

Success in the Fast-Paced Classroom: *Building Skills to Optimize Achievement for Students with Hearing Loss*

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Butte Publications, 2011

Turn-and-Talk



Look at the ATCAT – pg 27–46

- ▶ Are there areas assessed that you do not do now?
- ▶ Which of the described techniques can you picture yourself implementing?

Chapter Two: Understanding the Effects of Hearing Loss

- ▶ Includes materials to build awareness of individual speech perception beyond the basic audiogram
- ▶ Assists in defining an estimate of access to verbal instruction
- ▶ Provides information on the hierarchy of auditory development and materials that will aid in assessment and instruction



Access is at the center of most of the struggles of the student with hearing loss

- ▶ Access is so important that the IDEA statute (20 USC 1400(c)(5)(H)) specifies “supporting the development and use of technology, including assistive technology devices and assistive technology services, to maximize accessibility for children with disabilities.” pg xxi



*How do we know that we maximized accessibility if we don't know baseline?
How can we assess student access to verbal communication?* pg xxi

Newer hearing aids allow precision fitting – need to do precision checks!

- ▶ DHHTs are at the forefront in identifying when student's amplification has changed.
- ▶ Do Ling Sound listening checks 'diagnostically'
- ▶ Begin to use SPLograms to understand fair expectations of student speech perception in quiet
- ▶ *Understanding your student's aided hearing using the DSL approach*



<http://successforkidswithhearingloss.com/impact-on-listening-and-learning/speech-perception/understanding-your-students-aided-hearing-using-the-desired-sensation-level-dsl-approach>

How well can this student hear speech?

- ▶ Book reviews the relative loudness of speech sounds
- ▶ Introduces the concept of formants
- ▶ *Speech perception & estimating access to verbal instruction*

<http://successforkidswithhearingloss.com/impact-on-listening-and-learning/speech-perception>

LING SOUN D	1 ST FORMANT	2 ND FORMANT	3 RD FORMANT	4 TH FORMANT
OO	200-500	650-1100		
AH	525-775	825-1275		
EE	150-450	2300-2900		
SH			1500-2000	4500-5500
S				5000-6000
TH				6000
M	250-350	1000-1500	2500-3500	

Estimating access to verbal instruction

- ▶ Speech sound audiogram isn't an accurate representative
- ▶ Need to interpret audibility of speech
- ▶ Speech 'spread' across frequencies (formants)
- ▶ Estimation of word understanding via the Functional Listening Evaluation (FLE)
- ▶ Use of tools like Wepman's Auditory Discrimination Test
- ▶ Speech Audibility Audiogram for Classroom Listening



Wepman's Auditory Discrimination Test (ADT)

- 40 word pairs
- Same/Different task
- Form A & Form B
- Normed on 2000 age 4-8 year olds
- Results in qualitative listening score (-2 to +2)
- Can compare skill to similar age
- Can perform in quiet and noise
- Can look at errors diagnostically for initial, medial, final

	Different	Same
1. tub — tug	D	S
2. lack — lack	D	S
3. web — wed	D	S
4. leg — led	D	S
5. chap — chap	D	S
6. gum — dumb	D	S
7. bale — gale	D	S
8. sought — fought	D	S
9. vow — thou	D	S
10. shake — shape	D	S
11. zest — zest	D	S
12. wretch — wretch	D	S
13. thread — shred	D	S
14. jam — jam	D	S
15. bass — bath	D	S

	Different	Same
21. cat — cap	D	S
22. din — bin	D	S
23. lath — lash	D	S
24. bum — bomb	D	S
25. clothe — clove	D	S
26. moon — noon	D	S
27. shack — sack	D	S
28. sheaf — sheath	D	S
29. king — king	D	S
30. badge — badge	D	S
31. pork — cork	D	S
32. fie — thigh	D	S
33. shoal — shawl	D	S
34. tall — tall	D	S
35. par — par	D	S

Example: Aided mild-severe HF loss had 91% quiet and 75% in noise; presented from 5 ft
 Mainly final errors in quiet, mainly initial in noise

