

Skills Progression Matrix

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

Student Project ID# _____

Content Area: ELA **Strand:** Reading Comprehension **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		

This student can...	Nature of Evidence (check all that apply)				Level of Support (write in)
	1	2	3	4	
Attend to a variety of text read aloud 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>					
Give a specific response to a teacher question about a story					
<i>Verbal response</i>					
<i>Non-verbal response. Specify:</i>					
Participate in reading activities by telling or showing what the text is about					
<i>using objects</i>					
<i>using parts of objects</i>					
<i>using tactile symbols</i>					
<i>using objects paired with pictures or picture symbols</i>					
<i>using pictures or photographs</i>					
<i>using picture symbols</i>					
<i>using words paired with picture symbols</i>					
<i>using words</i>					

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This student can...	Nature of Evidence (check all that apply)	Level of Support (write in)			
		1	2	3	4
Identify one element of the story					
<i>using objects</i>					
<i>using parts of objects</i>					
<i>using tactile symbols</i>					
<i>using objects paired with pictures or picture symbols</i>					
<i>using pictures or photographs</i>					
<i>using picture symbols</i>					
<i>using words paired with picture symbols</i>					
<i>using words</i>					
Identify main character in the story					
<i>using objects</i>					
<i>using parts of objects</i>					
<i>using tactile symbols</i>					
<i>using objects paired with pictures or picture symbols</i>					
<i>using pictures or photographs</i>					
<i>using picture symbols</i>					
<i>using words paired with picture symbols</i>					
<i>using words</i>					
Identify main idea of the story					
<i>using objects</i>					
<i>using parts of objects</i>					
<i>using tactile symbols</i>					
<i>using objects paired with pictures or picture symbols</i>					
<i>using pictures or photographs</i>					
<i>using picture symbols</i>					
<i>using words paired with picture symbols</i>					
<i>using words</i>					
Identify what happened in the story					
<i>using objects</i>					
<i>using parts of objects</i>					
<i>using tactile symbols</i>					
<i>using objects paired with pictures or picture symbols</i>					
<i>using pictures or photographs</i>					
<i>using picture symbols</i>					
<i>using words paired with picture symbols</i>					
<i>using words</i>					
Answer "who" questions					
<i>using objects (or parts of objects or tactile symbols)</i>					
<i>using pictures or picture symbols</i>					

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This student can...	Nature of Evidence (check all that apply)				Level of Support (write in)
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<i>using words</i>					
Answer "where" questions					
<i>using objects (or parts of objects or tactile symbols)</i>					
<i>using pictures or picture symbols</i>					
<i>using words</i>					
Answer "when" questions					
<i>using objects (or parts of objects or tactile symbols)</i>					
<i>using pictures or picture symbols</i>					
<i>using words</i>					
Recall details					
<i>How many? _____</i>					
Retell the story					
<i>using objects (or parts of objects or tactile symbols)</i>					
<i>using pictures or picture symbols</i>					
<i>using words</i>					
Sequence Events					
<i>using objects (or parts of objects or tactile symbols)</i>					
<i>using pictures or picture symbols</i>					
<i>using words</i>					
<i>How many events can the student sequence? _____</i>					
Identify story elements such as problems and solutions					
<i>Identify problem in the text</i>					
<i>Identify solution to problem</i>					
Identify story elements such cause and effect					
<i>Identify cause of action</i>					
<i>Identify effect of action</i>					
Discriminate between fact and fiction					
<i>Differentiate between real/pretend</i>					
<i>Differentiate between true/false</i>					
<i>Differentiate between fact/opinion</i>					
<i>Differentiate between fantasy/fiction</i>					