

Skills Progression Matrix

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

Student Project ID# _____

Content Area: ELA **Strand:** Writing **Grade Band:** 3–5

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		

<i>First Construct</i>	Nature of Evidence (check all that apply)				Level of Support (write in)
	1	2	3	4	
This student can...					
Attend to a writing activity 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>					
Demonstrate involvement in a writing activity					
<i>Physical response</i>					
<i>Identify symbol/name</i>					
<i>Use stamp for name or frequently used word</i>					
<i>Attend to picture sequencing activity</i>					
<i>Attend to predetermined objects, picture symbols, words, or phrases.</i>					
Write a description					
<i>using objects</i>					
<i>using pictures or picture symbols</i>					
<i>using dictation (including augmentative communication device)</i>					
<i>using written words</i>					
<i>How many attributes are typically in the descriptions? (e.g., color, size) _____</i>					
<i>How long is the longest description the student has written?</i>					

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<i>First Construct</i>	Nature of Evidence (check all that apply)				Level of Support (write in)
This student can...	1	2	3	4	
<i>(number of words, symbols, or objects) _____</i>					

<i>Second Construct</i>	Nature of Evidence (check all that apply)				Level of Support (write in)
This student can...	1	2	3	4	
Choose a topic to write about					
<i>What is the greatest number of options you give the student to choose from? _____</i>					
<i>Approximately what percent of the instructional time dedicated to writing does the student spend off topic? _____</i>					
Generate an idea for written communication					