

# Basic Reading Skills Work Sample Analysis

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s).

**Objective of Lesson:**

**Grade Level of Assignment** ☐ Below Grade Level ☐ Grade Level ☐ Above Grade Level

**Instruction** ☐ Individual ☐ Small Group ☐ Whole Group

**Task Presentation** ☐ Visual ☐ Auditory ☐ Tactile

**Response Expected** ☐ Oral ☐ Written ☐ Other: \_\_\_\_\_

**Is the student lacking prerequisite skills?**

☐ No ☐ Yes, specify: \_\_\_\_\_

**Is there a pattern in the errors made?**

☐ No ☐ Yes, specify: \_\_\_\_\_

**Are there factors which hinder progress?**

☐ No ☐ Yes, specify, \_\_\_\_\_

**Check the descriptors that apply to the specific work sample(s).**

- ☐ Does not know all the letters of the alphabet.
- ☐ Does not accurately recognize letters and letter order (reverses and/or transposes letters)
- ☐ Has difficulty with sound-symbol relationships.
- ☐ Does not discriminate between similar letters and words when reading.
- ☐ Cannot accurately sound out unfamiliar words. Does not smoothly blend sounds when attacking new words.
- ☐ Fails to demonstrate word attack skills (e.g., phonics, context clues, picture clues, etc.)
- ☐ Omits, adds, substitutes, or reverses letters, words, or sounds when reading.
- ☐ Has not mastered sight Words.
- ☐ Fails to recognize words on grade level.
- ☐ Does not read independently.
- ☐ Does not accurately read new words in context after they have been introduced by the teacher.
- ☐ Has difficulty with phonic skills when reading (i.e., fails to sound out words correctly or blend sounds into words).
- ☐ Reads words correctly in one context but not in another.
- ☐ Cannot read fluently. Overly relies on pointing with a finger, holding the book close, etc.
- ☐ Has not mastered reading silently without inappropriate subvocalizing.
- ☐ Does not read orally and silently at about the same rate as peers.
- ☐ Does not read and scan fluently. Has excessive omissions and substitutions, or loses his/her place.
- ☐ Has not mastered frequently used, irregular words (especially th- and wh- words).

# Reading Comprehension Work Sample Analysis

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s).

**Objective of Lesson:**

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**Grade Level of Assignment**

☐ Below Grade Level ☐ Grade Level ☐ Above Grade Level

**Instruction**

☐ Individual ☐ Small Group ☐ Whole Group

**Task Presentation**

☐ Visual ☐ Auditory ☐ Tactile

**Response Expected**

☐ Oral ☐ Written ☐ Other: \_\_\_\_\_

**Is the student lacking prerequisite skills?**

☐ No ☐ Yes, specify: \_\_\_\_\_

**Is there a pattern in the errors made?**

☐ No ☐ Yes, specify: \_\_\_\_\_

**Are there factors which hinder progress?**

☐ No ☐ Yes, specify, \_\_\_\_\_

**Check the descriptors that apply to the specific work sample(s).**

- ☐ Does not self-correct. Misuses such that meaning is distorted.
- ☐ Does not observe punctuation when reading.
- ☐ Loses place when reading (i.e., leaves out words, lines, or sentences when reading).
- ☐ Falls to finish assignments because of reading difficulties (i.e., reads too slowly to finish on time).
- ☐ Does not follow written instruction as well as peers.
- ☐ Fails to comprehend the meaning of words in the reading vocabulary.
- ☐ Understands what is read to him, but not what he reads silently.
- ☐ Does not recall facts after reading orally.
- ☐ Does not accurately comprehend statements with conditional words such as only, never, always, either... or, etc.
- ☐ Fails to correctly answer comprehension questions from reading activities.
- ☐ Cannot find a main idea statement accurately. Cannot infer meaning beyond the text.
- ☐ Does not correctly use textural elements such as headings, subheadings, introductions, summaries, graphic presentations, indexes, etc.

# Mathematics Calculation Work Sample Analysis

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s).

**Objective of Lesson:**

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**Grade Level of Assignment**

