

Skills Progression Matrix

Student Name: _____ **Teacher Name:** _____

Student Project ID# _____

Content Area: ELA

Strand: Communication

Grade Band: 6-8

Reporting Period (circle):

November

February

May

For the reporting period, indicate which of the skills/subskills your student can complete by placing a check in the column that describes the nature of the evidence. Indicate the level of support required using the codes listed below. If a student uses more than one level of support, indicate the most "intrusive" level. **Only complete the unshaded cells, but be sure to fill in the blanks in the left-hand column as appropriate.**

Nature of Evidence (i.e., How do you know?)	Level of Support	
1 = Based on records from previous teacher(s)	I= Independent	G= Gestural
2 = Observation as part of instructional activity	V= Verbal	PP=Partial Physical
3 = Assessed and recorded using a data collection sheet	VI= Visual	FP= Full Physical
4 = Assessed and have student work sample		

This student can...	Nature of Evidence (check all that apply)				Level of Support (write in)
	1	2	3	4	
Attend to a speaker as demonstrated through one or more of the following (check all that apply):					
<i>Facial expression</i>					
<i>Increased eye gaze</i>					
<i>Specific gestures</i>					
<i>Increased vocalization</i>					
<i>Change in respiration</i>					
<i>Change in body position</i>					
<i>Pointing</i>					
<i>Touching</i>					
<i>Reduce or cease self-stimulating behaviors</i>					
<i>How long can the student attend to a speaker ____?</i>					
Attend to and listen without interrupting					
<i>How long can the student listen without interrupting ____?</i>					
Follow oral or signed directions by teacher					
<i>Simple one-step directions</i>					
<i>More complex one-step directions, provide example:</i>					
<i>Two-step directions</i>					
<i>Multi-step directions</i>					
Follow oral or signed directions from someone other than the teacher					
<i>How many people does/will the student respond to? ____</i>					
<i>In how many different settings can the student respond to directions?(include in school and out of school) ____</i>					

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This student can...	Nature of Evidence (check all that apply)				Level of Support (write in)
	1	2	3	4	
Follow written directions					
	<i>Represented by pictures or picture-symbols</i>				
	<i>Represented in words</i>				
	<i>Simple one-step directions</i>				
	<i>More complex one-step directions, provide example:</i>				
	<i>Two-step directions</i>				
<i>Multi-step directions</i>					
Respond to conversations using facial expressions, gestures, and sounds					
Participate in conversation by responding appropriately					
Communicate agreement or disagreement appropriately					
	<i>Appropriate body response</i>				
	<i>Verbalize (or use augmentative communication device to indicate) yes/no</i>				
	<i>Decrease inappropriate behaviors (like tantrums)</i>				
Initiate Conversation					
Participate in a rehearsed conversation with a familiar person					
	<i>Scripted</i>				
	<i>Unscripted</i>				
Participate in a rehearsed conversation with an unfamiliar person					
	<i>Scripted</i>				
	<i>Unscripted</i>				
Participate in an appropriate intentional conversation					
	<i>For how long? _____</i>				
	<i>On how many topics? _____</i>				
	<i>In how many settings? _____</i>				
	<i>With how many people? _____</i>				
Allow for proper turn-taking with others in a conversation					