



# Progress Monitoring Levels I, II, and III

Curriculum Supports: Assessment Resources

Please develop a student coded name to keep the data confidential. **Student age and teacher name is optional.** This progress monitoring tool is to be used in conjunction with training from STAR Autism Support.

Student Coded Name: \_\_\_\_\_ Age: \_\_\_\_\_ Teacher: \_\_\_\_\_

School District: \_\_\_\_\_ School: \_\_\_\_\_ Assessor: \_\_\_\_\_

## Instructions:

Complete the following assessment on the student based on the Student Learning Profile, the student’s lesson data, or assessor observations. Use the following guideline when completing the assessment:

**If the student is unable to perform three skills in a row, consider moving on to the next curriculum area.** Please be sure to indicate that the student is unable to perform the remaining skills in that curriculum area. To do this, draw a line through the lowest rating scale score.

Conduct the assessment prior to starting instruction to get the most accurate baseline score. Update the assessment quarterly. If this isn’t possible, be sure to update the assessment by the end of the school year.

G is for Generalized across 2 people and 2 locations. If G, then add 1 extra point (e.g. 5+ items, plus 1 point for G = 6 points)

## Assessment Summary:

Total the scores for each curriculum area, and record the summary scores here. Then, divide the total scores by the maximum score possible for that curriculum area to obtain the percent of skills learned for each curriculum area (e.g. student score / total possible = percent of skills learned). To obtain the Total Score, add all of the curricula area scores together and divide by the total possible to get the percent.

	Level 1		Level 2		Level 3		Total	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	#	%	#	%	#	%	#	%
Receptive Language	/79=	/79=	/115=	/115=	/47=	/47=	/241=	/241=
Expressive Language	/27=	/27=	/125=	/125=	/72=	/72=	/224=	/224=
Functional Routines	/24=	/24=	/24=	/24=	/28=	/28=	/76=	/76=
Spontaneous Language	N/A	N/A	/22=	/22=	/20=	/20=	/42=	/42=
Pre-Academic Skills	/28=	/28=	/32=	/32=	/44=	/44=	/104=	/104=
Play and Social Skills	/8=	/8=	/12=	/12=	/14=	/14=	/34=	/34=
<b>Total All Skills</b>	/166=	/166=	/330=	/330=	/225=	/225=	/721=	/721=

### Total Scores Possible

Receptive= **241**; Expressive= **224**; Functional Routines= **76**; Spontaneous Language= **42**; Pre-academics= **104** and Play & Social= **34**

## Receptive Language Lessons and Skills Learned (DT)

Lesson Number	Lesson Name Refer to Student Learning Profile assessment for specific skills/concepts for each lesson	Skills/Scoring Information	Probe 1: # of Skills Mastered Date:	Probe 2: # of Skills Mastered Date:	Probe 3: # of Skills Mastered Date:
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### LEVEL 1 - Receptive

1	"Come here" from 10 feet	Classroom.....	0=No	1=Yes	0=No	1=Yes	0=No	1=Yes
			0	1	0	1	0	1
		Hallway.....	0	1	0	1	0	1
		Outside .....	0	1	0	1	0	1
2	Attending (responding to teacher)	# of these: sit down, hands down, look at me, stand up	0 1 2 3 4+ G(5)		0 1 2 3 4+ G(5)		0 1 2 3 4+ G(5)	
3	Receptive actions (responding to teacher)	# of these: walk with me, stop, wait, sit down, stand up	0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)	
4	Social communication (responding to teacher)	# of these: my turn, wave, give me five, break time	0 1 2 3 4+ G(5)		0 1 2 3 4+ G(5)		0 1 2 3 4+ G(5)	
5	Nonverbal imitation – Gross motor	# of gross motor imitations	0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)	
6	Nonverbal imitation – With objects	# of object imitations	0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)	
7	Matching – Object to object	# of object to object matches	0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)	
8	Matching – Picture to picture	# of picture to picture matches	0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)	
9	Matching – Object to picture	# of object to picture matches	0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)	
10	Matching – Object to picture and "give me"	# of object to picture and "give me" objects	0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)	
11	Labels of objects ("give me")	# of objects student can give	0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)	
12	Labels of pictures ("give me")	# of pictures student can give	0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)	
13	Identify body parts	# of body parts student can point to	0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)	
14	Actions: One-step commands	# of actions student can do (e.g. ring bell, stack blocks, bounce ball, push car, shake rattle)	0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)		0 1 2 3 4 5+ G(6)	
<b>Level I Receptive: Subtotal</b>			_____ out of 79		_____ out of 79		_____ out of 79	