☐ Below Grade Level ☐ Grade Level ☐ Above Grade Level

**Instruction**

☐ Individual ☐ Small Group ☐ Whole Group

**Task Presentation**

☐ Visual ☐ Auditory ☐ Tactile

**Response Expected**

☐ Oral ☐ Written ☐ Other: \_\_\_\_\_

**Is the student lacking prerequisite skills?**

☐ No ☐ Yes, specify: \_\_\_\_\_

**Is there a pattern in the errors made?**

☐ No ☐ Yes, specify: \_\_\_\_\_

**Are there factors which hinder progress?**

☐ No ☐ Yes, specify, \_\_\_\_\_

**Check the descriptors that apply to the specific work sample(s).**

- ☐ Has not mastered the elements of numerals (i.e., rote counting, recognizing and/or writing numbers in order).
- ☐ Does not comprehend place value.
- ☐ Has not mastered basic mathematical facts for grade level.
- ☐ Does not remember math facts.
- ☐ Does not work math problems as quickly as classmates.
- ☐ Confuses operational signs when working math problems.
- ☐ Fails to change from one math operation to another.
- ☐ Works math problems left to right instead of right to left.
- ☐ Does not make use of columns when working math problems (e.g., puts numbers in wrong columns, adds across columns, etc.).
- ☐ Fails to follow necessary steps in math problems (e.g., does steps in the wrong order, omits a step, etc.).
- ☐ Cannot correctly complete operations that require multiple steps for the solution (e.g., long division or subtraction With regrouping).
- ☐ Cannot estimate and evaluate an answer that is approximately correct.
- ☐ Fails to correctly solve math problems requiring addition.
- ☐ Fails to correctly solve math problems requiring subtraction.
- ☐ Fails to correctly solve math problems requiring regrouping.
- ☐ Fails to correctly solve math problems requiring multiplication.
- ☐ Fails to correctly solve math problems requiring division.
- ☐ Fails to correctly solve math problems involving fractions or decimals.

# Mathematical Reasoning Work Sample Analysis

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s).

**Objective of Lesson:**

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**Grade Level of Assignment** ☐ Below Grade Level ☐ Grade Level ☐ Above Grade Level

**Instruction** ☐ Individual ☐ Small Group ☐ Whole Group

**Task Presentation** ☐ Visual ☐ Auditory ☐ Tactile

**Response Expected** ☐ Oral ☐ Written ☐ Other: \_\_\_\_\_

**Is the student lacking prerequisite skills?**

☐ No ☐ Yes, specify: \_\_\_\_\_

**Is there a pattern in the errors made?**

☐ No ☐ Yes, specify: \_\_\_\_\_

**Are there factors which hinder progress?**

☐ No ☐ Yes, specify, \_\_\_\_\_

**Check the descriptors that apply to the specific work sample(s).**

- ☐ Cannot recognize and comprehend key words that identify the operation used in a word problem.
- ☐ Cannot identify the numerical elements to be used in solving a word problem.
- ☐ Cannot express the equivalent parts of fractions, percentages, and decimals.
- ☐ Cannot solve life-related problems involving time, money, and measurement.
- ☐ Cannot accurately estimate response to everyday problems in time, money, and measurement.
- ☐ Cannot state the function and use of measurement terms to solve problems.
- ☐ Cannot solve basic problems involving geometry.
- ☐ Has difficulty solving math word problems.
- ☐ Does not understand abstract math concepts without concrete examples (i.e., must have manipulatives in order to work math problems).
- ☐ Falls to correctly solve problems involving money.
- ☐ Fails to correctly solve problems using measurement.
- ☐ Does not understand the concept of time.

# Listening Comprehension Work Sample Analysis

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s).

**Objective of Lesson:**

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**Grade Level of Assignment** ☐ Below Grade Level ☐ Grade Level ☐ Above Grade Level

**Instruction** ☐ Individual ☐ Small Group ☐ Whole Group

**Task Presentation** ☐ Visual ☐ Auditory ☐ Tactile

**Response Expected** ☐ Oral ☐ Written ☐ Other: \_\_\_\_\_

**Is the student lacking prerequisite skills?**

☐ No ☐ Yes, specify: \_\_\_\_\_

**Is there a pattern in the errors made?**

☐ No ☐ Yes, specify: \_\_\_\_\_

**Are there factors which hinder progress?**

☐ No ☐ Yes, specify, \_\_\_\_\_

**Check the descriptors that apply to the specific work sample(s).**

- ☐ Requires eye contact in order to listen successfully.
- ☐ Attends more successfully when close to source of sound.
- ☐ Has difficulty attending to peers/adults when they are talking.
- ☐ Unable to follow appropriate verbal directions (requiring a single response).
- ☐ Does not hear all of what is said (e.g., misses word endings, misses key words such as "do not," etc.).
- ☐ Fails to direct attention or fails to maintain attention to important sounds in the immediate environment.
- ☐ Unsuccessful in activities requiring listening (e.g., games, following oral directions, etc.).
- ☐ Needs oral questions and directions frequently repeated (e.g., student says, "I don't understand," needs constant reminders, etc.).
- ☐ Has trouble detecting humor or sarcasm in the verbal expression of others.
- ☐ Cannot identify age appropriate vocabulary through picture cues.
- ☐ Has difficulty differentiating speech sounds heard (e.g., cannot tell the difference between /ch/ and /sh/ sounds, similar vowel sounds/ similar consonant sounds, rhyming words etc.).
- ☐ Demonstrates poor comprehension of sentences when presented with picture stimuli.
- ☐ Unable to sequence pictures to demonstrate an understanding of orally presented material.
- ☐ Unable to respond appropriately to wh- questions following oral presentation of a story.
- ☐ Unable to verbally paraphrase sentences or stories presented orally.

# Written Expression Work Sample Analysis

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s).

