west and disobey. What were the colonists’ choices? (stay and obey/travel west and disobey)
   Score: _________ (1 or 0)

3. The colonists wanted new land which was hard to get to because it was separated from the east by the Appalachian Mountains. What was hard to get to? (new land)
   Score: _________ (1 or 0)

4. The land of the Native Americans was desired by the colonists. Whose land was it? (Native Americans)
   Score: _________ (1 or 0)

5. King George was angry when the colonists did not listen to him, causing fights between them. What caused King George to be angry? (when colonists did not listen)
   Score: _________ (1 or 0)
V. Vocabulary

Selected terms: (mark points received beside each term)

1. Colonists______ Someone who lives in a colony
2. Interfering_____ To get in the way
3. Proclamation_____ An official announcement
4. Frontier_______ Unsettled Land

3 Points

Prompt #1: Vocabulary knowledge
"Tell me what the word __________ means."
If the child answers correctly, move to Prompt #2.
If the child does not respond or answers incorrectly, move to Prompt #3.

Score: ____________  (3 or 0)

1 Point (Child gets an additional point if they can answer)

Prompt #2: Metacognitive skills
"How did you know that?"
Mark if the child used context, knowledge of smaller units within words, or other strategy to define word. (Note: child may not be aware of their strategy use.) Move on to next term.

Score: ____________  (1 or 0)

2 Points

Prompt #3: Context clues
“Sometimes you can find the meaning of the word is in the sentence. Listen to this sentence and then tell me what ________ means”: Read sentence that word occurs in within the passage while child looks at the passage.
If the child answers correctly, move to next word.
If the child does not respond or answers incorrectly, move to Prompt #4.

Score: ____________  (2 or 0)

1 Point

Prompt #4: Multiple choice
"Which of these choices gives the meaning of the word ________? (examiner presents three choices): a.); b.); c.)
If child answers correctly, move to next word.
If the child answers incorrectly, award no points for this item and move to the next word.

Multiple Choice Responses

1. Colonist
   a. Someone who lives in a colony
b. A person who grows crops
   c. British government

2. Interfering
   a. To help someone complete a task
   b. To get in the way
   c. To take away someone’s rights

3. Proclamation
   a. A whisper
   b. An official announcement
   c. law

4. Frontier
   a. Border
   b. Grassy patch
   c. Body of water

Score: ____________ (1 or 0)

SECTION V TOTAL POINTS: _______________________
### Listening Comprehension Form 2 (Readability Level 2.89)

**SCORE SHEET:**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Listening</th>
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</thead>
<tbody>
<tr>
<td>Conceptual/Background Knowledge</td>
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<td>Story Retell</td>
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<td>Explicit Questions</td>
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<td>Vocabulary</td>
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<td></td>
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<tr>
<td><strong>TOTAL SCORE</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
First Americans

Who were the first people to live in America? Scientists think that people from Asia were the first people in America.

Land Bridge from Asia

A long time ago, snow did not melt. Even in the summer, it was very cold. Large chunks of ice and big mounds of snow covered the earth. There were huge glaciers in the north. There was not much water in the ocean. The water level of the ocean was low. Land made a bridge in the Bering Sea. The bridge connected Asia with North America. Hunters crossed the bridge when they were looking for food. These hunters were called nomads. The hunters had children. These children of the nomads were the first Americans. Today, we call them Native Americans.

Spreading Throughout America

First, the nomads migrated, or moved, all over the land. Second, the weather became warm which caused the snow to melt. Third, the water in the ocean rose and covered the bridge. Large lakes formed from melting snow. Then, plants began to grow. Finally, animals moved onto the land. Hunters killed the larger animals. These animals disappeared from Earth.
I. Concept Questions: Evaluating Background Knowledge and Prediction Skills

Ask the student the following questions **before they read** the passage. The child receives one point for each correct response.

