

# HAMILTON COUNTY EDUCATIONAL SERVICE CENTER STANDARDS- BASED COMMUNICATION SKILLS

## Checklist for Preschool

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher(s) \_\_\_\_\_ Date \_\_\_\_\_

In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check (✓) the appropriate column to indicate where the student is functioning as compared to classroom peers.

**When completed, please highlight your top 5 concerns.**

Please return to \_\_\_\_\_ by \_\_\_\_\_.

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
<b>PHONEMIC AWARENESS &amp; EARLY LITERACY</b>				
A. The student recognizes rhyming sounds/words				
B. The student discriminates between sounds as same/different (i.e. environmental & animal sounds, phonemes)				
C. The student identifies environmental sounds				
D. The student claps/snaps/pounds syllables in words				
E. The student recognizes words that begin/end with the same sounds				
F. The student recognizes letters in their name and a few other letters				
G. The student recognizes familiar words/environmental print				
H. The student participates in reading predictable books (i.e. <u>Brown Bear</u> )				
<b>LISTENING COMPREHENSION</b>				
A. The student demonstrates "listening behaviors" in group activities				
B. The student provides on-topic responses during group activities				
C. The student can follow simple oral instructions				
1. in individual direction				
2. in group direction				
D. The student answers yes/no questions				
E. The student responds to choice questions, given 2 options				
F. The student completes CLOZE questions				
G. The student answers simple WH questions (i.e. what, where, who)				
H. The student retells events from simple story or activity				
I. The student points to named/described items within a book (i.e. find the cat; find something that swims)				
J. The student is beginning to differentiate between "real/pretend"				
<b>SPEAKING</b>				
A. The student speaks clearly and understandably				
B. The student speaks using 4+ word sentences				
C. The student speaks using appropriate grammar, including:				
1. use of nouns (singular, regular plural "-s")				
2. use of action words, including "-ing" endings				
3. use of pronouns				
4. use of auxiliary verbs (e.g. "is, are")				
D. The student expresses wants/needs/ideas in an organized manner				
E. The student tells experiences about remote events				
F. The student tells a story related to a picture				
G. The student verbally participates in group songs/chants/fingerplays				
H. The student uses age appropriate articulation/speech sounds				
I. The student speaks with appropriate rate and fluency (i.e. without stuttering)				
J. The student speaks with appropriate pitch, volume, and quality				

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
<b>SEMANTICS (word meaning, vocabulary) &amp; CONCEPTS</b>				
A. The student understands and uses basic concepts of:				
1. <b>time</b> (yesterday, today, day, night)				
2. <b>quantity</b> (more, numbers, etc.)				
3. <b>space</b> (next to, in, on, below, etc.)				
4. <b>size</b> (big, little); <b>shape</b> (circle, square); <b>color</b>				
5. <b>misc.</b> (match, sort, same, different)				
B. The student uses age appropriate vocabulary				
C. The student names items in common categories				
D. The student labels a category for a group of related items				
E. The student explains the use of a given object				
F. The student is beginning to use comparative vocabulary (i.e. bigger)				
G. The student understands negative terms (i.e. not, don't, stop, all gone)				
<b>SOCIAL LANGUAGE</b>				
A. The student uses eye contact during conversation				
B. The student communicates -- verbally or nonverbally -- for a variety of purposes, including:				
1. gaining attention				
2. commenting on objects and actions				
3. requesting				
4. protesting/denying				
5. greeting/closing				
6. initiating and sustaining conversation through turn-taking				
7. maintaining topic of conversation for 3-4 turns				
8. making choices				
9. clarifying when not understood				
10. describing				
11. asking questions				
12. predicting				
13. expressing affection				
14. taking turns (i.e. playing a game)				
15. negotiating/regulating the actions of others				
C. The student demonstrates joint attention (i.e. looking at book together)				
D. The student shares toys/materials				
E. The student accepts decisions made by others and themselves				
F. The student makes and maintains friendships				
G. The student labels basic feelings (i.e. happy, sad, angry)				
H. The student can follow classroom rules and routines				
I. The student uses appropriate facial expression and body language				
<b>WRITTEN LANGUAGE</b>				
A. The student recognizes his own name				
B. The student is beginning to write the letters in his own name				
C. The student is beginning to communicate through drawing/writing				
D. The student generates topics for writing ideas through discussions with others				

\* What interventions have you attempted to address these concerns? Please list on back.

# HAMILTON COUNTY EDUCATIONAL SERVICE CENTER

## STANDARDS- BASED COMMUNICATION SKILLS

### Checklist for Kindergarten

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher(s) \_\_\_\_\_ Date \_\_\_\_\_  
 In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check (✓) the appropriate column to indicate where the student is functioning as compared to classroom peers.

**When completed, please highlight your top 5 concerns.**

Please return to \_\_\_\_\_ by \_\_\_\_\_.

