Planning Form for Strategies to Support Language Development

Support strategies	Entering	Beginning	Developing	Expanding	Bridging	Reaching
	Beginning		Developing		Moderately developed	Advanced
A language-learning community						
Clear and explicit language instruction						
Connect to what students know						
Active engagement						

Sound Isolation Task Template

Check the assessment area:

☐ Beginning sound

☐ Final sound

☐ Medial sound

Materials: Picture cards or objects

Directions: Before you begin, make sure the student knows all of the names of the pictures or objects. You can say, "Let's review these pictures first. Can you tell me the names of these things? [If the student doesn't know the name of a picture card or object, practice it before the assessment]. "Now, I am going to show you a picture. Can you tell me the beginning sound? Here is an example. This is a picture of a *pear*. The beginning sound in the word *pear* is /p/. "

Word	Sound said by student
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Segmenting and Blending Template

SEGMENTING AND BLENDING TASKS

Check the assessment area:

☐ Segmenting sounds

☐ Blending sounds

Materials: Word lists (two-, three-, or four-phoneme words)

Directions for segmenting: "I am going to say a word. Then I want you to break up that word into each sound. Just like this: the word *lap* has three sounds /l/ /a/ /p/."

Directions for blending: "I am going to say three sounds. Then I want you to blend these sounds together to make a word. Just like this: /b/ /i/ /g/. Together those sounds make the word *big*."

Word	Sound said by student
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Phonemic Awareness Skill Tracker

Student's name: _____

Task	Date	Date	Date	Date	Date	Date	Date	Date
Sound isolation: initial								
Sound isolation: medial								
Sound isolation: final								
Blending								
Segmenting								
Manipulation: initial								
Manipulation: medial								
Manipulation: final								

Phonics Skill Tracker

Student's name: _____

Task	Date	Date	Date	Date	Date	Date	Date	Date
Letter sounds								
CVC words								
Digraphs with short vowels								
Consonant blends								
Silent-*e* words								
Vowel-team words								
Complex consonant-cluster words								
r-controlled words								
Multisyllabic words								

Contextual Factors That Educators Might Consider as Part of Writing Assessment

Contextual factor	How does this context support writing development?	How could this context be improved to support writing development?	Implications for assessment and instruction
School characteristics (e.g., urban, suburban, rural; student population; socioeconomic status; building culture)			
Learning environments in and outside of school (e.g., What are the varied contexts in which students have opportunities to write? How might writing activities that take place outside of school be used to support writing in school?)			
Instructional activities (e.g., How is writing taught? How are the various purposes for writing conveyed?)			
Students' own knowledge and affective assets (motivational, interests, self-concept, self-interests; see Chapter 3)			