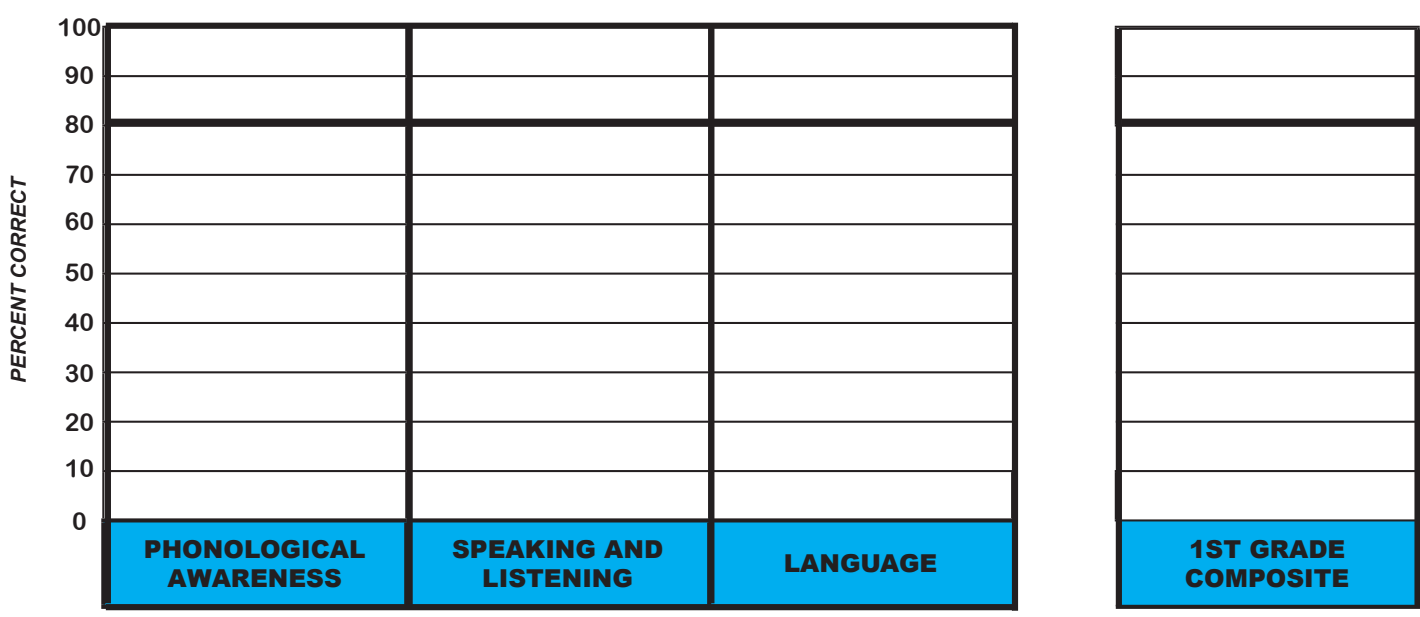




# Skill-Based Assessment of Core Communication Standards

Name		Grade
Birthdate	Date of Administration	Chronological Age
School	Examiner	
Primary Language Spoken by Child	Language(s) Spoken at Home	

