

**B. Work samples** (for a specific review process, refer to page 39)

1. Review successful and unsuccessful samples of the student's work to determine a pattern of error. (*Observe the student completing the work and ask him/her to explain the thinking process aloud.*)

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2. What skills must the student possess to complete the required classroom tasks?

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# Student Questionnaire

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

1. What usually happens in your classes (*first, second, next...last*)?

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2. How is the routine different in each class?

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3. How can you tell when the teacher is going to the next activity?

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4. Where does the teacher usually stand when he/she wants everyone to pay attention?

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5. What does the teacher say or do to get the class' attention (*flicks lights, clears throat, "Listen up!" etc.*)?

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6. How does the teacher give assignments (*written on board when you come in, tells you at end of period, etc.*)?

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7. How does the teacher use the textbook and why (*from beginning to end, skips chapters, etc.*)?

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8. What are the rules in class and why (*name on upper left corner, homework put in a certain place, grade penalty for late papers, asking questions about assignments, etc.*)?

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9. How is the style of each class different (*strict, relaxed, etc.*)?

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10. What are the things that irritate the teacher the most (*passing notes, talking out, chewing gum, etc.*)?

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11. Who does the teacher call on in class (*those in front, those with hands up, those whose hands aren't up, those who don't seem to be paying attention, etc.*)?

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This questionnaire was adapted from one developed by Sandra Tattershall, Ph.D., and is used here with permission.

## Fry's Readability Formula

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### Directions for Using the Readability Graph

1. Select three 100-word passages from near the beginning, middle, and end of the book. Skip all proper nouns.
2. Count the total number of sentences in each passage (estimating to nearest tenth of a sentence). Average the totals for the three passages.
3. Count the total number of syllables in each passage. Count one syllable for each vowel sound. For example:

cat = 1      blackbird = 2      continental = 4

Don't be fooled by word size. For example:

polio = 3      through = 1

Endings such as "-y," "-ed," "-el," or "-le" usually form a syllable.

For example:

ready = 2      bottle = 2

4. Rather than counting every syllable, you may find it convenient to count every syllable over one in each word then add 100. Average the total number of syllables for the three samples.
5. Using the graph on the following page, plot the average number of sentences per 100 words and the average number of syllables per 100 words. Most plot points fall near the heavy curved line. Perpendicular lines divide approximate grade level areas.
6. If your three samples vary greatly either in sentence length or in syllable count, then randomly select several more passages and average them in before plotting.

### *Example: calculating readability*

	Sentences per 100 words	Syllables per 100 words
100-word sample page 5	9.1	122
100-word sample page 89	8.5	140
100-word sample page 160	<u>+7.0</u>	<u>+129</u>
	24.6 ÷ 3 = 8.2	391 ÷ 3 = 130.3