1. What is a bridge? _________________________________
   
   Score: ___________ (1 or 0)

2. Who are Native Americans? _________________________________
   
   Score: ___________ (1 or 0)

3. What are Asia and North America? _________________________________
   
   Score: ___________ (1 or 0)

4. Do you have any ideas about what this passage might be about? ___________
   
   Score: ___________ (1 or 0)

**SECTION I TOTAL SCORE:** ___________
II. Passage Retell

Directions: I want you to read this. When you are finished, I am going to ask you some questions about what you read.

Have student read passage. The student can either read the passage silently or aloud.

1. Say: “Pretend I have never heard this information and tell me everything that was mentioned. You may begin.”

2. If student does not respond or doesn’t understand first prompt, then say: I want you to tell me about what you read.

   (Limited prompting by teacher during retelling can include; Can you tell me more? Is there anything you want to add?)

3. See Table Below For Scoring

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</table>
The bridge connected Asia with North America.

Hunters crossed the bridge.

They were looking for food.

These hunters were called **nomads**.

The hunters had children.

The children of the nomads were the first Americans.

Today, they are called **Native Americans**.

The nomads **migrated**, or moved, all over the land.

The weather became warm.

The snow began to melt.

The water in the ocean rose and covered the land bridge.

Large lakes formed from melting snow.

Plants began to grow.

Animals moved onto the land.

Hunters killed the animals.

Some animals disappeared from the earth.

---

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Other Statements the child made:
Reading Comprehension/Form 1 (Readability Level 2.89)

<table>
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<th>16-20</th>
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</tr>
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III. Comprehension Questions

Directions:

1. Ask the students the following questions.
2. Tell them they may use the passage; however, give only an initial prompt.
3. If they fail to use it once you begin asking the comprehension questions, do not remind them, however, leave passage in front of them.
4. Once all the questions are asked, go back and re-ask the questions that were answered incorrectly.
   a. This time, remind them after you re-ask the question, that they can use the passage
   b. Leave the passage in front of them.
5. Give 2 points if they answer the question correctly the first time. Give 1 point for a correct answer on the second attempt. Give 0 points if they don’t answer it correctly at all. Highlighted words in some of the questions evaluate if children understand the discourse vocabulary.

1. What made a bridge in the Behring Sea? ____________________________

   **Explicit Answer/Right There** - Land

   Score: ___________ (2, 1, or 0)

2. Where did the hunters come from that crossed the bridge? ______________

   **Explicit Answer/Think and Search** - Asia

   Score: ___________ (2, 1, or 0)

3. At first, why weren’t there any plants or animals? _______________________

   **Implicit Answer/Author and You**

   It was very cold.

   Score: ___________ (2, 1, or 0)

4. Pretend you lived in Asia and didn’t want the nomads to stay in America, how would you persuade them to come back? ____________________________

   **Implicit Answer/On Your Own**

   Answer should give logically reasons on why the nomads should travel back to Asia.
5. Explain why do you think hunters from Asia had to travel to get food?

**Implicit Answer/On your Own**—Answer should be related to the weather and lack of food in their region

Score: ____________ (2, 1, or 0)

6. Describe the weather conditions when the nomads crossed the bridge.

**Explicit Answer/Think and Search**—Answer should relate to how cold the temperature was.

Score: ____________ (2, 1, or 0)

Child used passage to help answer questions on first attempt: yes no

Second attempt yes no

Number of Implicit questions answered correctly __________
Number of Explicit questions answered correctly __________

**SECTION III TOTAL SCORE:** __________
IV. Comprehension of Grammatical Structures/Text Structure

Directions:

1. Ask the students the following questions.
2. Do not allow them to refer back to the passage.
3. Correct answer or comprehension of a question that contains the syntactic form does not imply comprehension or use of the form itself. Rather it suggests that the student can extract information from the appropriate clause.
4. The student scores one point for each correct response.