\* Give a score of "G" 1 additional point (e.g. if the item has scores from 0-5, score a "G" as a "6")

## LEVEL 2 - Receptive

1	Expanded labels receptive	# of nouns student can give	0 1 2 3 4 5 10 15 20 25+ G(26)	0 1 2 3 4 5 10 15 20 25+ G(26)	0 1 2 3 4 5 10 15 20 25+ G(26)
2	Accelerated labels receptive	# of nouns student can give (not including nouns from lesson #1)	0 1 2 3 4 5 10 15 20 25+ G(26)	0 1 2 3 4 5 10 15 20 25+ G(26)	0 1 2 3 4 5 10 15 20 25+ G(26)
3 Identification of people receptive					
	Classmates/peers: points to pictures	# of classmates	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
	Teachers: points to pictures	# of teachers	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
	Family members: points to pictures	# of family members	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
4	Actions – Pictures (e.g. swinging, eating)	# of action pictures	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
5	Actions – Two-step commands	# of two-step commands	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
6 Locations and commands					
	Goes to location in classroom and gets X	# of locations	0 1 2 3+ G(4)	0 1 2 3+ G(4)	0 1 2 3+ G(4)
	Goes to location outside classroom and gets X	# of locations	0 1 2 3+ G(4)	0 1 2 3+ G(4)	0 1 2 3+ G(4)
7	Sorting categories	# of categories student can sort	0 1 2 3 4+ G(5)	0 1 2 3 4+ G(5)	0 1 2 3 4+ G(5)
8	Picture sequencing (puts 3 pictures in order)	# of sets of sequences	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
9	Identification of items in a book (including objects, animals and people)	# of books student can identify 80% of items	0 1 2 3+ G(4)	0 1 2 3+ G(4)	0 1 2 3+ G(4)
10	Expanded book use (expands to include identification of actions, objects and descriptors)	# of books student can identify 80% of items	0 1 2 3+ G(4)	0 1 2 3+ G(4)	0 1 2 3+ G(4)
11	Emotions (gives pictures of happy, sad, etc)	# of emotions student can recognize	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
<b>Level ii receptive: subtotal</b>			_____ out of 115	_____ out of 115	_____ out of 115

## LEVEL 3 - Receptive

1 Functions of objects and community members					
	Identifies correct function of objects	# of objects by function student can give	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
	Identifies correct function of community members	# of community members by function student can give	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
	Points to correct body part	# of body parts by function student can point to	0 1 2+ G(3)	0 1 2+ G(3)	0 1 2+ G(3)
2	Prepositions: Identifies correct preposition (e.g. on, in, under)	# of prepositions student can identify	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
3	Descriptors: Identifies correct descriptor (e.g. big, little, tall, short)	# of descriptors student can identify	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
4	Opposites: Identifies 2 sets if items that are opposites.	# of sets of opposites student can identify	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
5	Gender identification (including boy, girl man and woman)	# of gender types student can identify	0 1 2 3 4 G(5)	0 1 2 3 4 G(5)	0 1 2 3 4 G(5)
6	Possessives: Identifies ownership of items.	# of people student can identify ownership of items	0 1 2 3 4+ G(5)	0 1 2 3 4+ G(5)	0 1 2 3 4+ G(5)
7	First, next, last: Student can identify first, next, and last (e.g. objects in order; people in a line; words in a sentence)	# of types of items student can identify first, next, and last	0 1 2 3+ G(4)	0 1 2 3+ G(4)	0 1 2 3+ G(4)
<b>Level III Receptive: Subtotal</b>			_____ out of 47	_____ out of 47	_____ out of 47
<b>Total Receptive Language Lessons and Skills Learned</b>		<b>Level I</b>	_____ out of 79	_____ out of 79	_____ out of 79
		<b>Level II</b>	_____ out of 115	_____ out of 115	_____ out of 115
		<b>Level III</b>	_____ out of 47	_____ out of 47	_____ out of 47
		<b>Total Receptive:</b>	_____ out of 241	_____ out of 241	_____ out of 241

