



Survey Level Status Sheet

IF THE STUDENT MAKES THIS ERROR:	THEN THIS IS THE PROBLEM:	DOES THE STUDENT HAVE THE SKILLS?
<p>Student decodes grade level words without fluency or accuracy Re-reading needed to improve passage accuracy Reasonably fluent with short words but not with multi-syllabic Student often inserts words that violate meaning and/or guesses at words Student frequently must “sound out” words. Student misapplies decoding rules. Student frequently makes errors that violate the meaning of the passage/text (including <i>the little words</i> such as, and, or, if...)</p>	<p>1. Reading-Decoding Strand</p>	<p>YES NO UNSURE <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Student fails to demonstrate comprehension but passes tests of decoding and prior knowledge. Student defines words only in isolation or provides their most common definition while passage reading.</p>	<p>2. Vocabulary Strand</p>	<p>YES NO UNSURE <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Student misses context-dependent vocabulary questions.</p> <p>Errors on maze or cloze exercises excessive (cloze > 20% errors; maze errors > 10%) and often syntactically correct but semantically incorrect. Comprehension increases and errors decrease dramatically when key words are introduced prior to reading. Student makes many non-meaningful substitutions of</p>		

<p>words or words that violate the meaning of the text/passage. Student confuses the meanings of referents contained in sentences. When retelling events in a story, student reports them in the incorrect tense.</p>		
	<p>3. Prior knowledgeStrand</p>	<p>YES NO UNSURE <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>Students performance on comprehension exercises varies considerably when key prior knowledge information is activated or vocabulary is introduced before work.</p>	<p>General</p>	
<p>Student omits unstated ideas when completing comprehension activities and/or discussing the passage.</p>	<p>General</p>	
<p>Student misuses vocabulary specific to common academic processes and activities.</p>	<p>Academic</p>	
<p>Performance on comprehension activities varies considerably when key concepts, procedures and ideas are previewed prior to reading.</p>	<p>Academic</p>	
<p>During comprehension exercises, student uses only concrete information provided in the passage.</p>	<p>Academic</p>	
<p>Student provides incorrect definitions for words with academic dependent meanings.</p>	<p>Academic</p>	
<p>Performance on comprehension activities varies considerably by topic.</p>	<p>Topical</p>	
<p>Vocabulary usage varies considerably by topic</p>	<p>Topical</p>	
<p>Performance on class activities involving knowledge of a specific topic varies considerably</p>	<p>Topical</p>	
<p>Student makes excessive syntactic errors when completing comprehension exercises.</p>	<p>Syntax</p>	
<p>Errors on maze or cloze exercises excessive (cloze errors > 60%; maze errors > 40%) and often semantically correct but syntactically incorrect.</p>	<p>Syntax</p>	
<p>Primary language is other than that of the text</p>	<p>Syntax</p>	