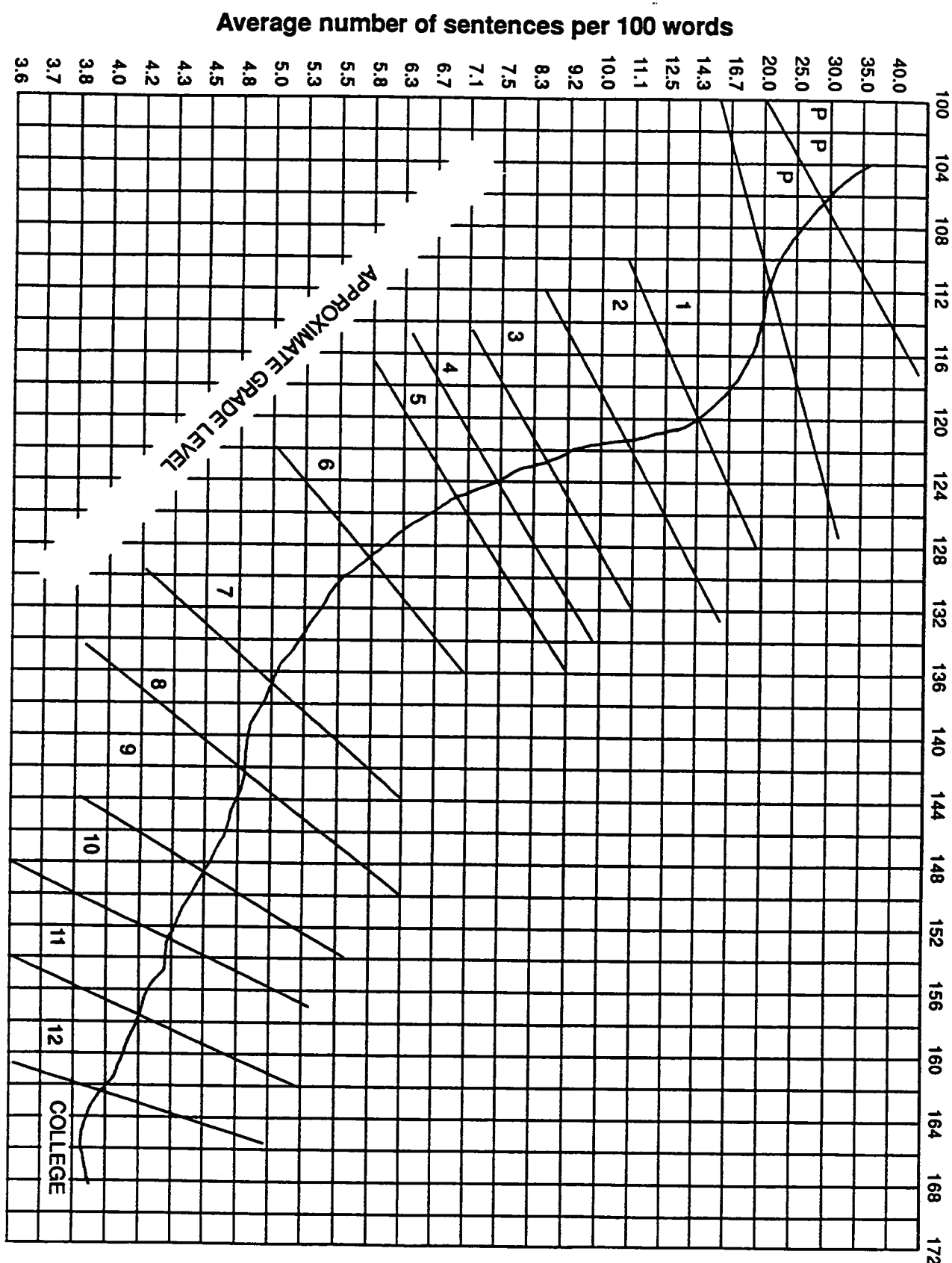
Plotting these averages on the graph, we find they fall in the fifth-grade range; hence the book is written at about a fifth-grade difficulty level.

Source: Hedberg, N.L. and Westby, C.E., Analyzing Storytelling Skills: Theory to Practice. San Antonio: Communication Skill Builders, 1993, p. 58.

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# Fry's Readability Graph Extended through Preprimer Level

Average number of syllables per 100 words



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## CURRICULUM ANALYSIS FORM

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Date(s) of Analysis: \_\_\_\_\_ Examiner Completing Analysis: \_\_\_\_\_

Student: \_\_\_\_\_ Class: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Instructor: \_\_\_\_\_

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### TEXTBOOK ANALYSIS (Use the primary text from the class.)

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#### Identifying Information

1. Title: \_\_\_\_\_

2. Author(s): \_\_\_\_\_

3. Copyright: \_\_\_\_\_

4. Year Adopted by School: \_\_\_\_\_

5. Readability Level: \_\_\_\_\_

a. Is this readability level appropriate for the student?

\_\_\_\_\_ No \_\_\_\_\_ Yes

b. Is this readability level similar to that of the student's other textbooks?

\_\_\_\_\_ No \_\_\_\_\_ Yes

#### Student Familiarity with the Textbook

1. Is this textbook significantly different from others that the student is reading?

\_\_\_\_\_ No \_\_\_\_\_ Yes

If "Yes," how is it different? \_\_\_\_\_

Source: Larson, V.L. and McKinley, N. Language Disorders in Older Students.  
Eay Claire, WI.: Thinking Publications, 1995.

