

Factors that Affect School Performance
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Note to participants: Prior to the webinar on May 22nd, review this handout – especially the factors for preschool-grade three. Do you see any particular factors that appear in all or most of the different levels?

Preschool

Child's ability to...

- Communicate non-verbally: eye contact, pretend play, share, turn-take, etc.
- Maintain attention in a group setting.
- Follow adult directions
- Initiate/respond to greetings
- Request assistance.
- Understand language of classroom routines.
- Answer commonly asked questions: "What's your name?" "How old are you?"
- Use common phrases: "I want that, please." "Don't touch me." "It's mine."
- Recite nursery rhymes.
- Produce primitive narratives.
- Recognize letters.
- Learn some new vocabulary from the regular class instruction (as opposed to *recognizing* known vocabulary that has been pre-taught)

Kindergarten

Child's ability to...

- Understand language of instruction at kindergarten level
- Make a few sound-symbol associations.
- Attend and participate in group lessons
- Play with rhyming words
- Display phonemic awareness
- Learn new vocabulary (more than a few words each week) from the regular class instruction (rate of vocabulary acquisition must not depend primarily on pre-teaching)

First Grade

Child's ability to...

- Read, retell, and discuss stories.
- Produce true narratives.
- Comprehend stories read to him/her.
- Answer a variety of question forms used by regular education teachers to check for and facilitate comprehension.
- Process verbal instruction at a more rapid pace.

- Learn new vocabulary at a rapid rate *from the instruction given in the regular classroom (pre-teaching may be necessary but should not be the primary source of new vocabulary learning).*
- Comprehend math word problems orally.
- Tell the main idea of a story.
- Use words to solve problems.
- Recognize sight vocabulary through audition.
- Decode simple words and sentences.
- Read some material on his/her own.
- Participate in cooperative games.

Second Grade

Child's ability to...

- Read, comprehend & retell short stories, recalling most of the details.
- Read fluently.
- Speak fluently.
- Use context clues as he/she reads to determine meaning of new words.
- Use verbal context clues in teacher's instruction to determine meanings of new words.
- Process verbal instruction at a rapid rate from the instruction given in the regular classroom.
- Process 10-15 minutes of instruction presented orally with minimal picture/visual cues.
- Learn new vocabulary at a rapid rate *from the instruction given in the regular classroom.*
- Recognize spelling words through audition.
- Compose written language in grammatically correct form.

Third Grade

Child's ability to...

- "Overhear" information from other conversations.
- Converse with peers.
- Follow multiple oral directions.
- Retell information presented orally in a logical sequence.
- Read, comprehend & retell longer stories, recalling the details in a logical sequence.
- Read well enough to gain information on his own about other subjects: social studies, science, etc.
- Write and present short original stories, reports, etc.
- Use his/her language to discuss labels of that language: noun, verb, subject, predicate...

Upper Elementary (Grades 4-5)

Goal: Reading to learn and verbal communication fluency

Social Skills:

- Conversational skills with peers.
- Clarification strategies to verify information.
- Clarification strategies to communicate information.

Auditory Comprehension Skills:

- Auditory awareness of inner voice.
- Auditory tracking (formal work to conversation).
- Auditory processing and feedback of spelling words.
- Auditory memory-sequencing of events/stories.
- Auditory memory of rhymes and poems.
- Multiple meanings of words, synonyms, homonyms.
- Knowledge of geography.

Expressive Communication Skills:

- Gather information verbally; interviewing.
- Summarize information verbally.
- Verbalize visualizations.
- Express personal opinion.
- Clarify missed information.

Middle School (Grades 6-8)

Goal: World Knowledge

Social Skills:

- Awareness of one's own identity.
- Awareness and consideration of others
- Consideration of ethical issues
- Assertion of needs in group discussion.
- Tracking of verbal discussion.
- Use of clarification skills for missed information.

Auditory Comprehension/Reading Skills:

- Auditory processing of new vocabulary and concepts.
- Ongoing integration of auditory-verbal information.
- World knowledge.
- Independent problem-solving.

Expressive Communication/Writing Skills:

- Verbalizing/writing comparisons and contrasts.
- Describing characters, plots, and setting
- Analyzing data/scientific method
- Categorization and classification
- Developing outlines and reports
- Development of editing skills.

High School (Grades 9-12)

Goal: Thought processes, verbal judgments, and choices

Social Skills:

- Responsibility for getting information.
- Responsibility for clarifying information.
- Organized contribution to group discussions.
- Consideration of contributions of others.
- Modification of own and other's contributions.

Auditory Comprehension/Reading Skills:

- Continued use of audition to learn and process new information.
- Expansion of knowledge in specific areas of study.
- Organization of specific areas of knowledge.
- Knowledge of appropriate language for specific areas of knowledge (math vs. science vs. literature).
- Research skills (collecting, organizing, synthesizing, and analyzing information).

Expressive Communication/Writing Skills

- Verbal communication of judgments and choices.
- Oral reporting of knowledge in specific areas.
- Use of appropriate language for specific knowledge areas.
- Research reports.