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
<b>PHONEMIC AWARENESS &amp; EARLY LITERACY</b>				
A. The student can hear and identify rhyming sounds/words				
B. When given a word, the student can produce a rhyme				
C. The student can discriminate between sounds as same/different				
D. The student can count or clap number of syllables in words				
E. The student can identify upper and lower case letters				
F. The student can name upper and lower case letters				
G. The student can recognize and say the common <i>sounds</i> of letters				
H. The student can break CVC words into its separate sounds				
I. The student can blend individual sounds into a CVC word				
<b>LISTENING COMPREHENSION</b>				
D. The student demonstrates "listening behaviors" in group activities				
E. The student provides on-topic responses during group activities				
F. The student can repeat directions				
G. The student can follow 1- to 2-step oral instructions				
1. in individual direction				
2. in group direction				
E. The student can answer WH questions				
F. The student can retell information/simple stories they have heard				
G. The student can tell the topic/main idea of a story				
H. The student can recognize similarities between stories and prior knowledge				
I. The student can make predictions using pictures and content as a guide				
J. The student can draw inferences and solve simple riddles				
K. The student can identify simple cause and effect relationships				
L. The student can distinguish between "pretend" and "real"				
M. The student can sequence 4 picture cards				
<b>SPEAKING</b>				
K. The student speaks clearly and understandably				
L. The student speaks in complete sentences				
M. The student speaks using appropriate grammar, including:				
1. use of nouns (common, proper, singular, plural)				
2. use of action words and appropriate verb tenses, except irregular past tense				
3. use of pronouns				
a. subject (I, he, she, it, they)				
b. object (him, her, them)				
c. possessive (his, hers, theirs)				
4. use of auxiliary verbs (e.g. "is, are")				
N. The student expresses wants/needs/ideas in an organized manner				
O. The student asks grammatically-correct questions				

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
P. The student tells a story from a pictured sequence of four				
Q. The student uses age appropriate articulation/speech sounds				
R. The student speaks with appropriate rate, pitch, volume, quality, and fluency (i.e. without stuttering)				
<b>SEMANTICS (word meaning, vocabulary) &amp; CONCEPTS</b>				
H. The student understands and uses basic concepts of:				
1. <b>time</b> (yesterday, today, day, night)				
2. <b>quantity</b> (more, numbers, etc.)				
3. <b>space</b> (next to, in, on, below, etc.)				
4. <b>size</b> (big, little)				
5. <b>shape</b> (circle, square)				
6. <b>color</b>				
7. <b>misc.</b> (match, sort, same, different)				
I. The student uses age appropriate vocabulary				
J. The student names items in common categories				
K. The student labels a category for a group of related items				
L. The student explains the use of a given object				
M. The student is beginning to use comparative vocabulary (i.e. bigger)				
N. The student understands negative terms (i.e. not, don't, stop, all gone)				
O. The student associates words with objects and activities				
<b>SOCIAL LANGUAGE</b>				
J. The student uses eye contact during conversation				
K. The student initiates greetings or interactions				
L. The student stays on topic giving relevant information				
M. The student takes conversational turns				
N. The student begins and ends conversations appropriately				
O. The student demonstrates the ability to make choices				
P. The student accepts decisions made by others and themselves				
Q. The student makes and maintains friendships				
R. The student expresses opinions and feelings appropriately				
S. The student follows classroom rules and routines				
T. The student uses appropriate facial expression and body language				
U. The student identifies basic emotions (e.g. happy, sad, angry)				
<b>WRITTEN LANGUAGE</b>				
E. The student recognizes his own name				
F. The student writes his/her own name				
G. The student sequences left to right				
H. The student participates in informal writing experiences				
I. The student writes a corresponding letter for a sound they hear				
J. The student generates topics for writing ideas through discussions with others				

\* What interventions have you attempted to address these concerns? Please list.

# HAMILTON COUNTY EDUCATIONAL SERVICE CENTER STANDARDS- BASED COMMUNICATION SKILLS

## Checklist for First Grade

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher(s) \_\_\_\_\_ Date \_\_\_\_\_

In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check (✓) the appropriate column to indicate where the student is functioning as compared to classroom peers.

**When completed, please highlight your top 5 concerns.**

Please return to \_\_\_\_\_ by \_\_\_\_\_.

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
<b>PHONEMIC AWARENESS &amp; LITERACY</b>				
A. The student can identify and distinguish between letters, words, and sentences				
B. The student can discriminate between sounds				
C. The student can identify and say the beginning and ending sounds in words				
D. The student can recognize and say the corresponding sounds of consonants, blends, digraphs, and vowels				
E. The student decodes by using letter-sound matches				
F. The student uses knowledge of word families to sound out words				
G. The student can blend 2-4 phonemes/sounds into words				
H. The student can add/delete/change sounds in a given word to create new or rhyming words				
<b>LISTENING COMPREHENSION</b>				
A. The student uses active listening skills				
B. The student can follow 1- to 2-step oral instructions				
1. in individual direction				
2. in group direction				
C. The student can recall details of a story, including characters, setting, and events				
D. The student can answer WH questions				
E. The student can retell information/simple stories they have heard				
F. The student can determine beginning/middle/end events of a story				
G. The student can determine the topic/main idea of a story				
H. The student can recognize similarities between stories and prior knowledge				
I. The student can make predictions using text and prior knowledge				
J. The student can draw inferences/conclusions from text and illustrations				
K. The student can identify simple cause and effect relationships				
L. The student can identify character's feelings				
M. The student can sequence 4 events				
<b>SPEAKING</b>				
A. The student speaks clearly and understandably				
B. The student speaks in complete sentences				
C. The student speaks using appropriate grammar, including:				
1. use of nouns (including common, proper, singular, plural)				
2. use of action words and appropriate verb tenses				
3. use of auxiliary verbs (i.e. is, are)				
4. use of correct pronouns				
	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments

D. The student expresses wants/needs/ideas in an organized manner				
E. The student asks grammatically-correct questions				
F. The student can tell a story from a pictured sequence of four				
G. The student can tell an original story of a personal event or daily activity				
H. The student uses age appropriate articulation/speech sounds				
I. The student speaks with appropriate rate, volume, pitch, quality and fluency (i.e. without stuttering)				
<b>SEMANTICS (word meaning, vocabulary) &amp; CONCEPTS</b>				
A. The student understands and uses basic concepts of: <b>quantity</b> (most, less, few etc.); <b>space</b> (right/left, next to, below, etc); <b>time</b> (beginning, first, next, last, etc.)				
B. The student uses age/grade appropriate vocabulary				
C. The student uses context clues to define new words				
D. The student classifies grade-level vocabulary				
E. The student differentiates true/false or real/imaginary statements				
F. The student identifies synonyms and antonyms for words				
<b>SOCIAL LANGUAGE</b>				
A. The student uses eye contact during conversation				
B. The student stays on topic giving relevant information				
C. The student takes conversational turns				
D. The student begins and ends conversation appropriately				
E. The student accepts decisions made by others and themselves				
F. The student makes and maintains friendships				
G. The student expresses opinions and feelings appropriately				
H. The student follows classroom rules and routines				
I. The student uses appropriate facial expression and body language				
J. The student acts appropriately based on understanding of non-verbal cues and body language of others				
K. The student identifies basic emotions (e.g. happy, sad, angry)				
<b>WRITTEN LANGUAGE</b>				
A. The student can capitalize the first word of a sentence				
B. The student can use ending punctuation				
C. The student can compose:				
1. one simple sentence				
2. one simple sentence with a descriptive word				
3. 2-4 related sentences				
4. a simple story with beginning-middle-end				
D. The student can sequence 3-4 sentences using transition words				

**\* What interventions have you attempted to address these concerns? Please list.**

# HAMILTON COUNTY EDUCATIONAL SERVICE CENTER STANDARDS- BASED COMMUNICATION SKILLS

## Checklist for Second Grade

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher(s) \_\_\_\_\_ Date \_\_\_\_\_

In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check (✓) the appropriate column to indicate where the student is functioning as compared to classroom peers.

**When completed, please highlight your top 5 concerns.**

Please return to \_\_\_\_\_ by \_\_\_\_\_.

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
<b>PHONEMIC AWARENESS &amp; LITERACY</b>				
A. The student can identify the beginning-middle-end sounds in words				
B. The student can blend sounds and syllables to read new words				
C. The student can segment words into sounds, blends, and syllables				
D. The student can identify words as having long or short vowel sounds				
E. The student can use spelling patterns to sound-out words				
<b>LISTENING &amp; READING COMPREHENSION</b>				
A. The student uses active listening skills				
B. The student can follow 2- to 3-step oral instructions				
1. in small group directions				
2. in whole-class directions				
C. The student can ask for repetition and clarification of directions as necessary				
D. The student can recall details of a story, including character, setting, and events				
E. The student can answer WH questions				
F. The student can retell stories				
G. The student can determine beginning/middle/end events of a story				
H. The student can determine the topic and main idea of a story				
I. The student can compare/contrast classroom content, stories, and/or prior knowledge				
J. The student can make predictions using text and prior knowledge				
K. The student can draw inferences/conclusions from text and illustrations				
L. The student can identify simple cause and effect relationships				
M. The student can sequence events from texts				
<b>SPEAKING</b>				
A. The student speaks clearly and understandably				
B. The student uses grammatically correct sentences in conversation (nouns, verbs, adjectives, and pronouns).				
C. The student expresses wants/needs/ideas in an organized manner				
D. The student gives descriptions with appropriate detail				
E. The student asks grammatically correct questions				
F. The student recalls and discuss personal experiences				
G. The student relates stories and events in a logical sequence				
H. The student uses age appropriate articulation/speech sounds				
I. The student speaks with appropriate rate, volume, pitch, quality, and fluency (i.e. without stuttering)				
J. The student alters intonation to stress important ideas, ask questions, etc.				

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
<b>SEMANTICS (word meaning, vocabulary) &amp; CONCEPTS</b>				
A. The student understands and uses basic concepts of: <b>quantity</b> (i.e. most/fewer, etc.); <b>sequence</b> (i.e. beginning, first, next, last, etc.)				
B. The student uses age/grade appropriate vocabulary				
C. The student uses context clues to define new words				
D. The student classifies grade-level vocabulary				
E. The student identifies synonyms & antonyms				
F. The student identifies homonyms (e.g. "see – sea")				
G. The student identifies homographs (multiple meaning words)				
H. The student uses comparatives & superlatives (i.e. bigger, biggest)				
I. The student uses specific, rather than vague (i.e. stuff, thingy, etc.), words				
<b>SOCIAL LANGUAGE</b>				
A. The student uses eye contact during conversation				
B. The student stays on topic giving relevant information				
C. The student takes conversational turns				
D. The student begins and ends conversation appropriately				
E. The student accepts decisions made by others and themselves				
F. The student makes and maintains friendships				
G. The student expresses opinions and feelings appropriately				
H. The student follows classroom rules and routines				
I. The student participates in classroom discussion				
J. The student uses appropriate facial expression and body language				
K. The student acts appropriately based on understanding of non-verbal cues and body language, including personal space				
L. The student uses some polite words (please, thank you) in conversation				
<b>WRITTEN LANGUAGE</b>				
A. The student can capitalize proper nouns and the first word of a sentence				
B. The student can use punctuation for commas, quotation marks, contractions, abbreviations, and sentence endings				
C. The student can use organizational strategies to plan writing				
D. The student can write:				
1. compound sentences				
2. sentence with 2+ details				
3. different sentence types, including declarative, interrogative, and exclamatory				
4. a 3-6 sentence paragraph				
5. a sequenced paragraph with a clear beginning-middle-end				
6. a sequenced paragraph with transition words (i.e. 1 <sup>st</sup> , next, etc.)				
E. The student can sequence a group of words to formulate a complete sentence				
F. The student can differentiate a declarative or exclamatory sentence from a question sentence				
G. The student can write sentences with subject-verb agreement				

\* What interventions have you attempted to address these concerns? Please list on back.