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2. Check which of the following features are included in the textbook. For any that are present, check whether the student can locate these features upon request and state when they are used.

CHECK IF PRESENT	FEATURES	CAN THE STUDENT LOCATE THE FEATURE?		WHEN IS THE FEATURE USED?
		YES	NO	
	Table of Contents			
	Index			
	Glossary			
	Appendix			
	Bibliography			
	Unit or Chapter Objectives			
	Review Questions and/ or Practice Exercises			
	Italicization of Words (varying print styles)			
	Graphic Aids (charts, tables, graphs, maps)			

### CLASSROOM ANALYSIS

#### Organization of the Class

1. Which topical arrangement typifies this class? (Check one.)

\_\_\_\_\_ Sequential (independence among topics)      \_\_\_\_\_ Spiral (dependence among topics)

2. If "sequential" arrangement is primary, have all units been problematic for the student, or only some? (Check one.)

\_\_\_\_\_ All      \_\_\_\_\_ Some

3. Does the class have significantly different requirements in comparison with the student's other classes?

\_\_\_\_\_ No      \_\_\_\_\_ Yes

If "Yes," explain: \_\_\_\_\_

**Student's Comprehension of Lecture/Instructions**

Enlist the assistance of a "good student" in the classroom. Indicate to that student that you would like him/her to take notes during the first 10 minutes of a lecture or set of instructions given in the class within the next week. These notes should be photocopied by the examiner, then compared with the notes taken by the student undergoing assessment. Use the "good student's" notes to answer questions 1 and 2 below; for question 3, use the notes from the individual being assessed.

1. What was the main idea presented (or sequence of instructions)? \_\_\_\_\_

\_\_\_\_\_

2. What were the relevant supporting ideas? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Answer the following questions:

a. Did the student's main idea(s) match the one(s) the "good student" identified?

\_\_\_\_\_ No \_\_\_\_\_ Yes

b. Did the student's relevant supporting details match the ones the "good student" identified?

\_\_\_\_\_ No \_\_\_\_\_ Yes

c. Did the student indicate verbally or nonverbally any words that were not understood?

\_\_\_\_\_ No \_\_\_\_\_ Yes

If "Yes," list them: \_\_\_\_\_

\_\_\_\_\_

d. Does the student report having difficulty comprehending the lectures/instructions only in this class or also in others? (Check one.)

\_\_\_\_\_ Only this class \_\_\_\_\_ This class and others

**Student's Comprehension of Tests/Evaluations**

Obtain a recent test or other evaluation tool administered to the student. With the student present, ask questions 1 through 4.

1. What questions were most difficult to answer? \_\_\_\_\_

Why were they more difficult? \_\_\_\_\_

\_\_\_\_\_



2. What vocabulary items were unfamiliar? \_\_\_\_\_  
\_\_\_\_\_
3. How well did you prepare for this test? (Circle one.)  
Not at all          Some          Enough          More than usual          A great amount
4. Are the tests in this class significantly different from those in other classes that you are taking?  
\_\_\_\_\_ No    \_\_\_\_\_ Yes  
If "Yes," how are they different?
5. Using Bloom's (1956) Taxonomy, what level(s) of thinking was required most often during this test?  
\_\_\_\_\_ Knowledge          \_\_\_\_\_ Analysis  
\_\_\_\_\_ Comprehension      \_\_\_\_\_ Synthesis  
\_\_\_\_\_ Application          \_\_\_\_\_ Evaluation

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**STUDENT ATTITUDE TOWARD THE CLASS**

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Ask the student the following questions. The examiner should record responses.

