

## TEACHER RESPONSE FORMS

**DID YOU  
KNOW?**

Assessments should be done throughout the year to inform instructional goals and guide learning activities for students. If a student has demonstrated a skill at the proficient level earlier in the year, there is no need to reassess unless there are questions about their current level.

# CONCEPTS OF PRINT

Student Name:	
Date:	
Before reading story, say to the child:	
"Show me the front of the book."	
"Show me the back of the book."	
"Show me the title."	
"Which page do we read first?"	
"Where does it tell the story?"	
"Where do we start reading?"	
"Which way do we go when we are reading?"	
"Where do we go when we get to the end of a line?"	
Point to a period and ask "What is this for?"	
"Point to a letter."	
"Point to a word."	
<b>Total/11</b>	

Comments:

END OF YEAR TARGETS	
Proficient	11
Developing	8-10
Emerging	0-7

# ORAL LANGUAGE CHECKLIST

Student Name:

Date:

<b>RECEPTIVE</b>	
Understands classroom language and follows classroom routines	
Understands vocabulary specific to subject situation	
Follows oral directions	
<b>EXPRESSIVE</b>	
Shares personal experiences and feelings related to classroom topics and book discussions	
Speaks fluently and with expression (prosody)	
Asks appropriate questions	
Can retell aspects of a story and give information about a topic	
Uses language to explain, inquire and compare	
Uses speech that is understandable - produces speech sounds correctly (e.g. articulation)	
Uses appropriate sentence structure (grammar)	
Uses appropriate vocabulary for subject and situation	
<b>SOCIAL</b>	
Is an active participant in classroom language activities	
Understands and uses appropriate social conventions for conversations when listening and speaking	
Demonstrates active listening skills	
<b>Total /14</b>	

Comments:

END OF YEAR TARGETS	
Proficient	12-14
Developing	13
Emerging	0-12

# PHONOLOGICAL AND PHONEMIC AWARENESS

Student Name:

Date:

<b>1. Clapping Syllables</b>			<b>2. Identifying Rhymes</b>	
bat			book/look	
mother			fun/run	
office			ring/sat	
lollipop			box/yes	
sing			fish/dish	
<b>Total /5</b>			<b>Total /5</b>	
<b>3. Producing Rhymes</b>			<b>4. Isolating Initial Sounds</b>	
cat			fire	
pot			sick	
tame			mouth	
wrinkle			tall	
brother			gas	
<b>Total /5</b>			<b>Total /5</b>	
<b>5. Isolating Final Sounds</b>			<b>6. Blending Sounds</b>	
sheep			l i p	
rain			f a n	
book			l e g	
ball			f i s h	
chair			m i s s	
<b>Total /5</b>			<b>Total /5</b>	

Comments:

<b>All Subsets Score /30</b>	
------------------------------	--

<b>END OF YEAR TARGETS (individual subsets)</b>	
Proficient	4-5
Developing	3
Emerging	0-2
<b>END OF YEAR TARGETS (all subsets)</b>	
Proficient	24-30
Developing	12-23
Emerging	0 - 11

\*\*If a student does not give any correct responses in one subset but is still proficient overall, please make a note of the area that needs to be worked on.

## ORAL RE-TELLING (Comprehension)

Name:

Date:

<b>Elements</b>		
<b>Characters</b>	Includes main characters	
<b>Setting</b>	Where characters are or what they are doing	
<b>Initiating Event</b>	Event that sets off the story	
<b>Feelings</b>	Reaction to initiating event	
<b>Plan</b>	How to deal with the initiating event	
<b>Attempts</b>	Attempts to obtain the goal	
<b>Result</b>	Outcome of the attempts	
<b>Feelings</b>	How do characters feel or think about the outcome	
	<b>Total /8</b>	

**Beginning elements include:**

- Character
- Setting
- Initiating Event

**Middle elements include:**

- Initiating Event
- Feelings
- Plan
- Attempts

**End elements include:**

- Attempts
- Result
- Feelings

<b>END OF YEAR TARGETS</b>	
<b>Proficient</b>	4
<b>Developing</b>	2-3
<b>Emerging</b>	0-1

Did child use props? Yes or No

**Comments:**

**LETTER ASSOCIATION**

Name: \_\_\_\_\_

				End of Year			Recording: LC - lowercase UC - uppercase S - sound ✓ - correct *Incorrect response: record what child says
	LC	UC	S	LC	UC	S	
p							Comments:
s							
g							
m							
o							
z							
h							
a							
q							
n							
w							
y							
u							
b							
j							
d							
e							
r							
x							
i							
t							
k							
c							
l							
v							
f							
<b>Totals</b>							
	/26	/26	/26	/26	/26	/26	

