

Comprehension Enabling Skills Status Sheet

Student Name: _____

Grade: _____

Date: _____

Purpose: To focus the field of inquiry regarding a suspected reading comprehension concern for a student by ruling out things we already know that the student does or doesn't do.

Directions: Collaboratively consider the following commonly lacking enabling skills of readers who demonstrate difficulty with reading comprehension. Using data from a review of permanent products, interviews, and observations of the student while reading, mark YES, NO, or UNSURE for each of the five descriptive categories listed at the top of the chart as it relates to the target student. The descriptions below each category are designed to help define the category. Please make any relevant additional comments on the back of this sheet.

Does this student have adequate decoding skills?			Does this student know needed vocabulary?			Does this student use proper syntax			Does this student have adequate prior knowledge?		
YES	NO	UNSURE	YES	NO	UNSURE	YES	NO	UNSURE	YES	NO	UNSURE
Student decodes with appropriate rate or accuracy.			Student uses pronouns and tenses correctly.			Student makes few syntactic errors when completing comprehension exercises.			Student's performance on comprehension exercises does not vary considerably when student already has key prior knowledge or vocabulary before reading a passage.		
Student rarely inserts words that violate meaning and/or guesses at words.			Student defines words in correct context for the passage			Primary language is the same as that of the text.			Student provides correct definitions for words with context-dependent meaning.		
Student only rarely must slow to sound out words appropriately, but applies decoding rules when needed, but			Student accurately responds to context-dependent vocabulary questions			Student oral language is largely consistent in syntax with that of standard adult speech.			Performance on comprehension activities does not vary considerably when key concepts and ideas are previewed prior to reading		
Student self corrects any errors that violate the meaning of the passage.			Errors on maze or cloze exercises do not show high rates of semantic confusion			Errors on maze or cloze exercises include few syntax errors			During comprehension exercises, student relates information in passage to personal experiences		
			Comprehension does not increase or decrease when key words are introduced prior to reading.						Student includes unstated ideas when completing comprehension activities and/or discussing the passage.		
			Student makes few non-meaningful substitutions of words or words that violate the meaning with the text.								

This reading comprehension status sheet is adapted from the original which may be found in K. Howell & V. Nolet (2000) Curriculum-Based Evaluation: Teaching and Decision Making. Additional descriptive comments were contributed by staff at Heartland AEA in Iowa.