# HAMILTON COUNTY EDUCATIONAL SERVICE CENTER

## STANDARDS- BASED COMMUNICATION SKILLS

### Checklist for Third Grade

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher(s) \_\_\_\_\_ Date \_\_\_\_\_

In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check (✓) the appropriate column to indicate where the student is functioning as compared to classroom peers.

**When completed, please highlight your top 5 concerns.**

Please return to \_\_\_\_\_ by \_\_\_\_\_.

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
<b>PHONEMIC AWARENESS &amp; LITERACY</b>				
A. The student decodes words using letter-sound knowledge, spelling patterns, & word families				
B. The student reads passages fluently				
C. The student uses appropriate voice, timing, & expression when reading				
<b>LISTENING &amp; READING COMPREHENSION</b>				
A. The student uses active listening skills				
B. The student can follow 3-step oral directions				
1. in small group directions				
2. in whole-class directions				
C. The student can follow written directions				
D. The students can ask for repetition and clarification of directions as necessary				
E. After <i>listening</i> to a story, text, or info. the student can:				
1. answer literal questions (who, what, when, where)				
2. identify details and events				
3. retell stories with sequence and detail				
4. compare/contrast information between texts and				
5. across subject areas				
6. make predictions with support from the text				
7. answer inferential and evaluative questions, such				
8. as "how" and "why"				
9. identify cause and effect relationships				
10. identify the main idea				
11. sequence information accurately				
12. summarize				
F. After <i>reading</i> a story or text, the student can				
1. answer literal questions (who, what, when, where)				
2. appropriately				
3. identify details and events				
4. retell stories with sequence and detail				
5. compare/contrast information between texts and				
6. across subject areas				
7. make predictions with support from the text				
8. answer inferential and evaluative questions, such				
9. as "how" and "why"				
10. identify cause and effect relationships				
11. identify the main idea				
12. sequence information accurately				

13. summarize				
G. The student can differentiate relevant from irrelevant info.				
	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
<b>SPEAKING</b>				
A. The student speaks clearly and understandably				
B. The student speaks using grammatically correct sentences in conversation (nouns, verbs, adjectives, and pronouns), including:				
1. appropriate subject-verb agreement				
2. past, present, & future verb tenses				
3. irregular plural nouns (i.e. teeth, mice)				
4. irregular past tense verbs (i.e. fell, ate)				
C. The student expresses wants/needs/ideas in an organized manner				
D. The student gives descriptions with appropriate detail				
E. The student asks grammatically correct questions				
F. The student recalls and discusses personal experiences				
G. The student relates stories/events in a logical sequence				
H. The student uses appropriate articulation/speech sounds				
I. The student speaks with appropriate rate, volume, pitch, quality, and fluency (i.e. without stuttering)				
J. The student alters intonation to stress important ideas, ask questions, etc.				
<b>SEMANTICS (word meaning, vocabulary) &amp; CONCEPTS</b>				
A. The student understands and uses basic concepts of: <b>quantity</b> (i.e. most/fewer, etc.); <b>sequence</b> (i.e. beginning, first, next, last, etc.)				
B. The student uses age/grade appropriate vocabulary				
C. The student uses context clues to define new words				
D. The student classifies grade-level vocabulary				
E. The student uses context clues to understand meaning of new vocabulary, including:				
1. synonyms & antonyms				
2. homonyms (i.e. "read-read)				
3. homophones (i.e. see-sea)				
4. homographs (multiple meaning words)				
F. The student uses prefixes, root words, and suffixes to determine meaning of new vocabulary				
G. The student uses comparatives & superlatives (i.e. bigger, biggest)				
H. The student is beginning to understand idioms and non-literal forms.				
I. The student uses specific, rather than vague (i.e. stuff, thingy, etc.), words				
<b>SOCIAL LANGUAGE</b>				
A. The student uses eye contact during conversation				
B. The student stays on topic giving relevant information				
C. The student asks questions for clarification				
D. The student takes conversational turns				
E. The student begins and ends conversation appropriately				
F. The student uses greetings and closings				

G. The student accepts decisions made by others & themselves	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
H. The student makes and maintains friendships				
I. The student participates appropriately in small group activities and discussions				
J. The student expresses opinions and feelings appropriately				
K. The student follows classroom rules and routines				
L. The student participates in classroom discussion				
M. The student recognizes and uses appropriate facial expression and body language				
N. The student recognizes when intended audience does not understand the message				
O. The student acts appropriately based on understanding of non-verbal cues and body language, including personal space				
P. The student uses polite words (please, thank you) in conversation				
Q. The student changes social language usage, depending on the environment				
<b>WRITTEN LANGUAGE</b>				
A. The student can follow rules of capitalization				
B. The student can use grade-level punctuation				
C. The student can use organizational strategies to plan writing				
D. The student can write:				
1. sentences of various length and complexity				
2. different sentence types, including declarative, interrogative, and exclamatory				
3. a paragraph including a main idea and supporting details				
4. a sequenced paragraph with a clear beginning-middle-end				
5. a sequenced paragraph with transition words (i.e. 1 <sup>st</sup> , next, etc.)				
6. responses to comprehension questions using complete sentences and adequate detail				
E. The student can follow an editing rubric for content and organization				
F. The student can follow an editing rubric for writing mechanics				

\* What interventions have you attempted to address these concerns? Please list.

# HAMILTON COUNTY EDUCATIONAL SERVICE CENTER

## STANDARDS- BASED COMMUNICATION SKILLS

### Checklist for Fourth Grade

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher(s) \_\_\_\_\_ Date \_\_\_\_\_

In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check (✓) the appropriate column to indicate where the student is functioning as compared to classroom peers.

