

**Summary Form: Vocabulary**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Note: Only administer sections relevant to your specific student's needs. This summary form can help to guide programming.*

<b>Information - What is this task assessing?</b> These tools help with the monitoring of knowledge related to curriculum-based vocabulary being used in the classroom.	Vocabulary items in the accompanying lists were pulled from the Ontario Ministry of Education curriculum documents. Tier 2 vocabulary is used across many domains, and is therefore ideal vocabulary to target in intervention as it has the potential to be most useful for students.	
<b>Section A: Student Performance</b> – use table on reverse side to capture student performance		
<b>Section B: Prompts, Supports, Accommodations</b> – use this table to summarize helpful strategies		
<b>List prompts or supports attempted or trialed</b>	<b>Effective (E) Sometimes Effective (S) Not Effective (N)</b>	<b>Notes</b>
<b>Accommodation(s) that may be helpful for this student</b> (e.g., for intervention, in the classroom, in general, etc.):   		
<b>Section C: Next Steps (where to go from here)</b> <ul style="list-style-type: none"> <li>● Target relevant vocabulary items with which the student is less familiar. See Vocabulary Strategy Checklist for evidence-based strategies to target vocabulary.</li> <li>● Target Tier 2 vocabulary to allow the greatest benefit from intervention (as these vocabulary items can be used in diverse situations).</li> <li>● Provide opportunities for word use in other contexts (e.g., send a word list home for practice)</li> <li>● Incorporate other languages, if applicable (e.g., provide translations of vocabulary words in students' additional language(s) to foster vocabulary knowledge - may seek assistance from parents for this)</li> </ul> Note: use the supports considered effective in <i>Section B</i>		
<b>Section D: Sample IEP Statements</b> <i>Note: Be sure to adapt these sample statements to be appropriate for your specific student, their goal(s), and the practices of your specific school board.</i>  <u>Sample Statement #1:</u> The student will increase vocabulary knowledge of curriculum-based vocabulary from grade X mathematics curriculum. <u>Sample Statement #2:</u> The student will show their understanding of curriculum-based vocabulary by responding accurately to relevant questions in their science and technology curriculum. <u>Sample Statement #3:</u> The student will increase vocabulary knowledge to understand and define curriculum-based vocabulary terms from the grade X science and technology curriculum.		

**Section A: Student Performance**

Indicate the vocabulary items targeted with the student in the Vocabulary Items Known section (if the student knows the vocabulary item) or the Vocabulary Items to Target section (if the student does not know the vocabulary item well). The Vocabulary Rating Checklist can be used to help determine the student's level of knowledge of vocabulary items. Include any relevant notes (e.g., prompts used, observations, etc.).

Vocabulary	Date(s)			Notes
<b>Vocabulary Items Known</b> <i>(e.g., items for which the student was able to provide a definition)</i>				
<b>Vocabulary Items to Target</b> <i>(e.g., items for which the student was unable to provide a definition, even if partial word knowledge is evident)</i>				

**Area(s) of strength:**

**Area(s) of challenge:**

**Summary Form: Morphological Awareness**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Note: Only administer sections relevant to your specific student’s needs. This summary form can help to guide programming.*

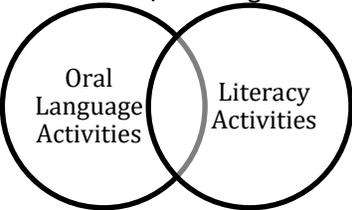
<p><b>Information - What is this task assessing?</b> This task assesses the student’s awareness of and ability to manipulate the smallest units of meaning in words. Oral and literacy-based activities are included.</p>	<p>The morphemes in <i>Section A</i> are listed in approximate developmental order. The first 5 are from Brown’s morphemes and are usually acquired by 4 years of age. Derivational morphemes develop later and become drivers for vocabulary knowledge and literacy, especially from the mid-elementary grades onwards.</p>
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**Section A: Student Performance** – use table on reverse side to capture student performance