1. The animals were killed by the nomads. Who was killed? (animals)
   __________________________________________________________
   Score: ____________ (1 or 0)

2. When the hunters left Asia they could take either a blanket or a warm coat with them on their journey. What could the hunters take with them? (blankets or a warm coat)
   __________________________________________________________
   Score: ____________ (1 or 0)

3. The land bridge, which was eventually covered by water, was the main transportation route of the nomads. What was the main transportation route of the nomads? (land bridge)
   __________________________________________________________
   Score: ____________ (1 or 0)

4. Children of the nomads became the first Native Americans. Who became the first Native Americans? (children of the nomads)
   __________________________________________________________
   Score: ____________ (1 or 0)

5. Wild animals were dangerous to the nomads but because hunters killed larger animals they disappeared. What was dangerous to the nomads? (wild animal)
   __________________________________________________________
   Score: ____________ (1 or 0)

SECTION IV TOTAL POINTS: ____________________________
V. Vocabulary

Selected terms: (mark points received beside each term)

1. Nomads______ People who move from place to place
2. Migrate_______ To move from one place to another
3. Native________ The first people to live in an area
4. Glacier________ Large chunk of ice

3 Points

Prompt #1: Vocabulary knowledge
"Tell me what the word ________ means."
If the child answers correctly, move to Prompt #2.
If the child does not respond or answers incorrectly, move to Prompt #3.

Score: ____________ (3 or 0)

1 Point (Child gets an additional point if they can answer)

Prompt #2: Metacognitive skills
"How did you know that?"
Mark if the child used context, knowledge of smaller units within words, or other strategy to define word. (Note: child may not be aware of their strategy use.) Move on to next term.

Score: ____________ (1 or 0)

2 Points

Prompt #3: Context clues
“Sometimes you can find the meaning of the word is in the sentence. Listen to this sentence and then tell me what ________ means”: Read sentence that word occurs in within the passage while child looks at the passage.
If the child answers correctly, move to next word.
If the child does not respond or answers incorrectly, move to Prompt #4.

Score: ____________ (2 or 0)

1 Point

Prompt #4: Multiple choice
"Which of these choices gives the meaning of the word ________? (examiner presents three choices): a.); b.); c.)
If child answers correctly, move to next word.
If the child answers incorrectly, award no points for this item and move to the next word.

Multiple Choice Responses

1. Nomads
   a. Large animals
b. People who moved from place to place  
c. Native people

2. Migrate  
   a. To move from one place to another  
   b. To stay in one place  
   c. Melted snow

3. Native  
   a. People who move from one place to another  
   b. The first people to live in an area  
   c. A bridge that connects with Asia

4. Glacier  
   a. Low water level  
   b. Snow  
   c. Large chunk of ice

Score: ____________ (1 or 0)

SECTION V TOTAL POINTS:______________________
The Chesapeake Colonies—Reading Comprehension
Reading Level 3.63 (Reading Comprehension—Form 2)

The first English settlers in North America lived in the Chesapeake Bay area. They were lucky to live in this area. The weather was warm. The ground was good for farming. Many settlers followed them to this area.

Virginia

People in England were given permission to build a new colony in North America. Jamestown was the first English settlement of the new colony. English settlers landed there in 1607.

It was a hard life in the beginning because of the extremely different living conditions from England. Once John Rolfe began to grow tobacco, life became easier. Other settlers also began to grow tobacco. It was a good crop to grow in Jamestown because tobacco easily grew in the humid weather. When other settlers learned about tobacco, they moved to Jamestown. The colonist began growing tobacco for money. This made the colony grow quickly.

At first, not everyone could buy land. In order to increase immigration, or settlement by people from other countries, they changed the rule allowing everyone to be able to buy land. People could buy lots of land. People who owned lots of land had big farms called plantations.

Tobacco helped make Virginia rich. King James I, who was the king of England, did not like tobacco. He said,

“Tobacco is a custom loathsome to the eye, hateful to the nose, harmful to the brain, and dangerous to the lungs.”

The King did not like Virginia’s government. He did not like that a group of men, who owned land, could make laws. This group of men were called the House of Burgesses. The king was afraid that they might gain too much power. Since he was afraid of losing power, he made Virginia a royal colony. This gave the King all of the control over Virginia.
I. Concept Questions: Evaluating Background Knowledge and Predicting Skills

Ask the student the following questions before they read the passage.

The student receives one point for each correct response.