**When completed, please highlight your top 5 concerns.**

Please return to \_\_\_\_\_ by \_\_\_\_\_.

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
<b>LISTENING &amp; READING COMPREHENSION</b>				
H. The student uses active listening skills				
I. The student can follow 3-step oral directions				
1. in small group directions				
2. in whole-class directions				
J. The student can follow written directions				
K. The students can ask for repetition and clarification of directions as necessary				
L. After <i>listening</i> to a story, text, or information the student can				
i. answer literal questions (who, what, when, where) appropriately				
ii. identify details and events				
iii. retell stories with plot sequence, and including character, setting, events, problem/solution				
iv. compare/contrast information				
v. make predictions with support from the text				
vi. answer inferential and evaluative questions, and support their response with text				
vii. identify cause and effect relationships				
viii. identify the main idea				
ix. sequence information accurately				
x. summarize				
M. After <i>reading</i> a story or text, the student can				
i. answer literal questions (who, what, when, where) appropriately				
ii. identify details and events				
iii. retell stories with plot sequence, and including character, setting, events, problem/solution				
iv. compare/contrast information between texts and across subject areas				
v. make predictions with support from the text				
vi. answer inferential and evaluative questions, such as "how" and "why"				
vii. identify cause and effect relationships				
viii. identify the main idea				
ix. sequence information accurately				
x. summarize				
N. The student can differentiate relevant from irrelevant info.				

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
<b>SPEAKING</b>				
K. The student speaks clearly and understandably				
L. The student speaks using grammatically correct sentences in conversation (nouns, verbs, adjectives, and pronouns), including:				
1. appropriate subject-verb agreement				
2. past, present, & future verb tenses				
3. irregular plural nouns (i.e. teeth, mice)				
4. irregular past tense verbs (i.e. fell, ate)				
M. The student expresses wants/needs/ideas in an organized manner				
N. The student gives descriptions with appropriate detail				
O. The student asks grammatically correct questions				
P. The student recalls and discuss personal experiences				
Q. The student relates stories and events in a logical sequence				
R. The student uses appropriate articulation/speech sounds				
S. The student speaks with appropriate rate, volume, pitch, quality, and fluency (i.e. without stuttering)				
T. The student alters intonation to stress important ideas, ask questions, etc.				
<b>SEMANTICS (word meaning, vocabulary) &amp; CONCEPTS</b>				
J. The student understands and uses basic concepts of: <b>quantity</b> (i.e. most/fewer, etc.); <b>sequence</b> (i.e. beginning, first, next, last, etc.)				
K. The student uses age/grade appropriate vocabulary				
L. The student use context clues to define new words				
M. The student classifies grade-level vocabulary				
N. The student uses context clues to understand meaning of new vocabulary, including:				
1. synonyms & antonyms				
2. homonyms (i.e. "read-read)				
3. homophones (i.e. see-sea)				
4. homographs (multiple meaning words)				
O. The student uses comparatives & superlatives (i.e. bigger, biggest)				
P. The student is beginning to understand idioms and non-literal forms.				
Q. The student is beginning to understand similes & metaphors				
R. The student uses specific, rather than vague (i.e. stuff, thingy, etc.) words				
<b>SOCIAL LANGUAGE</b>				
R. The student uses eye contact during conversation				
S. The student stays on topic giving relevant information				
T. The student asks questions for clarification				
U. The student takes conversational turns				
V. The student uses greetings and closings				
	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments

W. The student accepts decisions made by others and themselves				
X. The student makes and maintains friendships				
Y. The student participates appropriately in small group activities and discussions				
Z. The student expresses opinions and feelings appropriately				
AA. The student follows classroom rules and routines				
BB. The student participates in classroom discussion				
CC. The student recognizes and uses appropriate facial expression and body language				
DD. The student recognizes when intended audience does not understand the message				
EE. The student acts appropriately based on understanding of non-verbal cues and body language, including personal space				
FF. The student uses polite words (please, thank you) in conversation				
GG. The student changes social language usage, depending on the environment				
<b>WRITTEN LANGUAGE</b>				
G. The student can follow rules of capitalization				
H. The student can use grade-level punctuation				
I. The student can use organizational strategies to plan writing				
J. The student can write:				
1. sentences of various length and complexity				
2. different sentence types, including declarative, interrogative, and exclamatory				
3. a paragraph including a main idea and supporting details				
4. multiple paragraphs with a clear topic and main ideas, including supporting details				
5. a sequenced paragraph with a clear beginning-middle-end				
6. a sequenced paragraph with transition words(i.e. 1 <sup>st</sup> , next, etc.)				
7. multiple, sequenced paragraphs with clear beginning-middle-end				
8. responses to comprehension questions using complete sentences and adequate detail				
K. The student can follow an editing rubric for content and organization				
L. The student can follow an editing rubric for writing mechanics				

\* What interventions have you attempted to address these concerns? Please list on back.

# HAMILTON COUNTY EDUCATIONAL SERVICE CENTER

## STANDARDS- BASED COMMUNICATION SKILLS

### Checklist for Fifth, Sixth, and Seventh Grades

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher(s) \_\_\_\_\_ Date \_\_\_\_\_

In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check (✓) the appropriate column to indicate where the student is functioning as compared to classroom peers.

**When completed, please highlight your top 5 concerns.**

Please return to \_\_\_\_\_ by \_\_\_\_\_.

