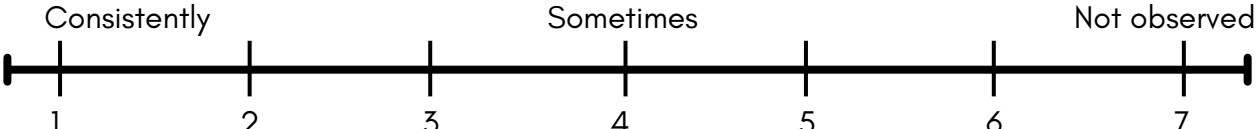
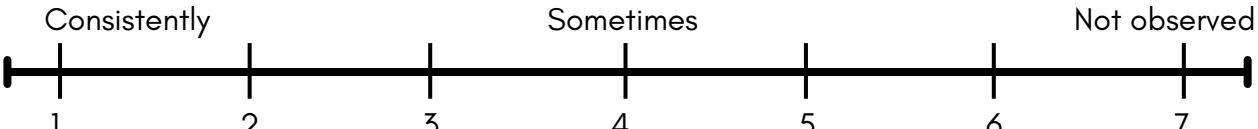


Educator name: _____ Date / Time: _____

Other adults: _____ Observer: _____

Students: _____

Evidence	NA	Comments/Examples
How many times per week does comprehension instruction happen for all students in this classroom? If any student has fewer opportunities, please indicate this in comments.		
Number of times: 		
ALL students have an individual communication system that meets their needs.		
		
Students are given autonomy to communicate, engage and/or participate (e.g. not hand-over-hand).		
		

Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
Content and complexity of book is appropriate for student(s) comprehension instruction level.		
Consistently Sometimes Not observed  1 2 3 4 5 6 7		
Book is age respectful and appropriate to student experiences and interests.		
Consistently Sometimes Not observed  1 2 3 4 5 6 7		
Before being read, any needed background knowledge for understanding the purpose for reading or the text is activated.		
Consistently Sometimes Not observed  1 2 3 4 5 6 7		
AAC is used to model in the discussion before reading, particularly around any new concepts or ideas.		
Consistently Sometimes Not observed  1 2 3 4 5 6 7		

Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
If needed, gradual release of responsibility is done for reading the text. e.g. Teacher reads it on Monday.		
The purpose for reading is explicitly stated before the reading commences and is at the student's level.		
Student communication attempts are recognised, responded to and (if appropriate) expanded on.		
No discussion happens during reading the book, except for a reminder of the purpose.		

Summary and Additional Comments:

Based on the comprehension instruction Self-Evaluation & Observation Form from the Centre for Literacy and Disability Studies, Project Core www.project-core.com. Adapted by Jane Farrall Consulting www.janefarrall.com