**Section B: Prompts, Supports, Accommodations** – use this table to summarize helpful strategies

List prompts or supports attempted or trialed	Effective (E) Sometimes Effective (S) Not Effective (N)	Notes

**Accommodation(s) that may be helpful for this student** (e.g., for intervention, in the classroom, in general, etc.):

<p><b>Section C: Next Steps (where to go from here)</b> When were errors/challenges observed?</p> 	<ul style="list-style-type: none"> <li>• If challenges are present:                     <ul style="list-style-type: none"> <li>○ in oral language only focus on oral practice*</li> <li>○ in literacy activities only focus on literacy-embedded practice*</li> <li>○ in both oral language and literacy activities, focus on practice in both oral language and literacy-embedded activities*</li> </ul> </li> </ul> <p>*with the supports considered effective in <i>Section B</i></p>
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**Section D: Sample IEP Statements**  
*Note: Be sure to adapt these sample statements to be appropriate for your specific student, their goal(s), and the practices of your specific school board.*

Sample statement #1: The student will increase the complexity of morphology forms by using plural -s in oral conversations with verbal prompting.

Sample statement #2: The student will increase the complexity of morphology forms by using comparative (-er) and superlative (-est) forms in oral conversation following a verbal model.

**Section A: Student Performance**

Indicate the specific morphemes targeted with the student including how many items the student completed correctly without any prompts/supports (*#correct without prompts*), correctly with prompts/supports (*# correct with prompts*), and incorrectly (*# incorrect*). For any items the student was unable to complete, count these as incorrect. Include any relevant notes (e.g., prompts used, observations, etc.).

Morphemes	Production (Adding morphemes)			Decomposition (Removing morphemes)			Notes
	# correct...		# incorrect	# correct...		# incorrect	
	without prompts	with prompts		without prompts	with prompts		
Inflectional	-ing						
	Plural s						
	Regular past tense -ed						
	Irregular past tense						
	Regular 3 <sup>rd</sup> person singular						
	Comparative -er						
	Superlative -est						
Derivational	Adjective suffixes						
	Adverb suffixes						
	Noun suffixes						
	Verb suffixes						

**Area(s) of strength:**

**Area(s) of challenge:**

**Summary Form: Sentence Combining**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Note: Only administer sections relevant to your specific student's needs. This summary form can help to guide programming.*

<p><b>Information - What is this task assessing?</b> This task assesses the student's awareness of and ability to combine sentences in order to use more complex syntax. This plays an important role in the development of literacy and language skills.</p>	<p>The types of sentence combinations in <i>Section A</i> are listed in approximate developmental order based on Steffani (2007). Skill development in earlier combination types supports skill development in later (more complex) combination types. Development continues into the adolescent years.</p>	
<p><b>Section A: Student Performance</b> – use table on reverse side to capture student performance</p>		
<p><b>Section B: Prompts, Supports, Accommodations</b> – use this table to summarize helpful strategies</p>		
<p><b>List prompts or supports attempted or trialed</b></p>	<p><b>Effective (E) Sometimes Effective (S) Not Effective (N)</b></p>	<p><b>Notes</b></p>
<p><b>Accommodation(s) that may be helpful for this student</b> (e.g., for intervention, in the classroom, in general, etc.):</p>		
<p><b>Section C: Next Steps (where to go from here)</b></p> <ul style="list-style-type: none"> <li>● Provide support and prompts with increasing independence as you work through examples together (e.g., demonstrate how to complete the task → complete the task together → student completes the task with any needed support → student completes the task independently). Work through as many examples as necessary.</li> <li>● Provide opportunities for carryover to other tasks and contexts (e.g., when discussing a narrative, encourage sentence combining to produce more complex sentence structure).</li> </ul> <p>Note: use the supports considered effective in <i>Section B</i></p>		
<p><b>Section D: Sample IEP Statements</b></p> <p><i>Note: Be sure to adapt these sample statements to be appropriate for your specific student, their goal(s), and the practices of your specific school board.</i></p> <p><u>Sample Statement #1</u>: The student will increase the complexity of syntax forms by using compound and complex sentences in oral conversations.</p> <p><u>Sample Statement #2</u>: The student will increase the complexity of syntax forms by combining two sentences into one longer complex/compound sentence.</p>		