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
<b>LISTENING &amp; READING COMPREHENSION</b>				
O. The student uses active listening skills				
P. The student can follow 3-step oral directions				
Q. The student can follow written directions				
R. The students can ask for repetition and clarification of directions as necessary				
S. After <i>listening</i> to a story, text, or info., the student can:				
1. answer literal questions (who, what, when, where)				
2. identify details and events				
3. retell main incidents of a plot sequence				
4. explain how events influence future action				
5. compare/contrast information				
6. make predictions with specific support from text				
7. answer inferential and evaluative questions, with specific details from the text to support response				
8. analyze cause and effect relationships				
9. analyze the difference between fact & opinion				
10. identify the main idea				
11. sequence information accurately				
12. summarize main ideas				
T. After <i>reading</i> a story or text, the student can				
1. answer literal questions (who, what, when, where)				
2. identify details and events				
3. retell main incidents of a plot sequence				
4. explain how events influence future action				
5. compare/contrast information				
6. make predictions with specific support from text				
7. answer inferential and evaluative questions, with specific details from the text to support response				
8. analyze cause and effect relationships				
9. analyze the difference between fact & opinion				
10. identify the main idea				
11. sequence information accurately				
12. summarize main ideas				
U. The student can <u>use</u> graphic organizers to interpret info.				
V. The student can <u>select</u> & <u>create</u> graphic organizers to interpret information				
W. The student can differentiate relevant from irrelevant info.				

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
<b>SPEAKING</b>				
U. The student speaks clearly and understandably				
V. The student speaks using grammatically correct sentences in conversation				
W. The student expresses ideas in an organized manner				
X. The student gives descriptions with appropriate detail				
Y. The student asks grammatically correct questions				
Z. The student recalls and discuss personal experiences				
AA. The student relates stories and events in a logical sequence				
BB. The student uses appropriate articulation/speech sounds				
CC. The student speaks with appropriate rate, volume, pitch, quality, and fluency (i.e. without stuttering)				
DD. The student alters intonation to stress important ideas, ask questions, etc.				
<b>SEMANTICS (word meaning, vocabulary) &amp; CONCEPTS</b>				
S. The student understands and uses basic concepts of: <b>quantity</b> (i.e. most/fewer, etc.); <b>sequence</b> (i.e. beginning, first, next, last, etc.)				
T. The student uses age/grade appropriate vocabulary				
U. The student uses context clues to define new words				
V. The student defines content vocabulary by rephrasing, compare/contrast &/or providing examples				
W. The student classifies grade-level vocabulary				
X. The student uses context clues to understand meaning of new vocabulary, including:				
1. synonyms & antonyms				
2. homonyms (i.e. “read-read)				
3. homophones (i.e. see-sea)				
4. homographs (multiple meaning words)				

Y. The student uses prefixes, root words, and suffixes to determine meaning of new vocabulary				
Z. The student uses comparatives & superlatives (i.e. bigger, biggest)				
AA. The student understands idioms and non-literal forms.				
BB. The student understands similes & metaphors				
CC. The student identifies the connotation & denotation of new words				
DD. The student uses analogies and other word relationships to determine meaning of new vocabulary				
EE. The student uses content vocabulary in curricular activities (i.e. classwork, homework, tests)				
<b>SOCIAL LANGUAGE</b>				
HH. The student uses eye contact during conversation				
II. The student stays on topic giving relevant information				
JJ. The student asks questions for clarification & to meet their needs (i.e. missed assignments, etc.)				
KK. The student takes conversational turns				
LL. The student begins and ends conversation appropriately				
MM. The student uses greetings and closings				
	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
NN. The student accepts decisions made by others and themselves				
OO. The student makes and maintains friendships				
PP. The student participates in small group activities and discussions by:				
1. volunteering information				
2. answering when called upon				
QQ. The student expresses opinions and feelings appropriately				
RR. The student follows classroom rules and routines				
SS. The student participates in classroom discussion				
TT. The student recognizes and uses appropriate facial expression and body language				
UU. The student recognizes when intended audience does not understand the message				
VV. The student acts appropriately based on understanding of non-verbal cues and body language, including personal space				
WW. The student uses polite words (please, thank you) in conversation				
XX. The student changes social language usage, depending on the environment and conversational partners				
<b>WRITTEN LANGUAGE</b>				
M. The student can follow rules of capitalization				
N. The student can use grade-level punctuation				
O. The student can generate topics for writing				
P. The student can use organizational strategies to plan writing				

Q. The student can write for a variety of purposes and audiences				
R. The student can write:				
1. sentences of various length and complexity				
2. different sentence types, including declarative, interrogative, and exclamatory				
3. multiple paragraphs with a clear introduction-body-conclusion				
4. sequenced paragraphs which include transition words (i.e. 1 <sup>st</sup> , next, etc.)				
5. responses to comprehension questions using complete sentences and adequate detail				
S. The student can follow an editing rubric for content and organization				
T. The student can follow an editing rubric for writing mechanics & conventions				
<b>ORGANIZATION</b>				
A. The student demonstrates appropriate study skills by:				
1. navigating non-structured environments (i.e. moving between classes, lunchroom, etc.)				
2. bringing materials to class				

# HAMILTON COUNTY EDUCATIONAL SERVICE CENTER STANDARDS- BASED COMMUNICATION SKILLS

## Checklist for Eight, Ninth, and Tenth Grades

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher(s) \_\_\_\_\_ Date \_\_\_\_\_

In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check (✓) the appropriate column to indicate where the student is functioning as compared to classroom peers.

**When completed, please highlight your top 5 concerns.**

Please return to \_\_\_\_\_ by \_\_\_\_\_.