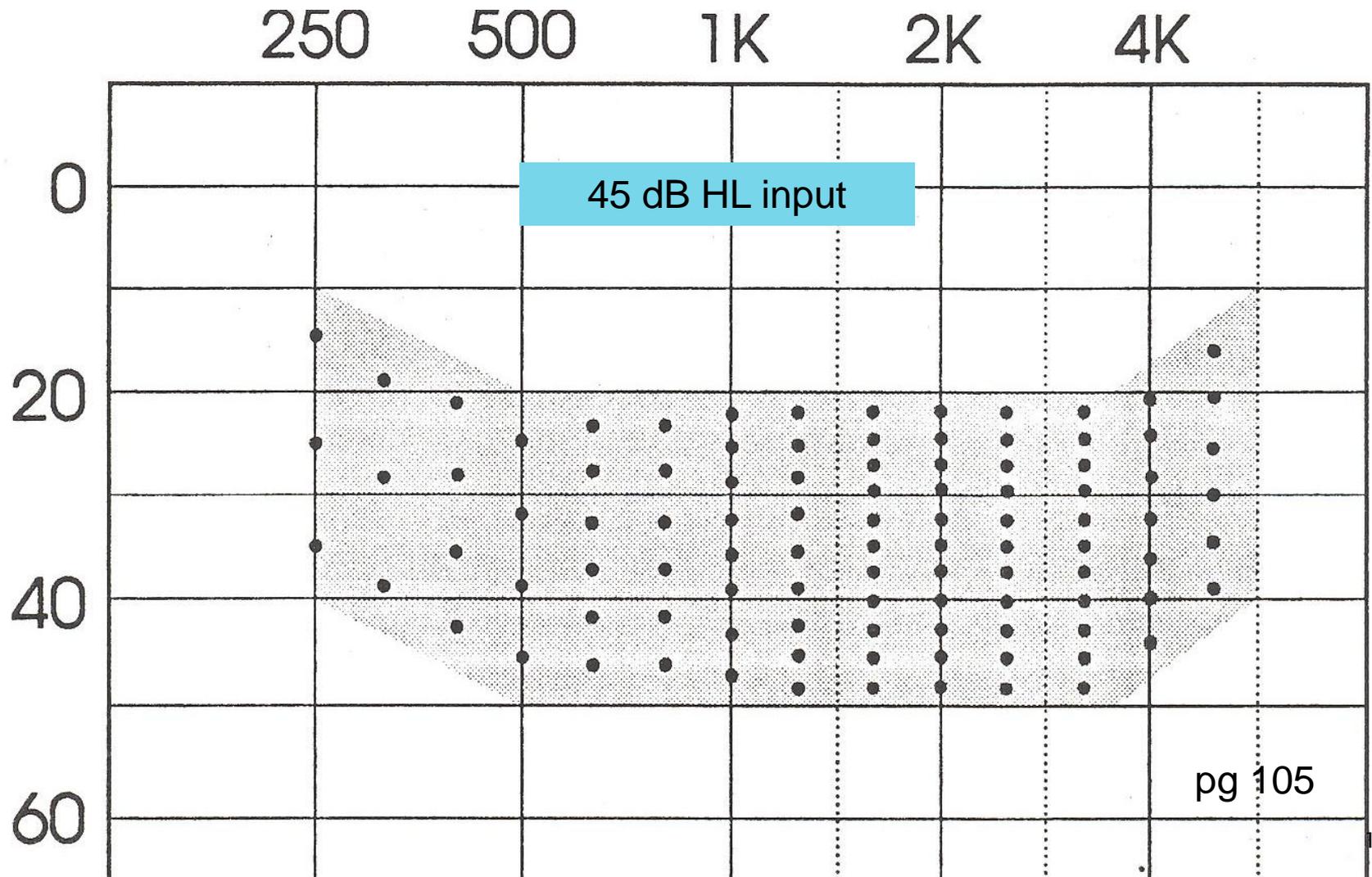
Successful amplification fitting does not mean 'normal'

- ▶ Successful hearing aid fittings and cochlear implant mapping – normal hearing ability (0 dB thresholds) NOT restored
- ▶ The goal of hearing aid fitting is to provide aided response at 20–25 dB HL
- ▶ “Excellent” hearing aid fittings can compare to a plugged ear hearing loss
- ▶ Again, aided response at 20–25 dB HL does not mean that all soft speech will be audible



The Count the Dot Audiogram

presents a representation of audible speech energy for a 45 dB HL input (audibility)



AUDIBILITY ≠ SPEECH UNDERSTANDING

- ▶ An analogy for *Audibility* – Recognizing the subject of a picture puzzle depends on what pieces are missing and the complexity of the picture.

Opportunity

- ▶ An analogy for *Word Recognition* – Recognizing the content of a puzzle made out of written words depends on knowledge of vocabulary, syntax, the general topic and effort to figure out the missing pieces, especially when there is new vocabulary words and concepts.