## 1ST GRADE CORE COMMUNICATION SKILLS SUMMARY



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<b>1ST GRADE DETAILED SKILLS SUMMARY</b>							<i>Skills Raw Score</i>	<i>Standards Raw Score</i>	<i>% Correct</i>
Distinguish Long versus Short Vowels in Words							5		
<b>VOWELS SUBTOTAL</b>								<b>5</b>	
Blend Sounds Including Consonant Blends to Form 1-Syllable Words							5		
<b>PHONEME BLENDING SUBTOTAL</b>								<b>5</b>	
Isolate and Pronounce the Initial, Medial Vowel, and Final Sounds in Words							15		
<b>PHONEME ISOLATION SUBTOTAL</b>								<b>15</b>	
Segment Spoken Single-Syllable Words into Individual Phonemes							5		
<b>PHONEME SEGMENTATION SUBTOTAL</b>								<b>5</b>	
<b>PHONOLOGICAL AWARENESS DOMAIN TOTAL</b>								<b>PA Total</b>	<b>% Correct</b>
								<b>30</b>	
Participate in Conversations About Grade 1 Topics and Texts							6		
Ask and Answer Questions about Details in Orally Presented Information							4		
Ask and Answer Questions to Seek Help, Get Information, or Get Clarification							2		
<b>COMPREHENSION AND COLLABORATION SUBTOTAL</b>								<b>12</b>	
Tell a Story or Recount an Experience							6		
Add Drawings or Other Visual Displays to Clarify Ideas, Thoughts, or Feelings							2		
Produce Complete Sentences to Provide Requested Detail or Clarification							2		
<b>PRESENTATION OF KNOWLEDGE AND IDEAS SUBTOTAL</b>								<b>10</b>	
<b>SPEAKING AND LISTENING DOMAIN TOTAL</b>								<b>SL Total</b>	<b>% Correct</b>
								<b>22</b>	
Use Common/Proper/Possessive Nouns		5		5		5	15		
Use Singular and Plural Nouns with Matching Verbs in Basic Sentences							5		
Use Verbs to Convey Past/Present/Future							10		
Use Frequently Occurring Adjectives							5		
Use Frequently Occurring Conjunctions							10		
Use Determiners							7		
Use Frequently Occurring Prepositions							6		
Produce and Expand Simple and Compound Sentences in Response to Prompts							5		
<b>CONVENTIONS OF STANDARD ENGLISH SUBTOTAL</b>								<b>63</b>	
Determine or Clarify Unknown or Multiple Meaning Words			6			12	18		
Use Frequently Occurring Affixes as a Clue to the Meaning of a Word							5		
Identify Frequently Occurring Root Words and Their Inflectional Forms							5		
<b>VOCABULARY ACQUISITION AND USE SUBTOTAL</b>								<b>28</b>	
Sort Words Into Categories							5		
Define Words by Category and One or More Key Attributes							10		
Identify Real-Life Connections Between Words and Their Use							5		
Distinguish Shades of Meaning Among Verbs Differing in Manner							5		
<b>DEMONSTRATE WORD RELATIONSHIPS AND MEANING SUBTOTAL</b>								<b>25</b>	
<b>LANGUAGE DOMAIN TOTAL</b>								<b>LAN Total</b>	<b>% Correct</b>
								<b>116</b>	

<b>1<sup>st</sup> Grade COMPOSITE</b>		<b>168</b>	
	1 <sup>st</sup> Grade Raw Score		% Correct

## PHONOLOGICAL AWARENESS DOMAIN

<b>Standard: VOWELS</b>				
<b>Distinguish Long versus Short Vowels in Words</b>				
<i>A. Score 1 point for each correct answer.</i>				
1. short		0	1	
2. long		0	1	
3. long		0	1	
4. short		0	1	
5. long		0	1	
<b>Skill Subtotal (5)</b>				
<b>Standard: PHONEME BLENDING</b>				
<b>Blend Sounds Including Consonant Blends to Form 1-Syllable Words</b>				
<i>A. Score 1 point for each correct answer.</i>				
1. bring		0	1	
2. child		0	1	
3. jump		0	1	
4. school		0	1	
5. thank		0	1	
<b>Skill Subtotal (5)</b>				
<b>Standard: PHONEME ISOLATION</b>				
<b>Isolate and Pronounce the Initial, Medial Vowel, and Final Sounds in Single-Syllable Words</b>				
<i>A. Score 1 point for each correct phoneme. (Sounds must be articulated correctly to receive credit.)</i>				
1. /b/ /i/ /n/	0	1	2	3
2. /g/ /z/ /l/	0	1	2	3
3. /dʒ/ /ɑ/ /b/ OR /dʒ/ /ɔ/ /b/	0	1	2	3
4. /l/ /eɪ/ /k/	0	1	2	3
5. /r/ /aɪ/ /t/	0	1	2	3
<b>Skill Subtotal (15)</b>				
<b>Standard: PHONEME SEGMENTATION</b>				
<b>Segment Spoken Single-Syllable Words into Individual Phonemes</b>				
<i>A. Score 1 point for each correct word. (All phonemes identified and all sounds articulated correctly to receive credit.)</i>				
1. /b/ /l/ /eɪ/ /m/		0	1	
2. /f/ /r/ /u/ /t/		0	1	
3. /dʒ/ /i/ /n/ /z/		0	1	
4. /m/ /ɪ/ /k/ /s/		0	1	
5. /s/ /m/ /ɛ/ /l/		0	1	
<b>Skill Subtotal (5)</b>				