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
<b>LISTENING &amp; READING COMPREHENSION</b>				
X. The student uses active listening skills				
Y. The student can follow 3-step oral directions				
Z. The student can follow written directions				
AA. The students can ask for repetition and clarification of directions as necessary				
BB. After <i>listening</i> to a story, text, or info., the student can:				
1. answer literal questions (who, what, when, where)				
2. recall details, events, and significant concepts				
3. retell main incidents of a plot sequence				
4. evaluate problem-solution in text				
5. explain how events influence future action				
6. compare/contrast information				
7. make predictions with specific support from text				
8. answer inference/evaluation/synthesis questions using specific details from the text for support				
9. analyze cause and effect relationships				
10. distinguish fact from opinion				
11. identify the main idea				
12. sequence information accurately				
13. summarize main ideas				
CC. After <i>reading</i> a story or text, the student can:				
1. answer literal questions (who, what, when, where)				
2. recall details, events, and significant concepts				
3. retell main incidents of a plot sequence				
4. evaluate problem-solution in text				
5. explain how events influence future action				
6. compare/contrast information				
7. make predictions with specific support from text				
8. answer inference/evaluation/synthesis questions using specific details from the text for support				
9. analyze cause and effect relationships				
10. distinguish fact from opinion				
11. identify the main idea				
12. sequence information accurately				
13. summarize main ideas				
14. use text features (i.e. headings, etc.) to locate information				
G. The student can <u>use</u> graphic organizers to interpret info.				
H. The student can <u>select</u> & <u>create</u> graphic organizers to interpret information				
I. The student can differentiate relevant from irrelevant info.				

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
<b>SPEAKING</b>				
EE. The student speaks using grammatically correct sentences				
FF. The student expresses ideas in an organized manner				
GG. The student gives descriptions with appropriate detail				
HH. The student asks grammatically correct questions				
II. The student recalls and discusses personal experiences				
JJ. The student relates stories and events in sequence				
KK. The student speaks clearly, with appropriate rate, volume, pitch, quality, and fluency (i.e. without stuttering)				
LL. The student alters intonation to stress important ideas, ask questions, etc.				
<b>SEMANTICS (word meaning, vocabulary) &amp; CONCEPTS</b>				
FF. The student uses age/grade appropriate vocabulary				
GG. The student uses context clues to define new words				
HH. The student defines content vocabulary by rephrasing, compare/contrast &/or providing examples				
II. The student classifies grade-level vocabulary				
JJ. The student uses context to understand new vocabulary:				
1. synonyms & antonyms				
2. homonyms (i.e. read-read)				
3. homophones (i.e. see-sea)				
4. homographs (multiple meaning words)				
KK. The student uses prefixes, root words, and suffixes to determine meaning of new vocabulary				
LL. The student uses comparatives & superlatives (i.e. -er/-est)				
MM. The student understands idioms and puns				
NN. The student understands similes & metaphors				
OO. The student identifies the connotation & denotation of new words				
PP. The student uses analogies and other word relationships to determine meaning of new vocabulary				
QQ. The student uses content vocabulary in curricular activities (i.e. classwork, homework, tests)				
<b>SOCIAL LANGUAGE</b>				
YY. The student uses eye contact during conversation				
ZZ. The student stays on topic giving relevant information				
AAA. The student asks questions for clarification & to meet their needs (i.e. missed assignments, etc.).				
BBB. The student takes conversational turns				
CCC. The student begins and ends conversation appropriately				
DDD. The student uses greetings and closings				
EEE. The student makes and maintains friendships				
FFF. The student participates in small group activities and discussions by:				
1. volunteering information				
2. answering when called upon				

3. negotiating responsibilities				
4. making supportive statements, constructive criticism, & accepting others' suggestions				
5. persuading other people				
	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
G.G.G. The student expresses opinions and feelings				
H.H.H. The student follows classroom rules and routines				
I.I.I. The student participates in classroom discussion				
J.J.J. The student recognizes when intended audience does not understand the message				
K.K.K. The student acts appropriately based on understanding of non-verbal cues/body language, including personal space				
L.L.L. The student speaks politely in conversation				
M.M.M. The student changes social language usage, depending on the environment and conversational partners				
<b>WRITTEN LANGUAGE</b>				
U. The student can follow rules of capitalization				
V. The student can use punctuation				
W. The student can generate topics for writing				
X. The student can use organizational strategies to plan writing				
Y. The student can write:				
1. sentences of various length and complexity				
2. sentences with descriptive vocabulary				
3. different sentence types, including declarative, interrogative, and exclamatory				
4. multiple paragraphs with a clear introduction-body-conclusion				
5. sequenced paragraphs which include transition words (i.e. 1 <sup>st</sup> , next, etc.)				
6. responses to comprehension questions using complete sentences and adequate detail				
Z. The student can follow an editing rubric for content and organization				
AA. The student can follow an editing rubric for writing mechanics & conventions				
<b>ORGANIZATION</b>				
B. The student demonstrates appropriate study skills by:				
1. navigating non-structured environments (i.e. moving between classes, lunchroom, etc.)				
2. bringing materials to class				
3. showing ability to outline information				
4. taking appropriate notes in class				
5. using textbook organization to locate information				
6. self-monitoring through questions & prediction				

\* What interventions have you attempted to address these concerns? Please list on back.

# HAMILTON COUNTY EDUCATIONAL SERVICE CENTER STANDARDS- BASED COMMUNICATION SKILLS

## Checklist for Eleventh & Twelfth Grades

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher(s) \_\_\_\_\_ Date \_\_\_\_\_

In order to facilitate the education team in designing interventions and supports as well as goals for this student, please check (✓) the appropriate column to indicate where the student is functioning as compared to classroom peers.