Function

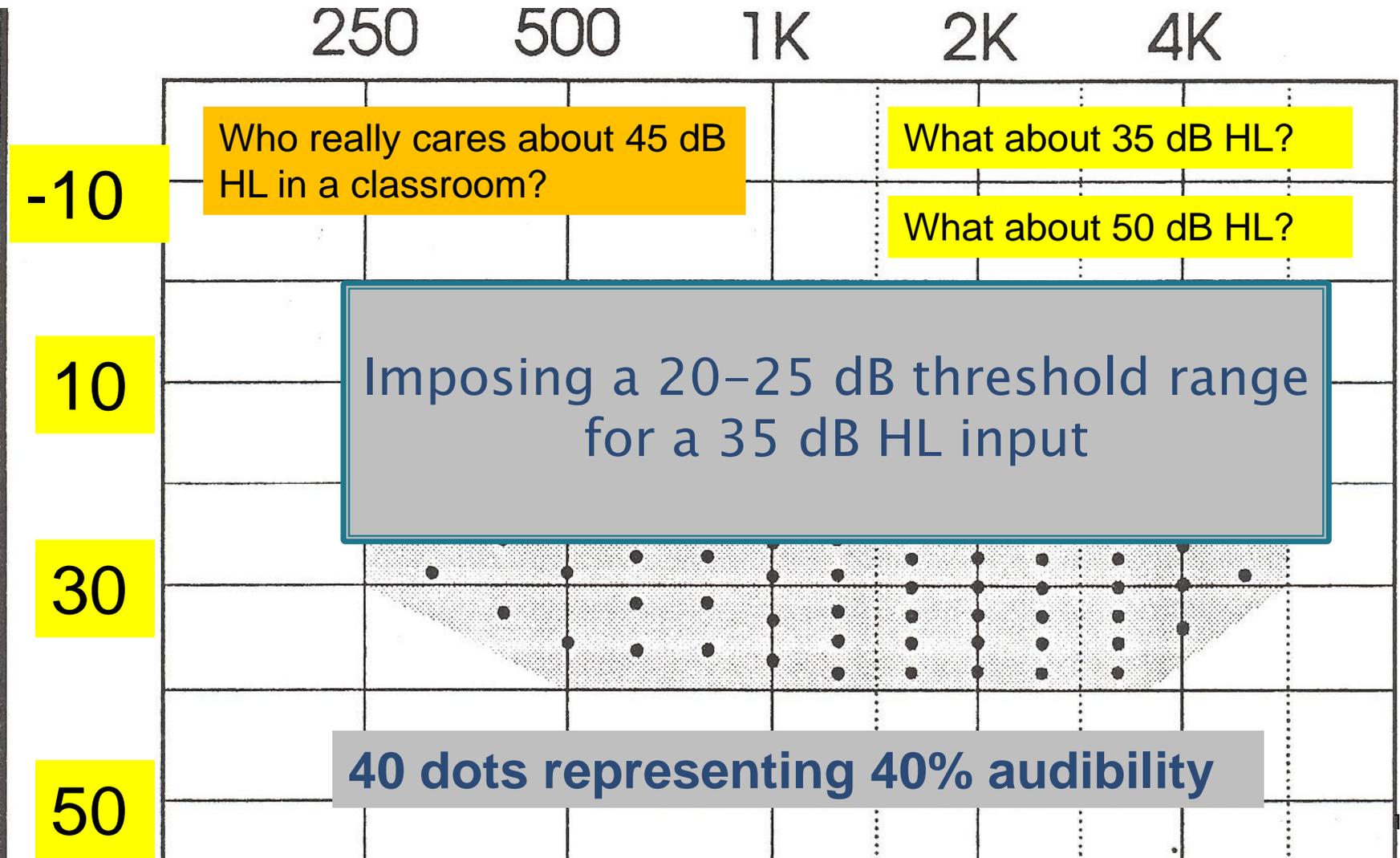
Results in %	Age 3-5 M - F	Age 6-8 M - F	Age 9+ M - F
Quiet 50 dB	98-98	98-98	99-96
Quiet 35 dB	95-96	97-98	98-96
50 dB @ +5 S/N	93-94	94-95	97-93
50 dB @ 0 S/N	91-92	91-93	95-93
35 dB @ 0 S/N	90-92	91-90	91-90

- 1999 data from Bodkin, Madell, and Rosenfeld
- 126 typically hearing children ages 3-17 years pg 107
- Listening at 35 and 50 dB HL.
- Age appropriate open set single word lists (NU-C, PBK, W-22)
- Competing noise = 4-talker babble.

The typical child performed at 90% or better = GOAL

The Count the Dot Audiogram

adaptation to represent speech energy for a 35 dB HL input



Information from the Speech Audibility Audiogram for Classroom Listening pg 108

Loudness in dB HL	250				500				1000				2000				4000				8000 Hz											
	Soft speech (35 dB HL)																Teacher voice (50 dB HL)															
0	95% audibility																98% audibility															
10	75% audibility																															
15	60% audibility																															
20	40% audibility																98% audibility															
25	25% audibility																81% audibility															
30	15% audibility																60% audibility															
35	10% audibility																45% audibility															
40																	30% audibility															
45																																

Audibility \neq word recognition

- ▶ Understanding with limited audibility depends upon:
 - Clarity of speech signal (hearing loss, noise)
 - Attention / Motivation / Ease of listening
 - Knowledge of topic
 - Language complexity to be able to guess from contextThese factors all vary between children every day.
- ▶ Adults with 50% audibility may identify 70% of single words and 95% of sentences (Miller & Heise, 1951)
- ▶ Audibility is compromised by noise and reverb.
- ▶ Visual cues can help understanding.
- ▶ This is why it is necessary to do a Functional Listening Evaluation



Brief consideration of classroom acoustic conditions & listening



pg 110-116

Classroom Acoustics – Impact on Listening & Learning

<http://successforkidswithhearingloss.com/resources-for-professionals/impact-on-listening-and-learning>