**SPEAKING AND LISTENING DOMAIN****Standard: COMPREHENSION AND COLLABORATION****THE SKILLS ASSOCIATED WITH THIS STANDARD ARE ASSESSED VIA CLASSROOM OBSERVATION**

- Observe the student in peer and teacher interactions in the regular education classroom and other educational settings as appropriate.
- Consult with student's teacher for additional information as needed.

*Scoring (all skills): 2 = most of the time 1 = sometimes 0 = almost never*

**Participate in Conversations about Grade 1 Topics and Texts**

1. Listens carefully to others	0	1	2
2. Speaks one at a time	0	1	2
3. Asks questions to clear up confusion about the text or topic	0	1	2

**Skill Subtotal (6)****Ask and Answer Questions about Details in Orally Presented Information**

1. Asks questions about key details in a read-aloud or other oral presentation	0	1	2
2. Answers questions about key details in a read-aloud or other oral presentation	0	1	2

**Skill Subtotal (4)****Ask and Answer Questions to Seek Help, Get Information, or Get Clarification**

1. Asks for help or clarification when needed	0	1	2
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**Skill Subtotal (2)****Observed and Reported Behaviors**

**SPEAKING AND LISTENING DOMAIN****Standard: PRESENTATION OF KNOWLEDGE AND IDEAS**

**THE SKILLS ASSOCIATED WITH THIS STANDARD ARE ASSESSED VIA SPONTANEOUS LANGUAGE/  
CONVERSATIONAL SPEECH SAMPLE**

**Tell a Story or Recount an Experience**

A. Scoring: 2 = most of the time 1 = sometimes 0 = almost never

1. Provides relevant details	0	1	2
2. Expresses his/her own ideas and feelings	0	1	2
3. Speaks clearly	0	1	2
<b>Skill Subtotal (6)</b>			

**Add Drawings or Other Visual Displays to Clarify Ideas, Thoughts, or Feelings**

A. Scoring: 2 = spontaneously 1 = with additional cueing 0 = not able even with cueing

1. Draws a picture, directs attention to a picture or object, or uses gestures to make himself/herself understood	0	1	2
<b>Skill Subtotal (2)</b>			

**Produce Complete Sentences to Provide Requested Detail or Clarification**

A. Scoring: 2 = most of the time 1 = sometimes 0 = almost never

1. Speaks in complete sentences when appropriate	0	1	2
<b>Skill Subtotal (2)</b>			

**Observed Spontaneous Language Behaviors**

## LANGUAGE DOMAIN

### Standard: CONVENTIONS OF STANDARD ENGLISH

#### Use Common, Proper, and Possessive Nouns

A. Score 1 point for each object/noun correctly identified.

1. game	0	1
2. girl	0	1
3. boy	0	1
4. rug	0	1
5. sofa/couch	0	1

B. Score 1 point for each person named. Answers may vary. (Any name is acceptable).

1. Girl's name	0	1
2. Boy's name	0	1
3. Mother's or Father's name	0	1

C. Score 1 point for each game named.

1. Name of a specific game	0	1
2. Name of a specific game	0	1

D. Score 1 point for each correct answer.

1. boy's (/z/)	0	1
2. Beth's (/s/)	0	1
3. dog's (/z/)	0	1
4. girl's (/z/)	0	1
5. Alex's (/ɪz/)	0	1

