



Tips and Techniques Diagnosing Response Level

Scripture Verse: *For if the readiness is there, it is acceptable according to what a person has, not according to what he does not have. (2 Cor. 8:12, ESV).*

Grades: 1-8

Overview: Sometimes when students are asked to provide a response, they may know the answer, but may not respond correctly. Many times, children are penalized because they cannot respond in the expected manner and frequency; this leads to the assumption that they do not know the answer or have not acquired the information to respond correctly. Most responses fall into one of three categories 1) pointing, marking, gesturing or manipulation of objects, 2) writing and 3) speaking.

Reception or Expression

When a student does not respond correctly, it is important to know if the incorrect response was because the student did not process the information presented or the student was unable to correctly express the answer. For example, in exploring a child's knowledge of numbers in sequence one should consider the available modes of response; one might ask the child to say numbers from one to ten, write them, or arrange the numbers in order.

Determine the Level of Response

It might be beneficial to consider determining the response mode in order to pinpoint the response level at which the child can demonstrate success. Once this level is identified the task becomes one of trying to move the child to a higher response level. The diagnosing process begins with the required response mode; it continues to move backward into less complex responses. This allows you to determine at what level the child is successful. Once you find this level, you can start the teaching sequence and moving the child up to the desired response level.

Response Levels (from lowest to highest)

1	Student affirms or negates the selection of the response by the teacher. (Yes or no, is this "a" a short vowel – points to small letter "a"?)
2	Student sorts (pictures, objects) according to the categories which correspond to models presented by the teacher. Categories may be size, shape, color, function. (Teacher has students sort vowels and consonants.)
3	Student compares and selects or points to a picture, object, or form to correspond to the model presented by the teacher. (This is a short vowel, put your finger on another short vowel.)
4	Student sorts as mentioned above, but without a model.
5	Student matches pictures, objects, forms, or sounds which are alike.
6	Student selects one of a series which is different from the rest of the series.
7	Student arranges in series according to gradation in size, color, or some other standard.
8	Student verbalizes his thoughts as to any of the above.
9	Student responds in multiple choice.
10	Student responds in a short essay answer.