Functional Listening Evaluation Under Varying Listening Conditions

Classroom Noise Wave File – 1 minute

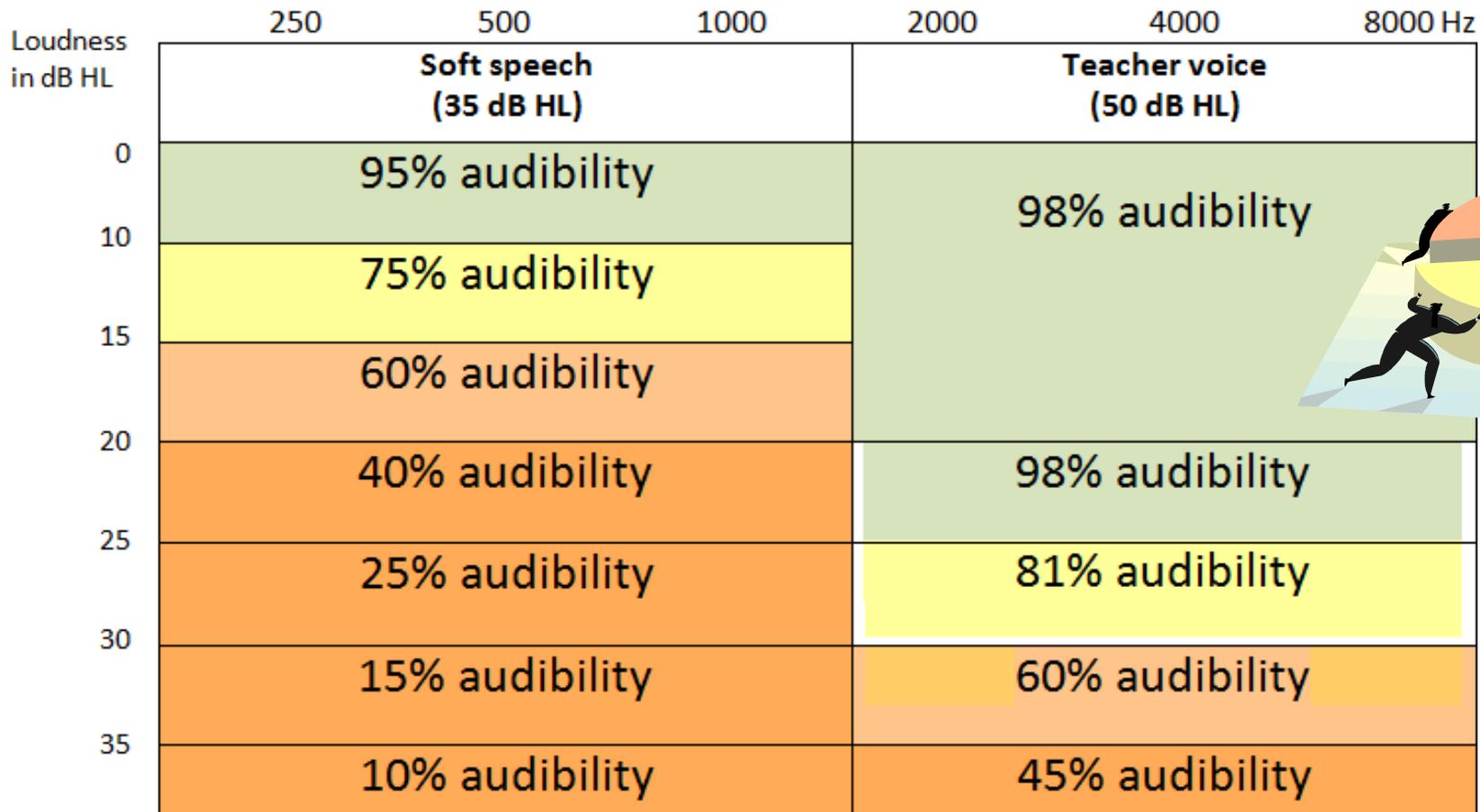
pg 118-130

	close/quiet 50 dB	close/noise 0 S/N 50 dB	distant/quiet 35 dB	distant/noise 0 S/N 35 dB
Auditory only	95% or better?	90% or better?	95% or better?	90% or better?
Auditory and visual				

- How do our students with hearing loss compare to their typical peers?
- Using typical peer data is one way to define the difference in access to verbal instruction.

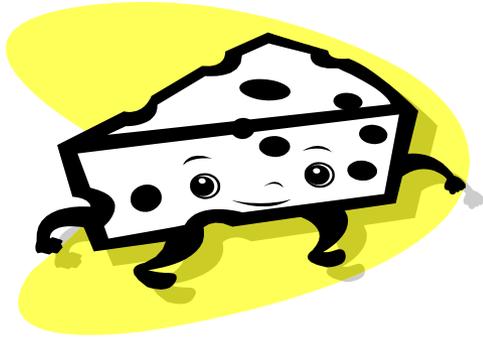
Turn-and-Talk: Audibility

What are the most common aided hearing range for your students? Using the audibility information for 35 & 50 dB inputs, estimate the audibility for speech at 35 dB and 50 dB HL. How can you picture using this audiogram?