1. Do you think the ideas presented in this class are important to learn?  
\_\_\_\_\_ No    \_\_\_\_\_ Yes    \_\_\_\_\_ Sometimes
2. Do you think this class is interesting?  
\_\_\_\_\_ No    \_\_\_\_\_ Yes    \_\_\_\_\_ Sometimes
3. Do you think this class is taught simply enough so that you can learn the information?  
\_\_\_\_\_ No    \_\_\_\_\_ Yes    \_\_\_\_\_ Sometimes
4. Do you think the information you learn in this class is useful?  
\_\_\_\_\_ No    \_\_\_\_\_ Yes    \_\_\_\_\_ Sometimes
5. Do you think the information in this class is presented clearly by the teacher?  
\_\_\_\_\_ No    \_\_\_\_\_ Yes    \_\_\_\_\_ Sometimes
6. Do you think the information in this class is presented clearly by the textbook?  
\_\_\_\_\_ No    \_\_\_\_\_ Yes    \_\_\_\_\_ Sometimes
7. Do you feel motivated to do well in this class?  
\_\_\_\_\_ No    \_\_\_\_\_ Yes    \_\_\_\_\_ Sometimes

## ANALYSIS

Results should be analyzed to determine the following:

1. Does the textbook for the class appear to be interfering significantly with the student's comprehension?
2. Does the student appear to be having difficulty understanding the teacher's lectures/instructions in the classroom compared with other students at the same level?
3. Do the tests in the class seem to be interfering with class performance because the student does not understand the language in them?
4. Does the student show any positive attitude toward the class to attempt to perform as well as possible?

Results should also be compared with the student's performance on informal assessment tasks that require the student to use informational listening for short, simulated lectures by the speech-language pathologist. If the teacher has made use of the "Teacher Language: Self-evaluation Technique" (See Appendix B) in the classroom, results should be compared with those findings (i.e., Is the student undergoing assessment the only student experiencing difficulty understanding the teacher?).

## INTERPRETATION

If the "Analysis" questions 1, 2, or 3 above are answered affirmatively, and the data match those obtained during direct assessment of the adolescent, then the problem rests primarily within the student. However, if data mismatch (e.g., the student demonstrated good informational listening skills when the speech-language pathologist delivered the lecture, but poor informational listening skills in the classroom), the problem may lie within the educational system. Students should demonstrate a positive attitude before examiners conclude that the problem rests primarily within the educational system (see "Analysis" question 4).

## LEARNING STYLE QUESTIONNAIRE

### IDENTIFICATION INFORMATION

Name: \_\_\_\_\_ Current Date: \_\_\_\_\_

Sex: M \_\_\_\_ F \_\_\_\_ Grade: \_\_\_\_\_ Birthdate: \_\_\_\_\_ School District: \_\_\_\_\_

Parent or Guardian: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Adult assisting you to complete this questionnaire: \_\_\_\_\_

**Directions:** This is NOT a test. There are no right or wrong answers. The following items are simply a way to find out how you learn best. If an item is unclear, feel free to ask questions of the person administering this questionnaire.

The purpose of this questionnaire is to determine how you learn *best*, not how you *like* to learn a subject. For example, you might like to have the TV on while you are studying, but you study best when it is quiet. Also, you might like to study at night, but you are more productive if you study in the morning. "Learn best" means how you remember information the longest, attend to a task the best, or recall details and main ideas most easily. Knowing how you learn best will help us to help you to be more successful in school.

Before you begin to answer the questions, please write your name, current date, address, and other identification information requested in the space provided above.

Answer the following statements honestly about when, how, where, why, and with whom you learn best.

My most difficult subject is: \_\_\_\_\_

*I learn my most difficult subject best:*

**When?**

1. Time (Check only one.)

\_\_\_\_\_ Morning

\_\_\_\_\_ Afternoon

\_\_\_\_\_ Night

\_\_\_\_\_ Other (Explain): \_\_\_\_\_

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Source: Larson, V.L. and McKinley, N. Language Disorders in Older Students. Eau Claire, WI.: Thinking Publications, 1995.