**Objective of Lesson:**

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**Grade Level of Assignment** ☐ Below Grade Level ☐ Grade Level ☐ Above Grade Level

**Instruction** ☐ Individual ☐ Small Group ☐ Whole Group

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**Response Expected** ☐ Oral ☐ Written ☐ Other: \_\_\_\_\_

**Is the student lacking prerequisite skills?**

☐ No ☐ Yes, specify: \_\_\_\_\_

**Is there a pattern in the errors made?**

☐ No ☐ Yes, specify: \_\_\_\_\_

**Are there factors which hinder progress?**

☐ No ☐ Yes, specify, \_\_\_\_\_

**Check the descriptors that apply to the specific work sample(s).**

- ☐ Demonstrates poor motor coordination and motor fluency.
- ☐ Reverses letters and numbers when writing.
- ☐ Fails to form letters correctly when printing or writing.
- ☐ Uses inappropriate letter size when writing.
- ☐ Uses inappropriate spacing between words or sentences when writing,
- ☐ Fails to write within a given space (e.g., writes off of the page, does not write on a line, etc.).
- ☐ Is unable to copy letters, words, sentences, and numbers from a model at close distance (e.g., cannot copy from a textbook).
- ☐ Fails to use spelling rules (e.g., "i" before "e" except after "c" rules for changing words to plural form, etc.).
- ☐ Has difficulty with phonetic approaches to spelling.
- ☐ Has difficulty spelling words that do not follow the spelling rules.
- ☐ Does not use word-endings correctly when spelling or omits them (e.g., -ed, -ing, -ly, etc.).
- ☐ Spells words correctly in one context, but not in another (e.g., can spell the word on a quiz but not in a sentence, cannot spell the word from dictation but. can spell it correctly in. a sentence, etc.)
- ☐ Requires continued drill and practice in order to learn spelling words.
- ☐ Unable to generate ideas orally.
- ☐ Does not compose complete sentences or express complete thoughts when writing,
- ☐ Omits, adds, or substitutes words when writing.

## Written Expression, continued

- ☐ Fails to correctly organize writing activities (eig., cannot sequence events, cannot develop a paragraph, uses incorrect word order, etc.).
- ☐ Cannot write a single sentence from a sentence starter.
- ☐ Cannot write a single sentence from a visual stimulus.
- ☐ Cannot write a single sentence from a word.
- ☐ Cannot write a single sentence from a topic.
- ☐ Cannot write a paragraph from a visual stimulus.
- ☐ Cannot write a paragraph following a verbal rehearsal of content with the teacher.
- ☐ Cannot write a paragraph from a topic sentence.
- ☐ Cannot write a paragraph from a topic.
- ☐ Does not use descriptive words (adjectives, adverbs) in writing.
- ☐ Fails to use capitalization correctly in writing.
- ☐ Fails to use punctuation correctly in writing.
- ☐ Demonstrates poor sentence structure in writing.
- ☐ Does not use appropriate subject-verb agreement in writing.
- ☐ Fails to use verb tenses correctly in writing.

# Oral Expression Work Sample Analysis

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Choose a work sample(s) that best represents the area of concern and demonstrates the deficits in the area. Please attach the work sample(s).

**Objective of Lesson:**

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**Grade Level of Assignment**

☐ Below Grade Level ☐ Grade Level ☐ Above Grade Level

**Instruction**

☐ Individual ☐ Small Group ☐ Whole Group

**Task Presentation**

☐ Visual ☐ Auditory ☐ Tactile

**Response Expected**

☐ Oral ☐ Written ☐ Other: \_\_\_\_\_

**Is the student lacking prerequisite skills?**

☐ No ☐ Yes, specify: \_\_\_\_\_

**Is there a pattern in the errors made?**

☐ No ☐ Yes, specify: \_\_\_\_\_

**Are there factors which hinder progress?**

☐ No ☐ Yes, specify, \_\_\_\_\_

**Check the descriptors that apply to the specific work sample(s).**

- ☐ Demonstrates a limited speaking vocabulary.
- ☐ Has poor age-appropriate vocabulary development.
- ☐ Does not respond in complete sentences.
- ☐ Unable to carry on conversation with peers and adults.
- ☐ Unable to communicate ideas adequately with verbal statements (is dependent on gestures).
- ☐ Does not formulate sentences or stories related to stimuli.
- ☐ Unable to relate experiences or stories in sequential order when visual stimuli or word cues are provided.
- ☐ Cannot provide verbal labels for common objects in school or home environment.
- ☐ Has difficulty with word retrieval (has difficulty "finding" words to describe intent).
- ☐ Speaks dysfluently (e.g., runs words and sentences together, speaks too fast or slow, pauses at incorrect places, etc.)
- ☐ Does not complete statements or thoughts when speaking (e.g., speaks in incomplete sentences, fails to think of correct words to express ideas, etc.)
- ☐ Has difficulty imitating speech sounds.
- ☐ Omits, adds, substitutes or rearranges sounds or words when speaking,
- ☐ Distorts or mispronounces words or sounds When speaking (not attributed to dialect or accent).
- ☐ Fails to use inflection in speech to communicate meaning (consider volume, pitch, and rate of speech).
- ☐ Speaks with poor age-appropriate grammatical structure (considering cultural and family communication style).
- ☐ Does not use appropriate subject-verb agreement when speaking.
- ☐ Fails to use verb tenses correctly when speaking.