1. Who discovered America? ____________________________________________

   Score: ___________ (1 or 0)

2. What is a colonist? _________________________________________________

   Score: ___________ (1 or 0)

3. What is Virginia? ________________________________________________

   Score: ___________ (1 or 0)

4. Do you have any ideas about what this might be about?______________________________

   Score: ___________ (1 or 0)

SECTION I TOTAL

SCORE: ___________
II. Directions: I want you to read this. When you are finished, I am going to ask you some questions about what you read.

Have student read passage. The student can either read the passage silently or aloud.

1. “Pretend I have never heard this information and tell me everything that was mentioned. You may begin.”

2. If student does not respond or doesn’t understand first prompt, then say: I want you to tell me about what you read.
   (Limited prompting by teacher during retelling can include; Can you tell me more? Is there anything you want to add?)

3. See Table Below For Scoring

<table>
<thead>
<tr>
<th>Main Points</th>
<th>Check off responses given by student</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first English settlers in North America lived in the Chesapeake Bay area.</td>
<td></td>
</tr>
<tr>
<td>The weather was warm in this area.</td>
<td></td>
</tr>
<tr>
<td>The land was good for farming.</td>
<td></td>
</tr>
<tr>
<td>Many settlers followed them to the Chesapeake Bay area.</td>
<td></td>
</tr>
</tbody>
</table>
People in England were given permission to build a new colony in North America.

Jamestown was the first English settlement of the new colony.

English settlers landed there in 1607.

It was a hard life in the beginning.

John Rolfe began to grow tobacco.

Once they began to grow tobacco, life became easier.

Tobacco was a good crop to grow because of the humid weather.

When other settlers learned about tobacco, they moved to Jamestown.

The colonist began growing tobacco for money.

The colony grew quickly because of the tobacco.

At first, not everyone could buy land.

In order to increase **immigration**, or settlement by people from other countries, they changed the rule allowing everyone to be able to buy land.

People could buy lots of land.

People who owned lots of land had big farms called plantations.

Tobacco helped make Virginia rich.

King James I was the king of England.

King James I did not like that the colonists were growing tobacco.

The King did not like Virginia’s government.

King James I did not like that a group of men, who owned land, could make laws.

This group of men were called the House of Burgesses.

The king was afraid that they might gain too much power.

The king made Virginia a **royal colony**.
Since Virginia was a royal colony, King James I had control over it.

<table>
<thead>
<tr>
<th>How many facts Recalled - A statement is considered a fact only if it pertains to the items in the above table.</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>1 Point</td>
</tr>
<tr>
<td>6-11</td>
<td>2 Points</td>
</tr>
<tr>
<td>12-17</td>
<td>3 Points</td>
</tr>
<tr>
<td>17-22</td>
<td>4 Points</td>
</tr>
<tr>
<td>22-27</td>
<td>5 Points</td>
</tr>
</tbody>
</table>

Other Statements the child made:
III. Comprehension Questions: Ask the students the following questions. Tell them they may use the passage; however, give only an initial prompt. If they fail to use it once you begin asking the comprehension questions, do not remind them, however, leave passage in front of them. Once all the questions are asked, go back and re-ask the questions that were answered incorrectly. This time, remind them after you re-ask the question, that they can use the passage. Leave the passage in front of them. Give 2 points if they answer the question correctly the first time. Give 1 point for a correct answer on the second attempt. Give 0 points if they don’t answer it correctly at all. Highlighted words in some of the questions evaluate if children understand the discourse vocabulary.

1. What was the name of the first English settlement of Virginia?

   Explicit Answer/Right There

   Jamestown

   Score: ____________ (2, 1, or 0)

2. Describe how did King James I felt about tobacco?

   Explicit answer/Think and Search

   He did not like it. He thought it was harmful to the brain and lungs, hateful to the nose and loathsome to the eye.

   Score: ____________ (2, 1, or 0)

3. Explain what immigration means.

   Explicit Answer/Right There

   Immigration is settlement by people from other countries.