Development of Listening Skills

- ▶ Cheese has moved



- ▶ Greater emphasis on audition than ever before
- ▶ “Auditory training” is not the same as planned enhancement of listening skill development throughout daily activities
- ▶ Book provides extensive information on how auditory development can be assessed

Auditory Skill Development Evaluation and Information

pg 135

- ▶ *1. Hierarchy of Auditory Skills Learned by Age 4 Years*
- ▶ *2. Checklist of Auditory Skills for Classroom Success*
- ▶ *3. Listening Development Profile*
- ▶ *4. Activities for Listening and Learning (ALL)*
- ▶ *5. Functional Listening Assessment*
- ▶ *6. Pre-Feature Identification Contrasts (PreFICs)*
- ▶ *7. Phonetically Balanced Kindergarten (PBK) lists*
- ▶ *8. Common Phrases Test*
- ▶ *9. Mr. Potato Head Task*
- ▶ *10. A Detailed Guide to Assessing Auditory Skill Development in School-Age Children*
- ▶ *11. Auditory Development Skill Assessment Resources*
- ▶ *12. Improving Auditory Memory: Techniques and Ideas*
- ▶ *13. Practicing Auditory Closure and Use of Contextual Cues*



Listening Skills Develop Early –
A Hierarchy of Auditory Skills Learned by Age 4 Years

Age Acquired	Listening Skill
0 – 3 months	<ul style="list-style-type: none"> • Auditory awareness • Responds to sound by smiling, head turning, stilling, startling • Responds to loud sounds • Recognizes mother's/caregiver's voice
4 – 6 months	<ul style="list-style-type: none"> • Sound begins to have meaning • Listens more acutely • Starts to associate meaning to sound (e.g., responds to own name occasionally) • Responds to changes in voice inflections • Starts to localize source of voice with accuracy • Listens to own voice
7 – 9 months	<ul style="list-style-type: none"> • Localizes sound source with accuracy • Discriminates suprasegmental aspects of duration, pitch and intensity • Has longer attention span • Associates meaning to words • Discriminates vowel and syllable content
10 – 12 months	<ul style="list-style-type: none"> • Associates meaning to more words • Monitors own voice and voices of others • Localizes sound from a distance • Discriminates speaker's voice from competing stimuli
13 – 15 months	<ul style="list-style-type: none"> • Identifies more words • Processes simple language • Auditory memory of one item at the end of a phrase/sentence • Discriminates between familiar phrases • Follows one-step directions that are familiar
16 – 18 months	<ul style="list-style-type: none"> • Discriminates between more phrases • Identifies and associates more words related to objects (e.g., body parts, food) • Imitates words heard
19 – 24 months	<ul style="list-style-type: none"> • Auditory memory of 2 items • Discriminates songs • Discriminates descriptive phrases • Follows a two-step direction (e.g., Get your ball and throw it) • Identifies by category
25 – 30 months	<ul style="list-style-type: none"> • Auditory memory of 2 items in different linguistic contexts • Listens to familiar songs (recorded) • Comprehends longer utterances • Listens from a distance
31 – 36 months	<ul style="list-style-type: none"> • Continues to expand auditory memory – 3 items with different linguistic features • Sequences 2 pieces of information in order • Listens to stories (recorded) • Follows 2-3 directions
37 – 42 months	<ul style="list-style-type: none"> • Auditory memory increases to 5 items • Sequences 3 or more pieces of information in order • Retells a short story • Follows 3 directions • Processes complex sentence structures
43 – 48 months	<ul style="list-style-type: none"> • Processes longer and more complex language structures (e.g., Can you find something that lives in a tree, has feathers and a yellow crest?) • Follows more difficult directions (e.g., Put the thick blue square behind the empty jug.) • Retells longer stories in detail – 5 or more sentences • Tracks an 8 word sentence

Auditory skill development is intertwined with language skills.

Pg 135 provides 'developmental norms' so you can compare student with hearing loss to typical peers.

By age 4 can he retell stories in 5+ sentences or track an 8-word sentence?

“Diagnostic” what can the student perceive?
Intonation, syllables, phonemes, phrases

- ▶ Functional Listening Evaluation
 - Pg 121–130
- ▶ Pre-Feature Identification Contrasts (PreFICs)
 - Pg 144
- ▶ Phonetically Balanced Kindergarten (PBK) lists (can be used with FLE)
 - Pg 145
- ▶ Common Phrases Test
 - Pg 146–147
- ▶ Mr. Potato Head Task
 - Pg 148

“Diagnostic” what can the student discriminate? More comprehensive resources

- ▶ Speech Perception Breakdown Checklist (pg 133)
- ▶ Hierarchy of Auditory Skills Learned by Age 4 Years (135)
- ▶ Checklist of Auditory Skills for Classroom Success (136)
- ▶ Listening Development Profile (pg 137–138)
- ▶ Activities for Listening and Learning (pg139–142)
- ▶ Functional Listening Assessment (pg 143)
- ▶ A **Detailed Guide** to Assessing Auditory Skill Development in School–Age Children (149–155)

