Hypotheses - General

* Student is not motivated to do requested tasks
* Student can do the task accurately, but needs more practice to build automaticity
* Student needs additional instruction to understand how to do the task
* Student needs support in generalization of mastered skill to other domains
* Student needs instruction on pre-requisite or component skills in order to be able to do requested task

Hypotheses – Reading Comprehension

* Student needs to develop stronger decoding skills
* Student does not understand the meaning of words in text
* Student does not understand common English syntax
* Student lacks needed background knowledge
* Student does not identify when comprehension of passage has been interrupted
* Student does not display selective attention to text (ie read for big ideas or particular purpose)
* Student does not apply clarifying strategies when comprehension has been interrupted
* Student does not make connections between text and self, other texts, or world
* Student does not summarize content of text read

Hypotheses – Reading Decoding

* Student is not phonemically aware
* Student does not know letter sounds (accuracy)
* Student is not fluent with letter sounds
* Student is not able to blend common sounds together to read words
* Student is not fluent with decodable word blending
* Student has not mastered phonics rules for single syllable words
* Student has not mastered strategies for decoding multisyllabic words

Hypotheses – Writing

* Student needs instruction in letter formation
* Student needs practice to build automaticity in writing
* Student needs instruction in punctuation rules
* Student needs instruction in grammar / sentence structure rules
* Student needs instruction in generating ideas
* Student needs instruction in organizing a paragraph with main idea and details
* Student needs instruction in writing a sequence of events
* Student needs instruction in using a wider variety of quality words

CURRICULUM

* Content of materials
* Difficulty level of materials
* Sequencing
* Organization
* Perceived relevance

INSTRUCTION

* Instructional philosophy
* Instructional approach or method(s)
* Expectations/objectives
* Clarity & organization
* Pace
* Opportunities for practice
* Duration of continuous instruction
* Nature & frequency of feedback
* Academic engaged time
* Classroom Management

ENVIRONMENT

* Arrangement of the room
* Furniture/equipment
* Rules
* Management plans
* Routines
* Expectations
* Peer context
* Peer and family influence
* Task pressure

LEARNER

* Appropriateness of curriculum and instruction
* Perception of learning environment
* Academic skills
* Social/behavioral skills
* Adaptive behavior skills
* Motivation
* Medical Issues