2. Timing (Check only one.)

- ☐ Before meals  
☐ After meals

*I learn my most difficult subject best:*

**How?**

1. Sound (Check only one.)

- ☐ Quiet  
☐ Radio  
☐ Conversation  
☐ TV  
☐ Music  
☐ Noisy  
☐ Other (explain): \_\_\_\_\_  
 \_\_\_\_\_

2. Light (Check only one.)

- ☐ Dim  
☐ Moderate  
☐ Bright  
☐ Other (explain): \_\_\_\_\_  
 \_\_\_\_\_

3. Temperature (Check only one.)

- ☐ Cold  
☐ Cool  
☐ Warm  
☐ Very Warm  
☐ Other (explain): \_\_\_\_\_  
 \_\_\_\_\_

4. Intake (Check only one.)

- ☐ Eat foods  
☐ Drink liquids  
☐ Chew on something  
☐ Not eat, drink, or chew on anything while learning  
☐ Other (explain): \_\_\_\_\_  
 \_\_\_\_\_

***I learn my most difficult subject best:*****Where?**

1. Place (Indicate your first and second choices.)

☐ Home \_\_\_\_\_  
 Which room/place within your home? (E.g., bedroom, kitchen, living room, etc.)  
☐ School \_\_\_\_\_  
 Which room within the school? (E.g., library, study hall, classroom, etc.)

2. Conditions (Within each place, rank the locations. 1 = The location where you learn best.)

## a. Home

☐ Desk/Table  
☐ Bed  
☐ Floor  
☐ Straight chair  
☐ Soft chair  
☐ Couch  
☐ Other (explain): \_\_\_\_\_  
 \_\_\_\_\_

## b. School

☐ Desk/Table  
☐ Floor  
☐ Straight chair  
☐ Soft chair  
☐ Other (explain): \_\_\_\_\_  
 \_\_\_\_\_

***I learn my most difficult subject best:*****Why? (Rank these items as to why you learn best. 1 = Your strongest reason for learning.)**

☐ I want to.  
☐ My teacher expects me to/demands it.  
☐ My parent(s) expects me to/demands it.  
☐ I'll get a reward such as:  
     ☐ money  
     ☐ better grades  
     ☐ privileges  
☐ Other (explain): \_\_\_\_\_  
 \_\_\_\_\_

*I learn my most difficult subject best:*

**With Whom?** (Rank the top four. 1 = The best way to study the subject.)

- \_\_\_\_\_ Alone
- \_\_\_\_\_ A partner
- \_\_\_\_\_ Small group (3–7)
- \_\_\_\_\_ Large group (8 and above)
- \_\_\_\_\_ Teacher(s)
- \_\_\_\_\_ Parent(s)
- \_\_\_\_\_ Sibling(s)
- \_\_\_\_\_ Other (explain): \_\_\_\_\_

**Given the following situations, rank or check how you learn best.**

**Inside the Classroom**

1. Participating in the class (Rank the ways you learn best in the classroom. 1 = The way you learn difficult material the best.)

- \_\_\_\_\_ Listening
- \_\_\_\_\_ Reading
- \_\_\_\_\_ Writing
- \_\_\_\_\_ Speaking
- \_\_\_\_\_ Doing
- \_\_\_\_\_ Combination of the above

Please specify: \_\_\_\_\_

2. Participating in assignments within the classroom (Rank the top four assignments that help you learn the information best. 1 = The best way to learn via an assignment.)

- \_\_\_\_\_ Worksheet questions
- \_\_\_\_\_ Experiments
- \_\_\_\_\_ Demonstrations
- \_\_\_\_\_ Group projects
- \_\_\_\_\_ Individual projects
- \_\_\_\_\_ Written reports
- \_\_\_\_\_ Oral reports
- \_\_\_\_\_ Other (explain): \_\_\_\_\_

3. Remembering main points from what the teacher says (Rank the top four. 1 = The best way to remember main points from what the teacher says.)