Teaching Materials

- ▶ Improving Auditory Memory: Techniques and Ideas (156)
- ▶ Practicing Auditory Closure and Use of Contextual Cues (pg 157)



A helpful resource on assessing auditory development

- ▶ A necessary part of the assessment of every child with hearing loss
- ▶ Hierarchical development
- ▶ Many ways to assess the various levels

pg 149-155

A DETAILED GUIDE TO ASSESSING AUDITORY SKILL DEVELOPMENT In School-Age Children

Each resource on this list has been numbered and included in a list following the chart below.

AUDITORY DEVELOPMENT SKILL ASSESSMENT RESOURCES 2011

#	Name	Age	Skill type	Source
---	------	-----	------------	--------

56 resources identified

Turn-and-Talk



- ▶ Who currently assesses a student's skill level on the auditory hierarchy?
- ▶ What do you use to assess these skills?
- ▶ Do you focus on auditory development as you work on language and “classroom” skills?
- ▶ What could you do differently?

Chapter Seven: Accessing the General Education Curriculum

- Raises awareness of instructional access issues:
 - Language of instruction
 - Classroom directions
 - Figurative language
 - Environmental print
 - Test-taking
 - Classroom rituals and routines
- Provides materials to assist in gauging student knowledge based on developmental expectations and inservicing classroom teachers



Effects of Hearing loss on Learning: Barriers to Access

- ▶ Some individuals think that if we remove communication barriers through sign language, cochlear implants, environmental accommodations, etc. deaf children should learn the same material at the same rate in the same ways as hearing children. **That is not the case however.**

Mark Marschark, Ph.D. & Peter C. Hauser, Ph.D.:
How Deaf Children Learn; What Parents and Teachers Know



Factors Impacting Access For The Student With Hearing Loss In The Integrated Classroom

- ▶ The rate and pace of classroom instruction
- ▶ The rigor of general education curriculum and expectations
- ▶ The incidental learning/listening issues inherent with hearing loss in integrated settings
- ▶ The complexity of the language of instruction



Critical Access Issues

- Language of instruction
- Environmental print
- Test-taking
- Classroom rituals and routines
- Textbooks
- Paper-and-Pencil Assignments





ACCESS TO INSTRUCTION CHECKLIST

Student: _____ Date: _____

School: _____ Teacher: _____

Amplification Used: _____ Communication Support: _____

Skill Compared to Class Peers:	Never	⇒	Always		
Instructional Language					
During a lesson, student can answer a range of teacher's questions.	0	1	2	3	4
Student participates actively and accurately in small-group and large-group discussions.	0	1	2	3	4
Student consistently indicates when he cannot hear or does not understand.	0	1	2	3	4
Environmental Print					
Student demonstrates comprehension of printed materials posted in the classroom.	0	1	2	3	4
Student demonstrates comprehension of printed materials posted throughout the school environment.	0	1	2	3	4
Test Taking					
Student accurately prepares for tests.	0	1	2	3	4
Student is able to demonstrate content knowledge via a variety of test formats.	0	1	2	3	4
Student responds accurately to a variety of test questions (e.g., wh-questions; compare/contrast; summarize).	0	1	2	3	4
Student understands testing language structures and vocabulary well enough to accurately demonstrate content knowledge.	0	1	2	3	4
Student is equally adept at completing tests accurately using both open and closed-book methods (i.e., does not demonstrate memory problems).	0	1	2	3	4
Student can organize thoughts and use appropriate grammar, spelling and mechanics to clearly communicate ideas via essay-type responses.	0	1	2	3	4
Student can use a rubric to guide essay response production.	0	1	2	3	4
Student can budget his time to allow for completion of all test items.	0	1	2	3	4
Student maintains composure (i.e., does not become unduly stressed, attends to the task and understands the ramifications of testing).	0	1	2	3	4
Language Structures					
Student demonstrates grade-level comprehension of the following:					
• Multiple meaning words	0	1	2	3	4
• Idiomatic language	0	1	2	3	4
• Figurative and metaphorical language	0	1	2	3	4
Classroom Rituals and Routines					
Student is able to predict /memorize routines.	0	1	2	3	4
Student participates readily.	0	1	2	3	4
Student effectively uses supports during routines (visuals, "buddy," print copies).	0	1	2	3	4
Textbooks					
Student uses textbooks efficiently and independently without adaptations.	0	1	2	3	4
Student makes use of supporting materials (maps, charts, glossary, etc.)	0	1	2	3	4
Student masters concepts with adapted materials.	0	1	2	3	4
Student indicates main concepts in text by outlining chapters, defining vocabulary, highlighting important ideas, etc.	0	1	2	3	4
Paper-and-Pencil Assignments					
Student completes assignments accurately and independently.	0	1	2	3	4
Student does not need reduced or adapted assignments.	0	1	2	3	4
Student submits work completed and on time.	0	1	2	3	4
Interpretation Guide					
0 – 25 Very poor access	26 – 50 Poor access	51 – 75 Reduced access	76 – 90 Reasonably competitive access	91 - 108 Highly competitive access	TOTAL FOR ALL AREAS=



This checklist provides the issues of instructional access in a nutshell.