\* Give a score of “G” 1 additional point (e.g. if the item has scores from 0-5, score a G as a “6”)

## Expressive Language Lessons and Skills Learned (DT & PRT)

Lesson #	Lesson Name Refer to Student Learning Profile assessment for specific skills/concepts for each lesson	Skills/ Scoring Information	Probe 1: # of Skills Mastered Date:	Probe 2: # of Skills Mastered Date:	Probe 3: # of Skills Mastered Date:
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### Level 1( PRT) - Expressive Language

1	Readiness skills		Rarely	Some	Usually	Rarely	Some	Usually	Rarely	Some	Usually
			Attending	0	1	2	0	1	2	0	1
	Babbling		0	1	2	0	1	2	0	1	2
	Sound pairing		0	1	2	0	1	2	0	1	2
2	Initial requesting		Rarely	Some	Usually	Rarely	Some	Usually	Rarely	Some	Usually
			Verbal imitation of sounds/words	0	1	2	0	1	2	0	1
	Spontaneous words	# of words	0 1 2 3 4 5 10+ G(11)			0 1 2 3 4 5 10+ G(11)			0 1 2 3 4 5 10+ G(11)		
3	Phrases for requests										
			Phrases for requests: "I want x."	# of items requesting	0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)
	"No x" for rejecting	1 = uses the word "no"	0 1 G(2)			0 1 G(2)			0 1 G(2)		
<b>Level I Expressive: Subtotal</b>			_____ out of 27			_____ out of 27			_____ out of 27		

### LEVEL 2 (DT) - Expressive Language

1	Labels: Answers question "what is this?" For pictures of the 5 red objects	# of pictures student names	0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)		
2	Expanded labels: Answers question "what is this?"	# of pictures student names	0 1 2 3 4 5 10 15 20 25+ G(26)			0 1 2 3 4 5 10 15 20 25+ G(26)			0 1 2 3 4 5 10 15 20 25+ G(26)		
3	Accelerated labels: Answers question "what is this?"	# of pictures student names (not including less 1 or 2 above)	0 1 2 3 4 5 10 15 20 25+ G(26)			0 1 2 3 4 5 10 15 20 25+ G(26)			0 1 2 3 4 5 10 15 20 25+ G(26)		
4	Identification of people: answers question "who is this?"	# of classmates	0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)		
		# of teachers	0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)		
		# of family members	0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)		
5	Actions – Pictures	# of actions	0 1 2 3 4 5 10 + G(11)			0 1 2 3 4 5 10 + G(11)			0 1 2 3 4 5 10 + G(11)		
6	Actions – People: what is person doing?										
	Teacher actions: Student describes	# of teacher actions	0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)		
	Student actions: Student describes	# of student actions	0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)		
7	Picture sequencing: Puts cards in order and tells the story	# of sets of picture sequences	0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)		
8	Identification of items in book: Describes objects, animals, and people	# of books	0 1 2 3+ G(4)			0 1 2 3+ G(4)			0 1 2 3+ G(4)		
9	Expanded book use: Describes actions, people + action, and adjective + noun.	# of books	0 1 2 3+ G(4)			0 1 2 3+ G(4)			0 1 2 3+ G(4)		
10	Emotions: Answers question "how does the person feel?"	# of emotions	0 1 2 3 4 5+ G(4)			0 1 2 3 4 5+ G(4)			0 1 2 3 4 5+ G(4)		
11	Social questions: Answers questions such as: "what is your name?"; "How old are you?"	# of questions	0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)			0 1 2 3 4 5+ G(6)		
<b>Level II Expressive: Subtotal</b>			_____ out of 125			_____ out of 125			_____ out of 125		

\* Give a score of "G" 1 additional point (e.g. if the item has scores from 0-5, score a G as a "6")

## Expressive Language Lessons and Skills Learned (DT & PRT)

Lesson Number	Lesson Name Refer to Student Learning Profile assessment for specific skills/concepts for each lesson.	Skills/Scoring Information	Probe 1: # of Skills Mastered Date:	Probe 2: # of Skills Mastered Date:	Probe 3: # of Skills Mastered Date:
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### LEVEL 3 (DT) - Expressive Language

<b>1</b>	Functions of Objects and Community Members – Expressive				
	Labels (names) correct function of objects.	# of object functions	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
	Names correct functions of community members.	# of community member functions	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
	Names function of body part.	# of body part functions	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
<b>2</b>	Prepositions: Names correct preposition	# of prepositions	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
<b>3</b>	Descriptors: Names correct descriptor	# of descriptors	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
<b>4</b>	Opposites: Names correct opposite	# of opposites	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
<b>5</b>	Gender identification: Correctly names people as boy, girl, man woman	# of gender types	0 1 2 3 4 G(5)	0 1 2 3 4 G(5)	0 1 2 3 4 G(5)
<b>6</b>	Pronouns: Correctly names people as "she" and "he" in a sentence.	# of gender types	0 1 2 G(3)	0 1 2 G(3)	0 1 2 G(3)
<b>7</b>	Extend sentences with descriptors (e.g. big, little, tall, short, far, near)	# of descriptors used	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
<b>8</b>	Expanded social questions: Answers complex questions such as phone number, address, full name, weather	# of types of complex questions student can answer	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
<b>9</b>	Discrimination wh- questions: Answers "what," "where," and "who" questions	# of types of "Wh" questions answered	0 1 2 3+ G(4)	0 1 2 3+ G(4)	0 1 2 3+ G(4)
<b>10</b>	Pronouns – My and your		<b>No</b> <b>Yes</b>	<b>No</b> <b>Yes</b>	<b>No</b> <b>Yes</b>
	Says, "my X"		0      1	0      1	0      1
	Says, "your X"		0      1	0      1	0      1
<b>11</b>	Answers: Yes or no for facts questions		0      1	0      1	0      1
<b>12</b>	Recall past events: Answers the questions:		<b>No</b> <b>Yes</b>	<b>No</b> <b>Yes</b>	<b>No</b> <b>Yes</b>
	"Where did we come from?"		0      1	0      1	0      1
	"What did we do there?"		0      1	0      1	0      1
<b>13</b>	Student asks "Wh" questions		<b>No</b> <b>Yes</b>	<b>No</b> <b>Yes</b>	<b>No</b> <b>Yes</b>
	"What is this?"		0      1	0      1	0      1
	"Who is this?"		0      1	0      1	0      1
	"Where is the X?"		0      1	0      1	0      1
<b>14</b>	First and last (no, yes, g)		<b>No</b> <b>Yes</b>	<b>No</b> <b>Yes</b>	<b>No</b> <b>Yes</b>
	Says, "i touched X first"		0      1	0      1	0      1
	Says, "i touched X last"		0      1	0      1	0      1
<b>15</b>	Commenting using phrases		<b>No</b> <b>Yes</b>	<b>No</b> <b>Yes</b>	<b>No</b> <b>Yes</b>
	Says, "i have a(n) X"		0      1	0      1	0      1
	Says, "i see a(n) X"		0      1	0      1	0      1
	<b>Level III Expressive: Subtotal</b>		_____ out of 72	_____ out of 72	_____ out of 72
<b>Total Expressive Language Lessons and Skills Learned</b>	<b>Level I</b>		_____ out of 27	_____ out of 27	_____ out of 27
	<b>Level II</b>		_____ out of 125	_____ out of 125	_____ out of 125
	<b>Level III</b>		_____ out of 72	_____ out of 72	_____ out of 72
	<b>Total Expressive:</b>		_____ out of 224	_____ out of 224	_____ out of 224