**Section A: Student Performance**

Indicate the specific types of sentence combinations targeted with the student including how many items the student completed correctly without any prompts/supports (*# correct without prompts*), correctly with prompts/supports (*# correct with prompts*), and incorrectly (*# incorrect*). For any items the student was unable to complete, count these as incorrect. Include any relevant notes (e.g., prompts used, observations, etc.).

Type of Sentence Combination	# correct...		# incorrect	Notes
	without prompts	with prompts		
Inserting Adjectives				
Inserting Adverbs				
Compound Subjects				
Compound Objects				
Producing Possessive Nouns				
Inserting Appositives				
Simple Conjoining				
Full Propositional Complement				
Simple Infinitive (Same Subject)				
Simple Infinitive (Different Subject)				
Relative Clause				
Wh- Infinitive				
Simple Wh- Clause				
Unmarked Infinitive				

**Area(s) of strength:**

**Area(s) of challenge:**

**Summary Form: Discourse**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Note: Only administer sections relevant to your specific student's needs. This summary form can help to guide programming.*

<p><b>Information - What is this task assessing?</b> These tasks assess the student's knowledge of, and ability to use, the key elements of discourse in oral language.</p>	<p>These tasks address oral language skills in three broad types of discourse: narrative (story telling) language skills, opinion, and expository (informative) language skills. Typically, narrative discourse skills develop prior to expository discourse skills.</p>	
<p><b>Section A: Student Performance</b> – use table on reverse side to capture student performance</p>		
<p><b>Section B: Prompts, Supports, Accommodations</b> – use this table to summarize helpful strategies</p>		
<p><b>List prompts or supports attempted or trialed</b></p>	<p><b>Effective (E) Sometimes Effective (S) Not Effective (N)</b></p>	<p><b>Notes</b></p>
<p><b>Accommodation(s) that may be helpful for this student</b> (e.g., for intervention, in the classroom, in general, etc.):</p>		
<p><b>Section C: Next Steps (where to go from here)</b> For the areas the student has difficulty with, try:</p> <ul style="list-style-type: none"> <li>● Using talk throughs together with think-alouds as you discuss the task.</li> <li>● Identify key words and compile key word lists for practice (these lists could also be sent home with the student).</li> <li>● Explicitly teach the elements for inclusion (e.g., for narrative, teach the macrostructure elements; for expository, teach elements such as description, sequence of use, alternative options, etc.).</li> <li>● Practice retelling parts of the story, gradually increasing the demand until the student is able to retell the whole story.</li> </ul> <p>Note: use the supports considered effective in <i>Section B</i></p>		
<p><b>Section D: Sample IEP Statements</b> <i>Note: Be sure to adapt these sample statements to be appropriate for your specific student, their goal(s), and the practices of your specific school board.</i></p> <p><u>Sample Statement #1:</u> The student will increase the use of appropriate classroom discourse skills to tell a narrative story using the complete (macrostructure) elements of a story.</p> <p><u>Sample Statement #2:</u> The student will increase the use of appropriate classroom discourse skills to verbally present expository information about an object/sport, including factual information, explanations, and clarifications.</p>		

**Section A: Student Performance**

Indicate the discourse skills that were targeted with the student, and whether this was an area of strength or challenge for the student. Include any relevant notes (e.g., prompts used, observations, etc.).

Discourse		Area of Strength	Area of Challenge	Notes
<b>Narrative</b> (Macrostructure Elements)	Characters			
	Setting			
	Problem			
	Feelings			
	Plan			
	Actions			
	Resolution			
	Other			
<b>Expository and/or Opinion</b>	Use of Specific Vocabulary			
	Relevant Details Included (note any missing)			
	Listener Understands			
	Other			