Making Your Instruction ACCESSIBLE!

All your students have needs that must be met before they can reach their academic potential. Some may be learning in a language not their own while others may have hearing loss. A few little tweaks can ensure that all of your students understand the language you are using during your instruction and ultimately learn the concepts you are presenting:

- Have a colleague or support staff person observe your lessons and record the structures you typically use in giving directions to your students. This will assist you in retooling if necessary.
- Make sure you are using a variety of language structures and vocabulary, interjecting frequently the language which is easily understood by the student with hearing loss.
- For those directives which are unfamiliar to the student, purposely teach the related language and give the student multiple opportunities to practice carrying out directives in a variety of media and environments.
- Provide a peer listening buddy to help the student understand the action necessary to execute your directive.
- Share the language of directions you typically use, and expect students to comprehend, with other service providers so that they can reinforce the terminology during their sessions with the student.
- Send home examples of those structures presenting specific challenges to the student and ask the parents to use similar language around the home to reinforce student understanding.

Use Access
to
Instruction
checklist to
help
inservice the
teacher and
then leave
this handout
as a
reminder?

MEDIATED COMMUNICATION: STUDENT READINESS CHECKLIST

STUDENT: _____ AGE: _____ DATE: _____

TEAM MEMBERS: _____

SERVICE UNDER CONSIDERATION: _____

The purpose of this checklist is to aid the IEP Team in discussing and determining the student's potential for using communication-supporting services (e.g., sign language interpreter/transliterator, notetaker or captioner) and developing an IEP which will support skills development.

Key: R = Requisite skills present E = Emerging skills N = Requisite skills absent NA = Not applicable

Skill Area	Skill	Level of Proficiency
Self-Advocacy	Student is able to indicate when he doesn't understand.	
	Student can ask for repetition or clarification as needed.	
	Student can determine if he did not understand the content due to the way it was delivered.	
	Student can convey how he would like the message delivered (e.g., ASL or PSE; verbatim or modified notes or captions).	
	Student can determine where the service provider should stand or sit to support optimal use.	
	Student understands how to use the provided services appropriately.	
Cognitive and Language Development	Student has the reading (notetaking or captioning), receptive signing (sign language interpreting), or cueing (transliterator) ability necessary to access the service to the level needed for adequate communication access.	
	Student understands fingerspelling adequately enough to comprehend new vocabulary for which there may not be a sign.	
	Student has a strong content-related vocabulary.	
Social/Behavioral	Student has adequate problem-solving abilities.	
	Student maintains attention to the service deliverer.	
	Student can take in other visual information in the classroom and return attention to service provider.	
	Student understands the consequences of inattentiveness to service provider.	
	Student can use service to convey thoughts and ideas.	
	Student participates readily in classroom discussions via the service provider.	
Sensory	Student understands his need for mediated communication.	
	Student uses appropriate attention-getting cues.	
	Student uses amplification to support comprehension.	
Service Utilization	Student's vision is adequate to access services.	
	Student understands the dynamics of third-party communication (e.g., who is actually sending the message, etc., who can provide clarification on content, etc.).	
	Student is able to indicate preference for a service provider appropriately (e.g., politely and with an acceptable rationale).	
	Student can transfer service utilization skills from one service provider to another.	
	Student can handle the lag time academically and behaviorally.	



Purpose of the checklist is to aid the IEP team in determining the student's potential for using communication-supporting services (interpreter, transliterator, notetaker, caption services) pg 461

Using Mediated Communication in the Classroom



A sign language interpreter, a cued speech transliterator or a captioner may be helping one of your students understand your lessons. This mediator should not interfere with the relationship between teacher and student but should facilitate communication between the two. Here are a few suggestions for collaborating with your student and mediator*:

- Always talk to the student: face the student, make eye-contact and use student-directed language. For example, say “Please read Chapter 2” instead of “Tell him to read Chapter 2.”
- Make sure the pace of your lesson supports comprehension.
- Whenever possible, give the interpreter, transliterator or notetaker the opportunity to view the materials, language, and/or vocabulary prior to the lesson.
- Give the student frequent breaks. Using communication supports can be exhausting, particularly during times when the student is already struggling to pay attention.
- Check the student’s comprehension regularly. Studies indicate that students using sign language interpreters, even under the best conditions, sometimes miss as much as 40% of the lesson’s content compared to their hearing peers.
- Be aware that there is a delay from the time you talk until the mediator translates your comments and the student understands what you’ve said or asked. Allow enough time for the student to respond or ask questions before you move on.