**When completed, please highlight your top 5 concerns.**

Please return to \_\_\_\_\_ by \_\_\_\_\_.

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
<b>LISTENING &amp; READING COMPREHENSION</b>				
DD. The student uses active listening skills				
EE. The student can follow multi-step oral directions				
FF. The student can follow written directions				
GG. The students can ask for repetition and clarification of directions as necessary				
HH. After <i>listening</i> to a story, text, or info., the student can:				
1. answer literal questions (who, what, when, where)				
2. recall details, events, and significant concepts				
3. retell main incidents of a plot sequence				
4. evaluate problem-solution in text				
5. explain how events influence future action				
6. compare/contrast information				
7. make predictions with specific support from text				
8. answer inference/evaluation/synthesis questions, using specific details from the text for support				
9. analyze cause and effect relationships				
10. analyze patterns of ideas presented				
11. evaluate effectiveness of ideas & arguments				
12. identify the main idea				
13. summarize main ideas				
II. After <i>reading</i> a story or text, the student can:				
1. answer literal questions (who, what, when, where)				
2. recall details, events, and significant concepts				
3. retell main incidents of a plot sequence				
4. evaluate problem-solution in text				
5. explain how events influence future action				
6. compare/contrast information				
7. make predictions with specific support from text				
8. answer inference/evaluation/synthesis questions, using specific details from the text for support				
9. analyze cause and effect relationships				
10. analyze patterns of ideas within or across sources				
11. evaluate effectiveness of ideas & arguments				
12. identify the main idea				
13. summarize main ideas				
14. use text features (i.e. headings, etc.) to locate information				
G. The student can <u>use</u> graphic organizers to interpret info.				
H. The student can <u>select</u> & <u>create</u> graphic organizers to interpret information				
I. The student can differentiate relevant from irrelevant info.				

	Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
<b>SPEAKING</b>				
MM. The student speaks using grammatically correct sentences				
NN. The student expresses ideas in an organized manner				
OO. The student gives descriptions with appropriate detail				
PP. The student asks grammatically correct questions				
QQ. The student recalls and discusses personal experiences				
RR. The student relates stories and events in sequence				
SS. The student speaks clearly, with appropriate rate, volume, pitch, quality, and fluency (i.e. without stuttering)				
TT. The student alters intonation to stress important ideas, ask questions, etc.				
<b>SEMANTICS (word meaning, vocabulary) &amp; CONCEPTS</b>				
RR. The student uses age/grade appropriate vocabulary				
SS. The student uses context clues to define new words				
TT. The student defines content vocabulary by rephrasing, compare/contrast &/or providing examples				
UU. The student classifies grade-level vocabulary				
VV. The student uses context to understand new vocabulary:				
1. synonyms & antonyms				
2. homonyms (i.e. read-read)				
3. homophones (i.e. see-sea)				
4. homographs (multiple meaning words)				
WW. The student uses prefixes, root words, and suffixes to determine meaning of new vocabulary				
XX. The student uses comparatives & superlatives (i.e. -er/-est)				
YY. The student analyzes use of idioms and puns				
ZZ. The student analyzes use of similes & metaphors				
AAA. The student identifies the connotation & denotation of new words				
BBB. The student uses analogies and other word relationships to determine meaning of new vocabulary				
CCC. The student uses content vocabulary in curricular activities (i.e. classwork, homework, tests)				
<b>SOCIAL LANGUAGE</b>				
NNN. The student uses eye contact during conversation				
OOO. The student stays on topic giving relevant information				
PPP. The student asks questions for clarification & to meet their needs (i.e. missed assignments, etc.).				
QQQ. The student takes conversational turns				
RRR. The student begins and ends conversation appropriately				
SSS. The student uses greetings and closings				

TTT.	The student makes and maintains friendships				
UUU.	The student participates in small group activities and discussions by:				
	1. volunteering information				
	2. answering when called upon				
	3. negotiating responsibilities				
	4. making supportive statements, constructive criticism, & accepting others' suggestions				
	5. persuading other people				
		Significantly Below Average	Slightly Below Average	Average or Above Average	Not Introduced or Comments
VVV.	The student expresses opinions and feelings				
WWW.	The student follows classroom rules and routines				
XXX.	The student participates in classroom discussion				
YYY.	The student recognizes when intended audience does not understand the message				
ZZZ.	The student acts appropriately based on understanding of non-verbal cues/body language, including personal space				
AAAA.	The student speaks politely in conversation				
BBBB.	The student changes social language usage, depending on the environment and conversational partners				
<b>WRITTEN LANGUAGE</b>					
BB.	The student can follow rules of capitalization				
CC.	The student can use punctuation				
DD.	The student can generate topics for writing				
EE.	The student can use organizational strategies to plan writing				
FF.	The student can write:				
	1. sentences of various length and complexity				
	2. sentences with descriptive vocabulary				
	3. different sentence types, including declarative, interrogative, and exclamatory				
	4. multiple paragraphs with a clear introduction-body-conclusion				
	5. sequenced paragraphs which include transition words (i.e. 1 <sup>st</sup> , next, etc.)				
	6. responses to comprehension questions using complete sentences and adequate detail				
GG.	The student can follow an editing rubric for content and organization				
HH.	The student can follow an editing rubric for writing mechanics & conventions				
<b>ORGANIZATION</b>					
C.	The student demonstrates appropriate study skills by:				
	1. navigating non-structured environments (i.e. moving between classes, lunchroom, etc.)				
	2. bringing materials to class				
	3. showing ability to outline information				
	4. taking appropriate notes in class				
	5. using textbook organization to locate information				
	6. self-monitoring through questions & prediction				