   Score: ____________ (2, 1, or 0)

4. Why did the king use the word royal when he made Virginia a royal colony in order to place it directly under his control?

   Implicit Answer/Author and You

   Royal is a word that is often used to describe something associated with a king.
5. Why was King James I afraid of Virginia’s government gaining too much power?

__________________________________________________________________
__________________________________________________________________

Implicit/On My Own
The king might think that Virginia would not want to listen to him anymore
(something along these lines).

Score: ____________ (2, 1, or 0)

6. Pretend you are King James I, how would you persuade your friends not to grow
or smoke tobacco?

__________________________________________________________________

Implicit/On Your Own
The student should mention how horrible tobacco is and how it impacts a
person’s health

Score: ____________ (2, 1, or 0)

Child used passage to help answer questions on first attempt: yes no
Second attempt: yes no

Number of Implicit questions answered correctly_______
Number of Explicit questions answered correctly_______

SECTION III TOTAL
SCORE:______________
IV. Grammatical Structures: Ask the students the following questions. Do not allow them to refer back to the passage. Correct answer or comprehension of a question that contains the syntactic form does not imply comprehension or use of the form itself. Rather it suggests that the student can extract information from the appropriate clause. The student scores one point for each correct response.

1. The wealthy were told by King George that land owners could not make laws. Who said land owners could not make laws? ________________ (King George)
   
   Score: ____________ (1 or 0)

2. Indians planted corn and wheat was planted by the colonists. Who planted wheat? ________________ (colonists)
   
   Score: ____________ (1 or 0)

3. Tobacco which was planted after vegetables made money. What made money? ________________ (Tobacco)
   
   Score: ____________ (1 or 0)

4. The children of the colonists grew up and made some of the laws that led to their freedom from the British. Who made the laws that led to freedom? ________________ (children of the colonists)
   
   Score: ____________ (1 or 0)

5. King George wanted the colonists to grow vegetables because growing tobacco made them sick. What did King George want colonists to grow? ________________ (vegetables)
   
   Score: ____________ (1 or 0)

SECTION IV TOTAL POINTS:

_______________________
V. The Chesapeake Colonies

Selected terms: (mark points received beside each term)

1. Settler______ A person who settles in a new country or a colony
2. Immigration______ Settlement by people from other countries
3. Plantation______ A large farm
4. Loathsome______ Hateful

3 Points

Prompt #1: Established Vocabulary knowledge
"Tell me what the word ________ means."
If the child answers correctly, move to Prompt #2.
If the child does not respond or answers incorrectly, move to Prompt #3.
Response: ________________________________
Score: ____________ (3 or 0)

1 Point (Child gets an additional point if they can answer)

Prompt #2: Metacognitive skills
"How did you know that?"
Mark if the child used context, knowledge of smaller units within words, or other strategy to define word. (Note: child may not be aware of their strategy use.)
Move on to next term.
Response: ________________________________
Score: ____________ (1 or 0)

2 Points

Prompt #3: Context clues
“Sometimes you can find the meaning of the word is in the sentence. Listen to this sentence and then tell me what ________ means”: Read sentence that word occurs in within the passage while child looks at the passage.
If the child answers correctly, move to next word.
If the child does not respond or answers incorrectly, move to Prompt #4.
Response: ________________________________
Score: ____________ (2 or 0)

1 Point
Prompt #4: Acquainted-Multiple choice

"Which of these choices gives the meaning of the word ____ ? (examiner presents three choices): a.; b.; c.)

If child answers correctly, move to next word.
If the child answers incorrectly, award no points for this item and move to the next word.

Multiple Choice Responses

1. **Settler**
   a. A person who settles in a new country or a colony
   b. A person who knows about tobacco
   c. A place where people can buy land

2. **Immigration**
   a. To stay in one place
   b. Settlement by people from other countries
   c. A place where crops are grown

3. **Plantation**
   a. Tobacco
   b. A royal colony
   c. A large farm

4. **Loathsome**
   a. Likeable
   b. Hateful
   c. Peaceful

Score: ____________ (1 or 0)

SECTION V TOTAL
POINTS:___________________