

A Few Benefits of Developing Checklists

- The same format or template can easily be individualized to each student and their identified skill/s or task/s
- Can be used to measure mastery of a grouping or sequence of skills or completion of tasks
- Checklists provide an overall score or percentage of skill/s or task/s mastered or completed by the student
 - The overall Checklist score or percentage can be used to monitor progress towards Annual Goal
 - An individual skill or task from the checklist can be the focus for developing Short-Term Objectives
- Can easily be distributed and completed by students (self-assessment), parent or guardian, and/or teachers/staff
- Saves time and requires less data collection than other methods of documented observation
- Documented mastery of skill/s or completion of task/s are valid measures for monitoring or assessing student progress over time

Utilize Planner (Checklist GOM)

Student: _____ Teacher/Staff: _____ Date: _____

Description of Skill/s or Task/s	Mastered or Completed No	Mastered or Completed Yes
1. 1st hour <i>assignments</i> that still need to be completed, reminders of <i>upcoming tests/quizzes</i> , and reminders for <i>projects due</i> written in planner.		
2. 2nd hour <i>assignments</i> that still need to be completed, reminders of <i>upcoming tests/quizzes</i> , and reminders for <i>projects due</i> written in planner.		
3. 3rd hour <i>assignments</i> that still need to be completed, reminders of <i>upcoming tests/quizzes</i> , and reminders for <i>projects due</i> written in planner.		
4. 4th hour <i>assignments</i> that still need to be completed, reminders of <i>upcoming tests/quizzes</i> , and reminders for <i>projects due</i> written in planner.		
5. 5th hour <i>assignments</i> that still need to be completed, reminders of <i>upcoming tests/quizzes</i> , and reminders for <i>projects due</i> written in planner.		
6. 6th hour <i>assignments</i> that still need to be completed, reminders of <i>upcoming tests/quizzes</i> , and reminders for <i>projects due</i> written in planner.		

Hearing Aid/FM System Maintenance and Care (Checklist GOM)

Student: _____ Teacher/Staff: _____ Date: _____

Description of Skill/s or Task/s	Mastered or Completed No	Mastered or Completed Yes
1. Wore hearing aids/FM System during morning instruction.		
2. Removed hearing aids before recess and stored appropriately.		
3. Upon returning from recess put the hearing aids/FM System back on.		
4. Wore hearing aids/FM System during afternoon instruction.		
5. Removed FM System and plugged into charger prior to leaving school.		

A Few Benefits of Developing Rating Scales

- The same format or template can easily be individualized to each student or their identified skill/s
- Can be used to measure a single skill, sequential skills, or combined skills assessed by a single measure or rating
- Ratings can correspond to the frequency, duration, mastery level, etc...of the chosen skill/s
- The scores obtained from rating scales can be calculated in different ways depending on criteria or desired measure
 - Individual ratings per skill can be averaged for an overall score (Annual Goal)
 - Individual skills and their rating can be used to progress monitor specific or sequential skills (Short-Term Objectives)
- Can easily be distributed and completed by students (self-assessment), parent or guardian, and/or teachers/staff
- Saves time and requires less data collection than other methods of documented observation
- Estimated ratings are a documented observation and are still valid measures for monitoring or assessing student progress over time

(Rating Scale GOM)

Description of Skill/s	Not Observed	Observed 25% of Time	Observed 50% of Time	Observed 75% of Time	Observed 100% of Time
a.	0	1	2	3	4
b.	0	1	2	3	4
c.	0	1	2	3	4

A Few Benefits of Developing Rubrics

- The same format or template can easily be individualized to each student's identified skill/s or task/s
- Can be used to measure a single skill, sequential skills, or combined skills assessed by a single measure or rubric score
- Rubric descriptors/scores can correspond to the frequency, duration, mastery level, etc...of the chosen skill/s or task/s, similar to a rating scale
- The scores obtained from rubrics can be calculated in different ways depending on desired measure
 - Individual rubric scores per skill or task can be either added to find the sum of all scores and/or averaged for an overall score or rubric rating (Annual Goal)
 - Rubric scores in isolation can be used to progress monitor individual skill/s or task/s (Short-Term Objectives)
- Can easily be distributed and completed by students (self-assessment), parent or guardian, and/or teachers/staff
- Saves time and requires less data collection than other methods of documented observation
- Rubric scores are a documented observation and are still valid measures for monitoring or assessing student progress over time

Good Listening Skills and Advocacy for Clarification (GOM - Rubric)

