Unit 1 Formative Assessment and Progress Monitoring

Child: ....

Evaluation Process and Tools

The ideal setting in which to naturally observe and take note of

the kinds of language skills and abilities children are acquiring is within the daily lesson activities and during hands-on classroom learning experiences. As needed guidelines (found on the following pages) may be used by teachers and families to collect and record individual student samples or class samples of language-embedded skill development and oral language vocabulary knowledge. The individual performance formative checklist and progress monitoring tool is to help teachers and families reflect upon and encourage children's natural progression and language growth, development and abilities over time.

Individual Performance and Student Outcomes

P = Student shows proficiency N = Needs more practice:

P N

- ☐ ☐ Listens to directions and responds with movements
- ☐ ☐ Participates in matching games to build language
- ☐ ☐ Sings songs and makes gestures to represent language
- ☐ ☐ Listens to stories and points to or finds images in books
- ☐ ☐ Can point to and identify his or her name
- ☐ ☐ Can print name
- ☐ ☐ Can identify and recognize various shapes
- ☐ ☐ Can name shapes
- ☐ ☐ Can draw shapes to create an object or picture
- ☐ ☐ Can count in sequence to 10
- ☐ ☐ Identifies numerals 1-5
- ☐ ☐ Can count objects to 12
- ☐ ☐ Can sort objects by attribute or trait such as by color
- ☐ ☐ Can follow a two-set pattern
- ☐ ☐ Can follow classroom directions or commands
- ☐ ☐ Can identify and name parts of the body
- ☐ ☐ Can draw a self-portrait and copy printed name
- ☐ ☐ Can draw a response from pictures or models
- ☐ ☐ Associates sense with physical actions, "I see..."
- ☐ ☐ Can identify pictures and icons, "This is a ...
- ☐ ☐ Repeats key words from rhymes, songs or chants
- ☐ ☐ Matches pictures and icons (memory - matching games)