Guidance for teacher in supporting use of mediated communication in the classroom

pg 488

*Marschark, M., Sapere, M., Convertino, C., & Seewagen, R. (2005). Educational Interpreting: Access and outcomes. In M. Marschark, R. Peterson, & E. Winston, Sign Language Interpreting and Interpreter Education (pp. 57-83). New York: Oxford University Press.

Language of Instruction

- ▶ Difficulty due in part to the tendency of students with hearing loss to be more literal and less flexible in their word comprehension.
- ▶ Students may recognize and be able to read a word accurately, and can define it in one sense, but may not understand the many applications a word may have in various contexts.
- ▶ Classroom directions
- ▶ Figurative language
- ▶ Question–answer routines
- ▶ Includes student’s access to peer communication



Classroom Directions

- ▶ Stages of acquisition of question forms in students with hearing loss approximate those in their hearing peers, the rate at which these acquired forms develop is typically delayed
- ▶ Following directions requires processing the linguistic elements of the actual direction, sequencing multiple parts and completing the desired action in a context that maybe unfamiliar





Supporting the Success of Students with Hearing Loss: A Self-Checklist for Classroom Teachers

The classroom teacher can use this self-checklist to become aware of the aspects of instructional delivery that may be problematic for students with hearing loss. Teachers of the Deaf/Hard of Hearing (D/HH) can use this checklist to identify adaptive strategies for general education teachers.	Frequently	Sometimes	Seldom	Never	Not Applicable
Do you make sure your face is clearly visible to your D/HH students during lecture-type presentations?					
Do you do frequent checks for comprehension during teacher presentations, small-group and individual work?					
Do you cue D/HH students to transitions in topics, speakers and/or activities?					
Do you pre-teach new vocabulary?					
For the question forms you typically use, do you provide students with many opportunities to practice accurate responses?					
Do you provide modeling of appropriate responses by yourself and other students?					
Do you rewrite complex materials to ensure comprehension of key concepts?					
Do your D/HH students understand the classroom "environmental print": bulletin board display, rules and policies, content-supporting materials, etc.?					
Do your D/HH students understand the language related to your daily rituals and routines: songs, chants, rhymes, games, etc.?					
Do you familiarize your D/HH students with test-taking behaviors, key vocabulary, response formats, etc. to allow them maximize their demonstration of skill/knowledge?					
Do you help your D/HH students connect previous learning and experiences to new content?					
Do you vary your lesson presentations to include visually-based and hands-on options?					
Do you determine the status of your D/HH students' hearing on a day-to-day basis so you can accommodate for fluctuations?					
Do you optimize the use of your students' residual hearing by making sure their amplification is in good working order and in use?					

Summary of what teachers should do to provide access to classroom instruction.

Self-test or a way for the DHH professional to inservice the teacher.

pg 468

Leave as a reminder of access accommodations discussed.

Environmental Print

Conveys key concepts in classroom:

- ▶ Content/vocabulary
- ▶ Rules and expectations
- ▶ Examples/models of student work
- ▶ Schedules
- ▶ Assignments
- ▶ Jobs



Test Taking: Considerations

pg 484

- ▶ Question forms or language used in questions: wh-questions or questions employing higher order
- ▶ Thinking skills such as “compare...,” “contrast...,” “predict...,” etc.
- ▶ Vocabulary or syntax
- ▶ Memory
- ▶ Organizing thoughts
- ▶ Expressing thoughts in writing
- ▶ Spelling
- ▶ Budgeting time during the test
- ▶ Emotional response to testing situations
- ▶ Experience with the particular type of test (especially with cloze tests)
- ▶ Familiarity with grading criteria (especially in essay exams)
- ▶ Physical health at the time of the test

Classroom Rituals and Routines

pg 485

- ▶ Create sense of predictability and stability
- ▶ Support an environment in which students feel like they belong
- ▶ Successful participation encourages students to feel confident and competent
- ▶ Practices support appropriate social interaction and encourage development of friendships



Textbooks

- ▶ Often a mismatch between readability of textbooks and student's reading comprehension level



Paper-and-and Pencil Assignments

pg 487

- ▶ Is the vocabulary used in written assignments familiar to student (e.g., Find..., Circle..., Match..., Give examples of...)?
- ▶ Is the length appropriate or should it be broken down into smaller steps?
- ▶ Is there an alternate format that would allow for more accurate demonstration of understanding?
- ▶ Are models needed and provided?
- ▶ Does the student require a rubric so he clearly understands teacher expectations?
- ▶ Does the student records all assignments in a planner?
- ▶ Does the student need resources to complete the assignment?



Turn-and-Talk: How would you use these resources?

- ▶ Multiple meaning words pg 472–477
- ▶ Idioms pg 478, 493
- ▶ Figurative language 479, 491
- ▶ Question/Answer routines 481
- ▶ Environmental print 483
- ▶ Test taking 484
- ▶ Rituals & Routines 485
- ▶ Textbook language 486
- ▶ Paper & Pencil Assignments 487
- ▶ School Principal's role 489