Student: _____ Teacher/Staff: _____ Date: _____

Learning Target/s (Skill/s or Task/s)	Emerging (Not Effective) 1	Progressing (Minimally Effective) 2	Meets Expectations (Effective) 3	Exceeds Expectations (Highly Effective) 4
a. Given strategies, B will demonstrate the physical behaviors of effective listening (i.e. eyes of the speaker, face shows interest, body is calm, sitting close to the speaker, nodding)	Demonstrates 2-3 physical behaviors of effective listening.	Demonstrates 4-6 physical behaviors of effective listening.	Demonstrates effective listening behaviors during small group activity.	Demonstrates effective listening behaviors during large group activity.
b. Given good strategies, B will use metacognition skills (i.e. I can bring my mind to focus, I can create a picture, I can ask questions or write them down, I can find the right time to ask.)	Identifies 2-3 ideas to think about during listening.	Identifies 4-6 ideas to think about during listening.	In a conference about a listening activity B will be able to describe her thinking and make a connection to a metacognitive skill she tried to use with prompting.	In a conference about a listening activity B will be able to describe her thinking and make a connection to a metacognitive skill she tried to use.
C. Given good strategies, B will engage/clarify her needs during listening (i.e. I will ask teacher, Please repeat that, What does that mean, I will ask peers/check notes/CC, Can you...?)	State 2-4 ways to clarify her listening/skill/ thinking.	Demonstrate engagement ways to clarify her listening skills with prompt.	B will demonstrate her engagement by asking for clarification during small group.	B will demonstrate strategies of engagement during large group.

Writing a Paragraph (GOM - Rubric)

Student: _____ Teacher/Staff: _____ Date: _____

Present Level	Emerging <i>(Not Effective)</i> 1	Progressing <i>(Minimally Effective)</i> 2	Meets Expectations <i>(Effective)</i> 3	Exceeds Expectations <i>(Highly Effective)</i> 4
<p>Student is able to label pictures and write 1-2 word fragments with the use of 1-2 prompts.</p>	<p>When given a writing task, student will be able to write 2-3 word sentences containing simple subjects and verbs with two or less errors.</p>	<p>When given a writing task, student will be able to write 2-4 word sentences containing simple subjects and verbs with two or less errors.</p>	<p>When given a writing task, student will be able to write 3-5 word sentences containing simple subjects and verbs with one or no errors.</p>	<p>When given a writing task, student will be able to write 4-5 word sentences containing simple subjects and verbs on the same topic with no errors.</p>

Student Name: _____ Date: _____ Subject: _____ Score: _____

Functional Listening - (GOM Rubric)

Category	Objectives	1	2	3	4
Physical Behaviors	Given strategies to be a good active listener H will demonstrate the physical behaviors of effective listening (i.e. eyes on speaker, face shows interest, body is calm, hearing aid is on, sitting close to the speaker, nodding, etc.).	Names 2-3 physical behaviors of effective listening.	Names 4-6 physical behaviors of effective listening.	Demonstrates effective listening behaviors during a small group activity with prompting.	Demonstrates effective listening behaviors during a large group activity without prompting.
Metacognitive Skills	Given strategies to be a good active listener H will use metacognitive skills (i.e. if my mind wanders I can bring it back, I can create a picture in my mind, it's ok to ask, I choose the right time and place to ask)	Identifies 1-2 ideas to think about when listening.	Identifies 3-4 ideas to think about when listening.	In a conference about a listening activity H will be able to describe his thinking and make a connection to a metacognitive skill he tried to use with prompting.	In a conference about a listening activity H will be able to describe his thinking and make a connection to a metacognitive skill he tried to use.
Engagement/Clarification	Given strategies to be a good active listener H will demonstrate engagement/clarification statements of effective listening (i.e. I can ask "What does that mean?", "Please repeat that.", "Can you say it a little more slower/louder", "I understood the part when you said ____ but what was the next part?")	State 3-4 ways to ask for clarity with prompting.	Demonstrates engagement during a small group activity by asking for clarification with prompting	Demonstrates engagement during a small group activity by asking for clarification without prompting.	Demonstrates engagement during a large group activity by asking for clarification without prompting.
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Student Name: _____ Date: _____ Subject: _____ Score: _____

Academic Behaviors (GOM Rubric)

Category	0 (Present Level)	1	2	3	4
Persistence/ Self-Regulation	Is able to articulate a general goal that is an standard expectation. Unable to independently identify the steps needed to achieve the goal.	Identifies personal strengths/weaknesses and create a goal based on these traits. With assistance identifies steps to achieve the goal.	States an academic or social goal based on self-identified strengths/weaknesses and 3 steps needed to achieve his goal.	States an academic or social goal based on self-identified strengths/weaknesses and 3 steps needed to achieve his goal. With assistance monitors success of each step.	States an academic or social goal based on self-identified strengths/weaknesses and 3 steps needed to achieve his goal. Self-reports success of each step and increases goals as attainment is achieved.
Engagement	Does not have eyes on the speaker(s) and appropriate materials during communication.	Turns his head and eyes toward the speaker and has appropriate materials out when spoken to directly with prompts.	Turns his head, has eyes on the speaker, has appropriate materials ready when whole class is addressed with 2-3 prompts.	Turns his head, has eyes on the speaker, has appropriate materials ready when whole class is addressed with 1 prompt.	Turns his head, has eyes on the speaker, has appropriate materials ready when whole class is addressed with no prompts.
Task Initiation/ Clarification	Did not initiate task following whole group directive. Did not ask for clarification.	Initiate task following whole group directive with 1-2 prompts. Gets clarification by staff-initiated inquiry.	Initiate task following whole group directive with 1 prompt. Restates directions to staff with prompting.	Independently initiate task following whole group directive within 30 seconds. Restates directions to staff without prompting.	Independently initiate task following whole group directive within 15 seconds. Independently asks for clarification.
Work Habits/ Sustainability Skills	Worked independently for 3 minute with minimal assistance with the use of visual/tactile cues.	Worked independently for 6 minutes with minimal assistance with the use of visual/tactile cues.	Worked independently for 9 minutes with minimal assistance with the use of visual/tactile cues.	Worked independently for 12 minutes with minimal assistance with the use of visual/tactile cues.	Worked independently for 15 minutes with minimal assistance with the use of visual/tactile cues.
Work Habits/ Organizational Skills	Does not have all materials necessary to complete tasks in his academic	Can state materials that are necessary for class that day but does not bring them	Lists materials that are necessary for class that day, brings some of them but not	Lists materials that are necessary for class that day and gathers necessary	Refers to list of required materials for each class and brings them to class without

	environments (school or home). Does not have planner with upcoming assignments or assessments completed.	to class. Brings planner and staff assists him with adding assignments and assessments to his calendar.	all. Brings planner and staff prompts him to add assignments and assessments to his calendar.	items with prompting from staff. Brings planner and staff prompts him to add assignments and assessments to his calendar.	prompting. Brings and completes planner independently.
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Communication Skills with Staff	During class period he did not participate or approach staff with a comment or question, with prompts.	During class period he participated or approached staff with a comment or question with 1-2 prompts.	During class period he participated or approached staff with a comment or question with 1 prompt.	During class period he participated or approached staff with a comment or question with no prompts.	During class period he participated or approached staff with 2 or more comments or questions with no prompts.
Communication Skills with Peers	Does not respond to peers with gestures or comments during partner or small group work time.	Respond to peers when they offer help with a simple gesture or reply. Ask no basic questions of peers during partner or small group work time with prompts from staff.	Respond to peers when they offer help with a simple gesture or reply. Ask basic questions of peers during partner or small group work time with 3 or more prompts from staff.	Asked basic questions and offered responses to peers during partner or small group work time with 1-2 prompts from staff.	Asked basic questions and offered responses to peers during partner or small group work time with no prompting from staff.

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Self-Advocacy (GOM Rubric)

Learning Target/s (Skill/s or Task/s)	Present Level 0	Emerging (Not Effective) 1	Progressing (Minimally Effective) 2	Meets Expectations (Effective) 3	Exceeds Expectations (Highly Effective) 4
<p>A. Explain the type and degree of hearing loss</p>	<p>The student acknowledges he has hearing loss.</p>	<p>The student can state the degree of hearing loss.</p>	<p>The student can state the type of hearing loss.</p>	<p>With prompts the student can explain his type and degree of hearing loss.</p>	<p>The student can independently explain his type and degree of hearing loss.</p>
<p>B. Name IEP accommodations and describe how they are helpful</p>	<p>The student is not aware of any of his IEP accommodations.</p>	<p>The student is able to name and describe 25% of the IEP accommodations</p>	<p>The student is able to name and describe 50% of the IEP accommodations</p>	<p>The student is able to name and describe 75% of the IEP accommodations</p>	<p>The student will name the accommodations, and describe how they are helpful.</p>
<p>C. Monitor his accommodations</p>	<p>The student does not self monitor any of his IEP accommodations.</p>	<p>The student will self monitor their IEP accommodations for 2 out of 5 days.</p>	<p>The student will self monitor their IEP accommodations for 3 out of 5 days.</p>	<p>The student will self monitor their IEP accommodations for 4 out of 5 days.</p>	<p>The student will independently self monitor all their IEP accommodations for 5 out of 5 days.</p>

Self-advocacy and Hearing Aid Maintenance (GOM - Rubric)

Learning Target/s (Skill/s or Task/s)	Present Level 0	Emerging (Not Effective) 1	Progressing (Minimally Effective) 2	Meets Expectations (Effective) 3	Exceeds Expectations (Highly Effective) 4
Acknowledge hearing loss, better ear, and understanding how to position herself toward sound.	Does not acknowledge hearing loss.	Acknowledges hearing loss.	Identifies better ear.	Sitting with better ear towards teacher.	Sitting with better ear towards source of sound.
Clean molds and check batteries 100% of the time.	Does not clean molds or check batteries.	With prompts cleans molds and checks batteries.	Without prompts cleans molds and checks batteries 2 out of 4 weeks.	Without prompts cleans molds and checks batteries 3 out of 4 weeks.	Without prompts, cleans earmolds and checks/replace batteries weekly.

FM Maintenance (GOM - Rubric)

Learning Target/s (Skill/s or Task/s)	Emerging (Not Effective) 1	Progressing (Minimally Effective) 2	Meets Expectations (Effective) 3	Exceeds Expectations (Highly Effective) 4
Student demonstrates and explains appropriate use and care of personal FM system.	Wears FM daily with adult assistance and prompting.	Demonstrates basic use and care of personal amplification (i.e. in and out, one and off parts)	Demonstrates use and care of his/her personal FM. (more independence, physical assistance not needed, still may need reminders to do it)	Without prompts, student demonstrates and explains appropriate use and care of personal FM.