**Skill Subtotal (15)**

#### Use Singular and Plural Nouns with Matching Verbs in Basic Sentences

A. Score 1 point for each answer that demonstrates agreement in number (singular or plural) between the noun and the verb. Answers are suggestions. Student answers may vary.

1. e.g., the boys play soccer	0	1
2. e.g., the birds fly	0	1
3. e.g., the mother reads a book	0	1
4. e.g., the dog catches the ball; the girl throws the ball	0	1
5. e.g., the girl picks the flowers; the girl fills the basket	0	1

**Skill Subtotal (5)**

## LANGUAGE DOMAIN

### Standard: CONVENTIONS OF STANDARD ENGLISH

#### Use Verbs to Convey Past, Present, and Future

A. Score 1 point for each correct answer.

1. added	0	1
will add	0	1
2. ask	0	1
will ask	0	1
3. dried	0	1
will dry	0	1
4. jumped	0	1
will jump	0	1
5. laugh	0	1
laughed	0	1
<b>Skill Subtotal (10)</b>		

#### Use Frequently Occurring Adjectives

A. Score 1 point for each sentence in which the adjective is used correctly.

1. (hard)	0	1
2. (fresh)	0	1
3. (tiny)	0	1
4. (proud)	0	1
5. (long)	0	1
<b>Skill Subtotal (5)</b>		

## LANGUAGE DOMAIN

<b>Standard: CONVENTIONS OF STANDARD ENGLISH</b>			
<b>Use Frequently Occurring Conjunctions</b>			
A. Score: 2 points = meaningful and grammatically correct sentence    1 point = 1 error    0 points = 2+ errors			
1. (and)	0	1	2
2. (but)	0	1	2
3. (or)	0	1	2
4. (so)	0	1	2
5. (because)	0	1	2
<b>Skill Subtotal (10)</b>			
<b>Use Determiners</b>			
A. Score 1 point for each correct answer. Only words in bold (determiners) are scored.			
1. <b>a</b> banana	0	1	
2. <b>an</b> orange	0	1	
3. <b>the</b> pig	0	1	
4. <b>this</b> is my shirt	0	1	
5. <b>that</b> block is square	0	1	
6. <b>these</b> are jelly beans	0	1	
7. <b>those</b> socks	0	1	
<b>Skill Subtotal (7)</b>			
<b>Use Frequently Occurring Prepositions</b>			
A. Score 1 point for each correct answer.			
1. beside	0	1	
2. in front of	0	1	
3. inside	0	1	
4. over/above	0	1	
5. under	0	1	
6. until (your homework is done)	0	1	
<b>Skill Subtotal (6)</b>			



## LANGUAGE DOMAIN

### Standard: CONVENTIONS OF STANDARD ENGLISH

Produce and Expand Complete Simple and Compound Declarative, Interrogative, Imperative, and Exclamatory Sentences in Response to Prompts

*A. Score 1 point for each correct sentence construction.*

1. Simple Declarative	0	1
2. Compound Declarative	0	1
3. Interrogative	0	1
4. Imperative	0	1
5. Exclamatory	0	1
<b><i>Skill Subtotal (5)</i></b>		

