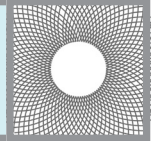


S.I.F.T.E.R. Elementary Grade Screening Instrument For Targeting Educational Risk



Student _____ Grade _____ Teacher _____

Date Completed _____ School _____ District _____

The above child is suspect for hearing problems or has known permanent hearing loss which may or may not be affecting his or her school performance. This rating scale has been designed to sift out children who are at risk for educational delay, possibly due to hearing loss, and who may need further evaluation. Based on your knowledge of this student, circle the number that best represents his or her behavior. After answering these questions, please share any comments about the student in the space provided on the reverse side of this form.

1. What is your estimate of the student's class standing in comparison to that of his or her classmates?
2. How does the student's achievement compare to your estimation of his or her potential?
3. What is the student's reading level, reading ability group or reading readiness group in the classroom? (A student with average reading ability performs in the middle group)

UPPER	MIDDLE	LOWER	ACADEMICS			
5	4	3			2	1
EQUAL	LOWER	MUCH LOWER				
5	4	3			2	1
UPPER	MIDDLE	LOWER				
5	4	3	2	1		

4. How distractible is the student in comparison to his or her classmates?
5. What is the student's attention span in comparison to that of his or her classmates?
6. How often does the student hesitate or become confused when responding to verbal directions (e.g., "Turn to page....")?

NOT VERY	AVERAGE	VERY	ATTENTION			
5	4	3			2	1
LONGER	AVERAGE	SHORTER				
5	4	3			2	1
NEVER	OCCASIONALLY	FREQUENTLY				
5	4	3	2	1		

7. How does the student's comprehension compare to the average understanding ability of his or her classmates?
8. How does the student's vocabulary and word usage skills compare with those of other students in his or her age group?
9. How proficient is the student at telling a story or relating happenings from home when compared to classmates?

ABOVE	AVERAGE	BELOW	COMMUNICATION			
5	4	3			2	1
ABOVE	AVERAGE	BELOW				
5	4	3			2	1
ABOVE	AVERAGE	BELOW				
5	4	3	2	1		

10. How often does the student volunteer information to class discussions or in answer to teacher questions (verbal, cued or signed responses)?
11. With what frequency does the student complete his or her class and homework assignments within the time allocated?
12. After instruction, does the student have difficulty starting to work (look at other students working or ask for help)?

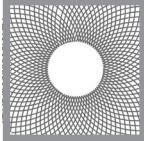
FREQUENTLY	OCCASIONALLY	NEVER	CLASS PARTICIPATION			
5	4	3			2	1
ALWAYS	USUALLY	SELDOM				
5	4	3			2	1
NEVER	OCCASIONALLY	FREQUENTLY				
5	4	3	2	1		

13. Does the student demonstrate any behaviors that seem unusual or inappropriate when compared to other students?
14. Does the student become frustrated easily, sometimes to the point of losing emotional control?
15. In general, how would you rank the student's relationship with peers (ability to get along with others)?

NEVER	OCCASIONALLY	FREQUENTLY	SOCIAL BEHAVIOR			
5	4	3			2	1
NEVER	OCCASIONALLY	FREQUENTLY				
5	4	3			2	1
GOOD	AVERAGE	POOR				
5	4	3	2	1		

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Refer to <http://successforkidswithhearingloss.com> for Instruction Manual

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NOTE: Use appropriate security measures when transmitting student data per the Federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)



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TEACHER COMMENTS

Has the student repeated a grade, had frequent absences or experienced health problems (including ear infections and colds)? Has the student received, or is he or she now receiving special services? Does the student have any other issues that may be pertinent to his or her educational functioning?

THE S.I.F.T.E.R. is a SCREENING TOOL ONLY

Any student failing this screening in a content area as determined on the scoring grid below should be considered for further assessment, depending on his or her individual needs as per school district criteria. For example, failing in the Academics areas suggests an educational assessment, in the Communication area a speech-language assessment, and in the School Behavior area an assessment by a psychologist or a social worker. Failing in the Attention and/or Class Participation area in combination with other areas may suggest an evaluation by an educational audiologist. Children placed in the marginal area on the scoring grid are at risk for failing and should be monitored or considered for assessment depending upon additional information.

SCORING

Sum the responses to the three questions in each content area and record in the appropriate box on the reverse side and under Total Score below. Place an X on the number that corresponds most closely to the content area score (e.g., if a teacher circled, 3, 4, and 2 for the questions in the Academics area, an X would be placed on the number 9 across from Academics in the content area column). Connect the Xs to make a profile.

CONTENT AREA	TOTAL SCORE	PASS	MARGINAL	FAIL
ACADEMICS		15 14 13 12 11 10	9 8	7 6 5 4 3
ATTENTION		15 14 13 12 11 10 9	8 7	6 5 4 3
COMMUNICATION		15 14 13 12 11	10 9 8	7 6 5 4 3
CLASS PARTICIPATION		15 14 13 12 11 10 9	8 7	6 5 4 3
SOCIAL BEHAVIOR		15 14 13 12 11 10	9 8	7 6 5 4 3

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