☐ Repeat the material to yourself  
☐ Think of a picture in your mind  
☐ Make up words to remember main points in order  
☐ Break ideas into smaller chunks  
☐ Outline what the teacher says in writing  
☐ Follow an outline that the teacher has provided  
☐ Use rhyming words to recall main points  
☐ Put main points into categories  
☐ Audiotape what the teacher is saying and replay it later  
☐ Other (explain): \_\_\_\_\_  
\_\_\_\_\_

4. Taking notes (Check only one.)

While listening to a lecture, I take notes when learning my most difficult subject as follows:

☐ Notes are key words  
☐ Notes are attempts at complete sentences  
☐ Notes are "doodles"  
☐ Other (explain): \_\_\_\_\_  
\_\_\_\_\_

5. Asking questions of the teacher (Check only one.)

I learn my most difficult subject best if I ask questions:

☐ During class  
☐ After class  
☐ Before class  
☐ Other (explain): \_\_\_\_\_  
\_\_\_\_\_

6. Remembering main points from a textbook (Rank the top four ways that you learn best from a textbook. 1 = The best way to remember main points from a textbook.)

\_\_\_\_ Look at headings and subheadings within the chapters  
\_\_\_\_ Outline important ideas from the textbook  
\_\_\_\_ Underline/highlight main points  
\_\_\_\_ Write down questions to anticipate what a teacher will ask on a test  
\_\_\_\_ Answer questions at the end of each chapter (if available)  
\_\_\_\_ Follow along in the textbook while listening to an audiotape of the textbook  
\_\_\_\_ Other (explain): \_\_\_\_\_  
\_\_\_\_\_

### Outside the Classroom

1. Participating in outside classroom assignments (Rank the top four assignments that help you to learn a difficult subject best. 1 = The best way to learn via an assignment.)

\_\_\_\_ Preparing a written report  
\_\_\_\_ Preparing for an oral report  
\_\_\_\_ Answering questions from the textbook or worksheet  
\_\_\_\_ Reading assigned information  
\_\_\_\_ Other (explain): \_\_\_\_\_  
\_\_\_\_\_

2. Studying for a test (Rank the top four. 1 = The way you study best for a test.)

I learn best studying for a test in my most difficult subject when I:

\_\_\_\_ Read or reread the textbook the day before  
\_\_\_\_ Read or reread the textbook 2-3 days before  
\_\_\_\_ Listen or re-listen to audiotapes of what the teacher said  
\_\_\_\_ Review the outline of my notes  
\_\_\_\_ Review the outline provided by the teacher  
\_\_\_\_ Predict questions to be on the test and answer them  
\_\_\_\_ Rework problems assigned by the teacher  
\_\_\_\_ Other (explain): \_\_\_\_\_  
\_\_\_\_\_

3. I learn my most difficult subject best when I study for \_\_\_\_\_ minutes each hour before taking a break.



# Language-Based Curriculum Analysis (part 1 of 6)

Subject Area: \_\_\_\_\_ Grade: \_\_\_\_\_  
Teacher: \_\_\_\_\_ SLP: \_\_\_\_\_  
School: \_\_\_\_\_ Date: \_\_\_\_\_  
Number of Students: \_\_\_\_\_ Textbook: \_\_\_\_\_  
Supplementary Materials: \_\_\_\_\_

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## Part I: State Objectives

Curriculum Objectives Emphasized:

Speech and Language IEP Objectives Emphasized:

(child's name)

(child's name)

(child's name)

(child's name)

(child's name)

Classroom Communication Objectives Emphasized:

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*continued*

# Language-Based Curriculum Analysis (part 2 of 6)

Subject Area: \_\_\_\_\_ Grade: \_\_\_\_\_  
Teacher: \_\_\_\_\_ SLP: \_\_\_\_\_  
School: \_\_\_\_\_ Date: \_\_\_\_\_  
Number of Students: \_\_\_\_\_ Textbook: \_\_\_\_\_  
Supplementary Materials: \_\_\_\_\_

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## Part II: Review Vocabulary and Language Requirements

(Consider stated objectives as well as text material and supplemental information used by teacher.)