## LANGUAGE DOMAIN

<b>Standard: VOCABULARY ACQUISITION AND USE</b>		
<b>Determine or Clarify Unknown or Multiple Meaning Words Based on 1st Grade Reading and Content</b>		
<i>A. Score 1 point for providing correct word meaning and 1 point for identifying clue(s).</i>		
1. <b>Meaning:</b> small stream	0	1
<b>Clue:</b> little, river	0	1
2. <b>Meaning:</b> big smile	0	1
<b>Clue:</b> happy, face	0	1
3. <b>Meaning:</b> go from place to place without a goal	0	1
<b>Clue:</b> didn't walk right home	0	1
<i>B. Score 1 point for providing correct word meaning and 1 point for identifying clue(s).</i>		
1. <b>Meaning:</b> part of a computer	0	1
<b>Clue:</b> clicked, computer	0	1
<b>Meaning:</b> a small animal	0	1
<b>Clue:</b> cat chased	0	1
2. <b>Meaning:</b> go around or go by/past	0	1
<b>Clue:</b> fast car, slow car, road	0	1
<b>Meaning:</b> throw	0	1
<b>Clue:</b> basketball, to his teammate	0	1
<b>Meaning:</b> get a good grade	0	1
<b>Clue:</b> study, test	0	1
<b>Meaning:</b> give it to me	0	1
<b>Clue:</b> can't reach, salt	0	1
<b>Skill Subtotal (18)</b>		
<b>Use Frequently Occurring Affixes as a Clue to the Meaning of a Word</b>		
<i>A. Score 1 point for each correct answer.</i>		
1. more than 1 bike	0	1
2. used crayons yesterday	0	1
3. put it on the wall again	0	1
4. you don't know something	0	1
5. more crazy than something else	0	1
<b>Skill Subtotal (5)</b>		

## LANGUAGE DOMAIN

### Standard: DEMONSTRATE UNDERSTANDING OF WORD RELATIONSHIPS AND MEANINGS

#### Identify Frequently Occurring Root Words and Their Inflectional Forms

A. Score 1 point for each correct answer.

1. answer	0	1
2. burn	0	1
3. fear	0	1
4. slow	0	1
5. size	0	1

**Skill Subtotal (5)**

#### Sort Words Into Categories

A. Score 1 point for each correct answer.

1. fruit	0	1
2. animals/farm animals	0	1
3. clothes/clothing	0	1
4. toys	0	1
5. candy/treats/sweets	0	1

**Skill Subtotal (5)**

#### Define Words by Category and One or More Key Attributes

A. Score 1 point for correct category and 1 point for each appropriate attribute. Answers are suggestions. Student answers may vary.

1. <b>Category:</b> people	0	1
<b>Attribute:</b> small(er), young(er)	0	1
2. <b>Category:</b> animal/zoo animal	0	1
<b>Attribute:</b> large, grey, has a trunk	0	1
3. <b>Category:</b> food	0	1
<b>Attribute:</b> meat, salty	0	1
4. <b>Category:</b> building	0	1
<b>Attribute:</b> place where people live, yard	0	1
5. <b>Category:</b> transportation	0	1
<b>Attribute:</b> runs on a track, has an engineer	0	1

**Skill Subtotal (10)**

## LANGUAGE DOMAIN

### Standard: DEMONSTRATE UNDERSTANDING OF WORD RELATIONSHIPS AND MEANINGS

#### Identify Real-Life Connections Between Words and Their Use

A. Score 1 point for each correct answer. Answers are suggestions. Student answers may vary.

1. monster, tiger	0	1
2. eat, feed an animal	0	1
3. lamb, parent	0	1
4. letter, package	0	1
5. swim, bike, play outside	0	1
<b>Skill Subtotal (5)</b>		

#### Distinguish Shades of Meaning Among Verbs Differing in Manner

A. Score 1 point for each correct contrast. Students receive full credit for defining, choosing between actions, or acting out meanings.

1. (toss~throw~give)	0	1
2. (draw~scribble~print)	0	1
3. (stop~wait~hurry)	0	1
4. (turn~flip~spin)	0	1
5. (shout~talk~whisper)	0	1
<b>Skill Subtotal (5)</b>		