**Language Skills for the Common Core – Kindergarten**

***Compared to most students in your class, please check this student’s strengths and weaknesses based upon where your class is in addressing the Common Core Curriculum. Complete this information before a follow up interview with the SLP: Reading Level:\_\_\_\_\_\_\_\_\_\_\_\_\_ Math Level:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Student: Completed By: Date: Date of Interview:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Listening/Speaking** | **Average** | **Below****Average** | **Language** | **Average** | **Below****Average** |
| **Participates in collaborative conversations with diverse partners about kdg. topics and texts with peers and adults in small and larger groups** |  |  | **Demonstrates command of the conventions of****standard English grammar and usage when writing or speaking** |  |  |
| **Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)** |  |  | **Uses frequently occurring nouns and verbs** |  |  |
| **Continues a conversation through multiple exchanges** |  |  | **Forms regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs*; *wish, wishes*)** |  |  |
| **Confirms understanding of a text read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood** |  |  | **Understands and uses question words (interrogatives) (e.g., *who, what, where, when, why, how*)** |  |  |
| **Asks and answers questions in order to seek help, get information, or clarify something that is not understood** |  |  | **Uses the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for,* *of, by, with*)** |  |  |
| **Describes familiar people, places, things, and events and, with prompting and support, provide additional detail** |  |  | **Produces and expands complete sentences in shared language activities** |  |  |
|  **Adds drawings or other visual displays to descriptions as desired to provide additional detail** |  |  | **Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing** |  |  |
| **Speaks audibly and expresses thoughts, feelings, and ideas clearly** |  |  | **Other: Follows 1 to 2 step directions in a sequence** |  |  |
| **Vocabulary** | **Average** | **Below****Average** | **Reading** | **Average** | **Below****Average** |
| **Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*** |  |  | **With prompting and support, asks and answers questions about key details in a text** |  |  |
| **Identifies new meanings for familiar words and applies them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*)** |  |  | **With prompting and support, retells familiar stories, including key details** |  |  |
| **Uses the most frequently occurring inflections and affixes (e.g., -*ed*, -*s*, *re*-, *un*-, *pre*-, -*ful*, -*less*) as a clue to the meaning of an unknown word** |  |  | **With prompting and support, identifies characters, settings, and major events in a story** |  |  |
| **With guidance and support from adults, explores word relationships and nuances in word meanings** |  |  | **Asks and answers questions about unknown words in a text** |  |  |
| **Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent** |  |  | **Recognizes common types of texts (e.g., storybooks, poems)** |  |  |
| **Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)** |  |  | **With prompting and support, names the author and illustrator of a story and define the role of each in telling the story** |  |  |
| **Identifies real-life connections between words and their use (e.g., note places at school that are *colorful*)** |  |  | **Uses illustrations and details in a story to describe its characters, setting, or events** |  |  |
| **Distinguishes shades of meaning among verbs describing the same general action (e.g., *walk, march, prance*) by acting out the meanings** |  |  | **Demonstrates concepts of print and phonological awareness skills** |  |  |
| **Uses words and phrases acquired through conversations, reading and being read to, and responding to texts** |  |  | **Knows and applies grade-level phonics and word analysis skills in decoding words** |  |  |
| ***\*Please add additional comments on the other side of this page*** |  |  | **Reads emergent-reader texts with purpose and understanding** |  |  |

[**http://www.corestandards.org/**](http://www.corestandards.org/)

**ASHA (2011). Your child’s communication development: Kindergarten through fifth grade.**  [**http://www.asha.org/public/speech/development/kindergarten.htm**](http://www.asha.org/public/speech/development/kindergarten.htm)

**Language Skills for the Common Core**

**Notes:** *(include further description of Below Average performance)*

**Student: Completed By: Date:**

|  |  |
| --- | --- |
| **Listening/Speaking** | **Language** |
|  |  |
| **Vocabulary** | **Reading** |
|  |  |
| **Writing Skills:** |
| ***Other factors which impact language skills:***  (language(s) spoken in home, ELL, ADHD, medication, etc.) |