### A. Vocabulary Review

1. Identify **prerequisite** vocabulary necessary for achieving stated objectives:

2. List **new** vocabulary to be introduced:

### B. Language Requirements Review

1. Comprehension: Student must demonstrate comprehension by: (Please check all that apply)

<input type="checkbox"/> pointing/showing	<input type="checkbox"/> circling, drawing, ringing
<input type="checkbox"/> ordering/sequencing pictures/words/sentences/numbers	<input type="checkbox"/> manipulating objects
<input type="checkbox"/> role playing	<input type="checkbox"/> answering questions
<input type="checkbox"/> following oral directions	<input type="checkbox"/> following written directions
<input type="checkbox"/> demonstrating directions	
<input type="checkbox"/> other (please specify):	

2. Oral Expression: Student must express self orally by: (Please check all that apply)

<input type="checkbox"/> defining vocabulary	<input type="checkbox"/> storytelling
<input type="checkbox"/> talking in complete sentences	<input type="checkbox"/> reciting known information
<input type="checkbox"/> answering and asking questions	<input type="checkbox"/> reading
<input type="checkbox"/> explaining answers	<input type="checkbox"/> clarifying responses
<input type="checkbox"/> other (please specify):	

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*continued*

# Language-Based Curriculum Analysis (part 3 of 6)

Subject Area: \_\_\_\_\_ Grade: \_\_\_\_\_  
Teacher: \_\_\_\_\_ SLP: \_\_\_\_\_  
School: \_\_\_\_\_ Date: \_\_\_\_\_  
Number of Students: \_\_\_\_\_ Textbook: \_\_\_\_\_  
Supplementary Materials: \_\_\_\_\_

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## Part II: Review Vocabulary and Language Requirements (continued)

### B. Language Requirements Review (continued)

3. Written Expression: Student must express self in written form by: (Please check all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> tracing numbers/letters/words | <input type="checkbox"/> copying numbers/letters/words |
| <input type="checkbox"/> writing numbers/letters       | <input type="checkbox"/> filling in sentences          |
| <input type="checkbox"/> spelling words                | <input type="checkbox"/> writing complete sentences    |
| <input type="checkbox"/> making outlines               | <input type="checkbox"/> writing stories               |
| <input type="checkbox"/> writing book reports          | <input type="checkbox"/> writing research reports      |
| <input type="checkbox"/> writing explanations          | <input type="checkbox"/> creating word problems        |
| <input type="checkbox"/> writing equations/formulas    |  |
| <input type="checkbox"/> other (please specify):       |  |

## Part III: Evaluate Needs for Vocabulary and Language Requirements

### A. Vocabulary Needs Evaluation

1. For identified child(ren):

a. Does/Do child(ren) have the prerequisite vocabulary?

- ☐ Yes  
☐ No (If no, specify vocabulary child[ren] lack)

b. What semantic confusions are likely with the new vocabulary to be introduced?

c. What syntactic confusions are likely?

d. What phonological confusions are likely?

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*continued*

# Language-Based Curriculum Analysis (part 4 of 6)

Subject Area: \_\_\_\_\_ Grade: \_\_\_\_\_  
Teacher: \_\_\_\_\_ SLP: \_\_\_\_\_  
School: \_\_\_\_\_ Date: \_\_\_\_\_  
Number of Students: \_\_\_\_\_ Textbook: \_\_\_\_\_  
Supplementary Materials: \_\_\_\_\_

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## Part III: Evaluate Needs for Vocabulary and Language Requirements (continued)

### A. Vocabulary Needs Evaluation (continued)

#### 2. For classroom:

- a. Does the class, overall, have the prerequisite vocabulary?

☐ Yes

☐ No (If no, specify vocabulary class is lacking)

- b. Please specify any semantic, syntactic, and/or phonological confusions likely to be experienced by the classroom which were not mentioned for the identified child(ren):

Semantic:

Syntactic:

Phonological:

### B. Language Requirements Needs Evaluation

1. Comprehension: Which of the requirements identified in Part II-B-1 is/are likely to be difficult for:

a. identified child(ren):

b. classroom:

2. Oral Expression: Which of the requirements identified in Part II-B-2 is/are likely to be difficult for:

a. identified child(ren):

b. classroom:

3. Written Expression: Which of the requirements identified in Part II-B-3 is/are likely to be difficult for:

a. identified child(ren):

b. classroom:

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*continued*