

ELEMENTS II PROGRESS MONITORING CHART

Student Name

Level (RTI, Reading Level, etc.)

Use the Exercise Progress by Date section of the Student Progress Report to record completion levels each day. Attach the Exercise Progress graph for additional documentation.

Exercise	Goal/Task	Date										Language and Reading Skills	Cognitive Skills	
Bioacoustics Lab	Develop listening accuracy and phonological awareness skills by selecting a target syllable from a sequence of two syllables.	%	%	%	%	%	%	%	%	%	%	%	<ul style="list-style-type: none"> • Listening Accuracy • Phonological/Phonemic Awareness 	<ul style="list-style-type: none"> • Memory • Attention • Processing
Cinematch	Develop listening comprehension skills by listening to stories and answering questions.	%	%	%	%	%	%	%	%	%	%	%	<ul style="list-style-type: none"> • Listening Comprehension 	<ul style="list-style-type: none"> • Memory • Attention • Processing • Sequencing
Illuminator	Develop auditory word recognition and academic vocabulary skills by discriminating among related math and science terms.	%	%	%	%	%	%	%	%	%	%	%	<ul style="list-style-type: none"> • Word Structure & Knowledge • Academic Language 	<ul style="list-style-type: none"> • Memory • Attention • Processing
Mission Control	Develop the skill of following directions by identifying or manipulating shapes according to spoken instructions.	%	%	%	%	%	%	%	%	%	%	%	<ul style="list-style-type: none"> • Following Directions • Word Structure & Knowledge • Listening Comprehension 	<ul style="list-style-type: none"> • Memory • Attention • Processing • Sequencing
PicFlip	Develop auditory word recognition, phonological awareness, and vocabulary skills by distinguishing between similar-sounding words.	%	%	%	%	%	%	%	%	%	%	%	<ul style="list-style-type: none"> • Auditory Word Recognition • Phonological/Phonemic Awareness • Word Structure & Knowledge 	<ul style="list-style-type: none"> • Memory • Attention • Processing

Date:	Supplemental Instruction/Intervention:
Initials:	

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Initials:	

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Initials:	

Skills Key

LANGUAGE & PRE-READING SKILLS	
Listening Accuracy	The ability to discriminate between sounds and to correctly identify sounds and sound sequences.
Auditory Word Recognition	The ability to identify spoken words and distinguish between similar-sounding words.
Following Directions	The ability to attend to details, and plan an appropriate sequence of steps, in order to carry out verbal instructions.
FOUNDATIONAL READING SKILLS	
Phonological/Phonemic Awareness	The ability to recognize and manipulate units of sound in spoken language such as words, syllables, onset and rime, and phonemes.
Word Structure & Knowledge	The ability to recognize and apply knowledge of words and word parts such as morphemes and phonemes.
VOCABULARY ACQUISITION SKILLS	
Academic Language	The ability to use the language needed for success in school, including general academic words (which appear frequently in print, but rarely in social conversations), discipline-specific terms, and multiple meaning words.
COMPREHENSION SKILLS	
Listening Comprehension	The ability to listen to and comprehend spoken language and derive meaning from oral texts.
COGNITIVE SKILLS	
Memory	The ability to use both working memory and long-term memory to understand and retain information. Working memory is the capacity to keep information in mind over the short term, while integrating or manipulating it. Long-term memory is the capacity to store and retrieve information over hours, days, or years.
Attention	The ability to focus on specific information, to sustain that focus, and to ignore distractions, while carrying out a task.
Processing	The ability to rapidly interpret and integrate auditory and/or visual information. For example, interpreting a complex burst of acoustic information to identify a phoneme, or integrating a set of lines and curves to recognize a letter.
Sequencing	The ability to track the order of things like the sounds in a word, the words in a sentence, the sentences in a paragraph, or the events in a timeline.