END OF YEAR TARGETS	
<b>Proficient</b>	20+ letters/sounds
<b>Developing</b>	14-19 sounds/letters
<b>Emerging</b>	Less than 14 sounds/letters

**Reading Words**

Comments: \_\_\_\_\_

1. it	
2. can	
3. and	
4. the	
5. to	
<b>Total /5</b>	

END OF YEAR TARGETS	
<b>Proficient</b>	5
<b>Developing</b>	3-4
<b>Emerging</b>	0-2

# STUDENT PROFILE TRACKING SHEET (School Data)

Student: \_\_\_\_\_

## CONCEPTS OF PRINT

END OF YEAR TARGETS	
Proficient - 11	
Developing - 8-10	
Emerging - 0-7	
Before reading story, say to the child:	
"Show me the front of the book."	
"Show me the back of the book."	
<b>"Show me the title."</b>	
"Which page do we read first?"	
"Where does it tell the story?"	
"Where do we start reading?"	
"Which way do we go when we are reading?"	
"Where do we go when we get to the end of a line?"	
Point to a period and ask "What is this for?"	
"Point to a letter."	
"Point to a word."	
<b>Total /11</b>	

## ORAL LANGUAGE

END OF YEAR TARGETS	
Proficient - 12-14	
Developing 11	
Emerging - 0-10	
RECEPTIVE	
Understands classroom language and follows classroom routines	
Understands vocabulary specific to subject situation	
Follows oral directions	
EXPRESSIVE	
Shares personal experiences and feelings related to classroom topics and book discussions	
Speaks fluently and with expression (prosody)	
Asks appropriate questions	
Can retell aspects of a story and give information about a topic	
Uses language to explain, inquire and compare	
Uses speech that is understandable - produces speech sounds correctly (e.g. articulation)	
Uses appropriate sentence structure (grammar)	
Uses appropriate vocabulary for subject and situation	
SOCIAL	
Is an active participant in classroom language activities	
Understands and uses appropriate social conventions for conversations when listening and speaking	
Ignores distractions and stays focused during listening activities	
<b>Total /14</b>	

## PHONEMIC & PHONOLOGICAL AWARENESS

END OF YEAR TARGETS (all subsets)	
Proficient -24-30	
Developing - 12-23	
Emerging - 0-11	
1. Clapping Syllables	
bat	
mother	
office	
lollipop	
sing	
<b>Total /5</b>	
2. Identifying Rhymes	
book/look	
fun/run	
ring/sat	
box/yes	
fish/dish	
<b>Total /5</b>	

3. Producing Rhymes	
cat	
pot	
tame	
wrinkle	
brother	
<b>Total /5</b>	
4. Isolating Initial Sounds	
fire	
sick	
mouth	
tall	
gas	
<b>Total /5</b>	

5. Isolating Final Sounds	
sheep	
rain	
book	
ball	
chair	
<b>Total /5</b>	
6. Blending Sounds	
l i p	
f a n	
l e g	
f i s h	
m i s s	
<b>Total /5</b>	

## ORAL RE-TELLING

END OF YEAR TARGETS		
<b>Proficient - 4</b> <b>Developing - 2-3</b> <b>Emerging - 0-1</b>		
Elements	Descriptors	
Characters	Includes main characters	
Setting	Where characters are or what they are doing	
Initiating Event	Event that sets off the story	
Feelings	Reaction to initiating event	
Plan	How to deal with the initiating event	
Attempts	Attempts to obtain the goal	
Result	Outcome of the attempts	
Feelings	How do characters feel or think about the outcome	
<b>Total /8</b>		

## READING WORDS

END OF YEAR TARGETS	
<b>Proficient - 5 words</b> <b>Developing - 3-4 words</b> <b>Emerging - 0-2 words</b>	
1. it	
2. can	
3. and	
4. the	
5. to	
<b>Total /5</b>	

## LETTER ASSOCIATION

END OF YEAR TARGETS								
<b>Proficient - 20+ names/sounds</b> <b>Developing - 14-19 names/sounds</b> <b>Emerging - &lt;14 names/sounds</b>				<b>LC - Lowercase</b> <b>UC - Uppercase</b> <b>S - Sound</b>				
	LC	UC	S		LC	UC	S	
p				b				
s				j				
g				d				
m				e				
o				r				
z				x				
h				i				
a				t				
q				k				
n				c				
w				l				
y				v				
u				f				
<b>Total /13</b>				<b>Total /13</b>				

COMMENTS:

