

Student: _____

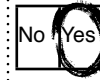
Date: _____

School: _____

Grade: _____

Subject: _____

Teacher: _____



Instructions: Complete items that seem to make sense for your student by circling one of the 2 choices for each appropriate test item. The instrument's purpose is to document your student's access to the school curriculum. Feel free to comment below.

My student....

1. attends to classroom teacher.	No	Yes
2. attends to classroom special education staff in room.	No	Yes
3. participates in classroom activities.	No	Yes
4. volunteers in class.	No	Yes
5. attends to classroom activities.	No	Yes
6. can follow classroom instructions.	No	Yes
7. takes cues from student actions to gain information (putting things away, lining up, getting out a book...)		
7. seems to understand lessons.	No	Yes
8. asks me when doesn't understand.	No	Yes
9. asks me for clarification.	No	Yes
10. attends to other students as they contribute in class.	No	Yes
11. works independently after lesson/instruction.	No	Yes
12. attends to project instructions and finishes the assignment, but with guiding help.	No	Yes
13. can listen to project instructions and finish the assignment, but with help to get started.	No	Yes
14. can listen to project instructions and finish the assignment, independently.	No	Yes
15. raises hand to volunteer, but contribution is typically not "on target".	No	Yes
16. raises hand to volunteer, and contribution is typically "on target" approximately the same as peers.	No	Yes

Observed classroom participation

Your student's speech....

1. intelligible to you (you understand clearly what your student said)?	No	Yes
2. intelligible to an unfamiliar person?	No	Yes
3. intelligible to peers?	No	Yes
4. intelligible to familiar listeners?	No	Yes

Speech

Comments (feel free to continue on back of form):

Large empty box for comments related to speech.

Comments (feel free to continue on back of form):

Large empty box for comments related to classroom participation.

My student....

Communication

1. tries to communicate with peers.	No	Yes
2. tries to communicate with adults.	No	Yes
3. uses language to gain information.	No	Yes
4. is confident communicating with others.	No	Yes
5. understands what peers say.	No	Yes
6. understands what adults say.	No	Yes
7. communicates information successfully to others.	No	Yes
8. uses turn-taking when communicating with others.	No	Yes
9. listens to others as they are communicating.	No	Yes
10. answers others when asked a question.	No	Yes
11. stays on topic with students' contributions.	No	Yes
12. is able to change topic of conversation.	No	Yes
13. uses language to successfully get information.	No	Yes
14. has language to state manners (ex, "thank you").	No	Yes
15. greets others with a "hi" or "good morning",....	No	Yes
16. has an effective plan when when not understanding others.	No	Yes
17. has an effective plan when not understanding.	No	Yes
18. asks peers to repeat when when not understanding.	No	Yes
19. asks adults to repeat when student when not understanding.	No	Yes
20. can accurately sequence and retell events.	No	Yes
21. will chit-chat with others.	No	Yes
22. uses and understands jargon.	No	Yes
23. can understand a joke.	No	Yes
24. communication skills compare to their peers.	No	Yes

Comments (feel free to continue on back of form):

No	Yes
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Instructions: Complete items that makes the most sense for your student by circling one of the 2 choices for each appropriate item. The instrument's purpose is to inventory your child's access to the school curriculum. Know that your comments in each section is vital to the data collected with this instrument.

Student's educational programming....

Educational programming

1. overhead, SMARTboard, Powerpoints, ... used	No	Yes
2. closed captioning utilized.	No	Yes
3. student needs extra practice compared to peers.	No	Yes
4. student needs the same practice as peers.	No	Yes
5. hearing aid, cochlear implant, Dynavox, ...sound field, FM system used.	No	Yes
6. visual materials used in class.	No	Yes
7. student needs extra time to complete work.	No	Yes
8. student needs extra time to complete tests.	No	Yes

Comments (feel free to continue on back of form):

Classroom

Listening and amplification in the classroom

1. I wear a microphone for soundfield system..	No	Yes
2. I wear a microphone for the FM system.	No	Yes
3. I make sure the microphone is about a hands-width away from my mouth.	No	Yes
4. I pass the microphone to students when they are speaking in class.	No	Yes
5. I remember to turn off the microphone when working with students who do not need the microphone.	No	Yes
6. I encourage all the students to speak loud enough for all to hear.	No	Yes
7. I remind students to talk slowly and not too quickly.	No	Yes
8. I remind students to look at the student with a hearing loss as they speak.	No	Yes
9. I encourage all students to talk to everyone, and make sure to not leave anyone out.	No	Yes
10. I remember to give the students enough wait time to answer questions.	No	Yes
11. I call on students with a hearing loss after I know they understand what is expected of them.	No	Yes
12. I include all students in discussions.	No	Yes
13. I repeat oral contributions from students to make sure all understand and hear.	No	Yes

Comments (feel free to continue on back of form):

No	<input checked="" type="radio"/> Yes
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My student's status....

Educational status

1. test results compare with daily work.	No	Yes
2. test-taking skills compare with peers.	No	Yes
3. student normally understands what needs to be done.	No	Yes
4. student asks for clarification.	No	Yes
5. grades compare with their peers.	No	Yes
6. test scores compare with their peers.	No	Yes
7. work quality compares with peers.	No	Yes
8. student races through work.	No	Yes
9. work is consistently of good quality.	No	Yes
10. takes advantage of extra minutes during the day to finish work.	No	Yes

Comments (feel free to continue on back of form):