Secondary S.I.F.T.E.R. Screening Instrument For Targeting Educational Risk in Secondary Students



| Student | Grade Date Completed |
|---|--|
| Teacher Class | School |
| Does this student usually use amplification? Yes This scale has been designed to screen for education effects of hearing loss are frequently not obvious. determining if a student is successfully accessing verb observations and familiarity with this student, circle | al risk in secondary students with hearing loss. The Regular monitoring of performance can assist in al instruction in the typical classroom. Based on your |
| How does the student's general foundation skills (i level) compare with the difficulty of work expected. How does the student's ability to summarize and conclusions about information presented in class to his or her class peers? How does the student's demonstration of acader growth compare to class peers and/or expectation. | draw ABOVE AVERAGE BELOW AGAINGTON ABOVE AVERAGE BELOW ADDRESS AND AGAINGTON ABOVE AVERAGE BELOW ADDRESS AND ADDRE |
| 4. When called upon and asked a question, how ofter student appear to have been attending to teacher (he or she appears to understand the basis of the question of the successful is the student at coping with visual other distractions due to noise, personal items, or a unrelated to instruction? | instruction uestion)? ALWAYS OFTEN RARELY OFTEN TO THE PROPERTY OF THE PROPER |
| 6. How does the student's attention to detail compare peers and/or expectations (e.g., avoiding careless management) | e to class |
| 7. How well does the student communicate his or her the teacher in comparison to class peers and/or expe8. How does the student's word usage skills compare peers and/or expectations (e.g., written, verbal or vocabulary)? | re to class ABOVE AVERAGE BELOW SELOW |
| 9. What is your estimate of the student's ability to a teacher instruction (presented verbally or visually comparison to class peers and/or expectations? | /) in |
| 10. In comparison to class peers, what is the student level of meaningful contribution to classroom distance of the student demonstrate recognition. | scussions? 5 4 3 2 1 😸 |
| participation is an integral part of the learning pr | ocess? 5 4 3 2 1 |
| 12. During cooperative group activities, how often of student interact with others to achieve the goals group? | of the ALWAYS OFTEN RARELY 5 4 3 2 1 |
| 13. How often does the student demonstrate respect behavior toward others in class (peers and teach | |
| 14. How often does the student follow classroom ru compared to class peers and/or expectations?15. To what level does the student appear to be accepted. | 5 4 3 2 1 曜 |
| his or her peers? | 5 4 3 2 1 |
| | |



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TEACHER COMMENTS

Has the student had frequent absences or experienced health problems? Does the student receive special services? Doe the student have any issues that may be pertinent to his or her educational performance?

THE SECONDARY SIFTER is a SCREENING TOOL ONLY

Students scoring in the FAIL range have scored in a manner consistent with students that scored at greater than one standard deviation below the mean compared to a group of 97 secondary students (40 with normal hearing, 57 with hearing loss). Students scoring in the MARGINAL range have scored similar to test group students scoring below the mean and -1 standard deviation. Scores falling within both PASS and MARGINAL range occur within the broad range of normal performance compared to the test group. Students scoring in the PASS range have scored in a manner consistent to those in the test group who were at or above the group mean. Any student with a FAIL score in a content area as determined on the scoring grid below should be considered for educational accommodations and/or services specific to improving the student's access to instruction and success in the regular classroom.

SCORING

Sum the responses to the three questions in each content area and record the summed scores in the appropriate box under Total Score below. Place an X on the number that corresponds most closely with each content area score (e.g., if a teacher circled a 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 2 1 |
| ATTENTION | | 15 14 13 12 11 10 | 9 8 7 | 6 5 4 3 2 1 |
| COMMUNICATION | | 15 14 13 12 11 10 | 9 8 | 7 6 5 4 3 2 1 |
| CLASS PARTICIPATION | | 15 14 13 12 11 10 | 8 7 | 6 5 4 3 2 1 |
| SOCIAL BEHAVIOR | | 15 14 13 12 11 | 10 9 | 8 7 6 5 4 3 2 1 |
| | | +1 SD N | Mean −1 S | SD –2 SD |