

# Skills Progression Matrix

**Student Name:** \_\_\_\_\_ **Teacher Name:** \_\_\_\_\_

**Student Project ID#** \_\_\_\_\_

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

<i><b>First Construct</b></i>	Nature of Evidence (check all that apply)				Level of Support (write in)
	1	2	3	4	
<b>This student can...</b>					
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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<b>First Construct</b>		Nature of Evidence (check all that apply)				Level of Support (write in)
<b>This student can...</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
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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<b>First Construct</b>	Nature of Evidence (check all that apply)				Level of Support (write in)
	1	2	3	4	
<b>This student can...</b>					
<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>					
Make connections within a text by determining what happened and why					
Make connections between texts by identifying concepts that are the same					
Make connections between texts by identifying concepts that are different					
Compare information across two texts					
Contrast information across two texts					
Make predictions about events in the text					

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<i>Second Construct</i>		Nature of Evidence (check all that apply)				Level of Support (write in)
<b>This student can...</b>		1	2	3	4	
Read recipes						
	<i>Has been exposed to recipes</i>					
	<i>Can identify details of recipes</i>					
Read advertisements						
	<i>Has been exposed to advertisements</i>					
	<i>Can identify details of advertisements</i>					
Read menus						
	<i>Has been exposed to menus</i>					
	<i>Can identify details of menus</i>					