\* Give a score of "G" 1 additional point (e.g. if the item has scores from 0-5, score a G as a "6")

## Functional Routines Learned

Lesson Number	Lesson Name Refer to Student Learning Profile assessment for specific skills/concepts for each lesson	Skills/Scoring Information	Probe 1: # of Skills Mastered Date:	Probe 2: # of Skills Mastered Date:	Probe 3: # of Skills Mastered Date:
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### LEVEL 1

			<p><b>0 (No)</b> = not able to perform with any type of prompt  <b>1 (FP)</b> = needs full physical prompts to perform  <b>2 (PP)</b> = needs partial physical prompts to perform  <b>3 (G/V)</b> = needs gesture, verbal, or visual prompts from another adult to perform  <b>4 (I)</b> = performs independently (self-use of visual prompts is ok)</p>														
			<b>No</b>	<b>FP</b>	<b>PP</b>	<b>G/V</b>	<b>I</b>	<b>No</b>	<b>FP</b>	<b>PP</b>	<b>G/V</b>	<b>I</b>	<b>No</b>	<b>FP</b>	<b>PP</b>	<b>G/V</b>	<b>I</b>
<b>1</b>	Transition between activities		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>2</b>	Hand-washing		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>3</b>	Snack		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>4</b>	Circle		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>5</b>	Independent work		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>6</b>	Other:		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>Level I Routines: Subtotal</b>			_____ out of 24					_____ out of 24					_____ out of 24				

### LEVEL 2

			<b>No</b>	<b>FP</b>	<b>PP</b>	<b>G/V</b>	<b>I</b>	<b>No</b>	<b>FP</b>	<b>PP</b>	<b>G/V</b>	<b>I</b>	<b>No</b>	<b>FP</b>	<b>PP</b>	<b>G/V</b>	<b>I</b>
<b>1</b>	Transition: Walking in line		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>2</b>	Circle		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>3</b>	Independent work		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>4</b>	Classroom job		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>5</b>	Small group work		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>6</b>	Other:		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>Level II Routines: Subtotal</b>			_____ out of 24					_____ out of 24					_____ out of 24				

### LEVEL 3

			<b>No</b>	<b>FP</b>	<b>PP</b>	<b>G/V</b>	<b>I</b>	<b>No</b>	<b>FP</b>	<b>PP</b>	<b>G/V</b>	<b>I</b>	<b>No</b>	<b>FP</b>	<b>PP</b>	<b>G/V</b>	<b>I</b>
<b>1</b>	Transition between locations		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>2</b>	Large group: Opening activities		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>3</b>	Cafeteria lunch		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>4</b>	Academic seatwork		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>5</b>	Classroom job		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>6</b>	Group academic instruction		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>7</b>	Other:		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
<b>Level III Routines: Subtotal</b>			_____ out of 28					_____ out of 28					_____ out of 28				
<b>Total Functional Routines and Skills Learned</b>		<b>Routines Total:</b>	_____ out of 76					_____ out of 76					_____ out of 76				

## Spontaneous Language Lessons/Skills Mastered

Lesson Number	Lesson Name Refer to Student Learning Profile assessment for specific skills/ concepts for each lesson	Skills/Scoring Information	Probe 1: # of Skills Mastered			Probe 2: # of Skills Mastered			Probe 3: # of Skills Mastered		
			Date:			Date:			Date:		

### LEVEL 2 - Spontaneous Language

		0 = No    1 = If prompted    2 = Independently										
		No			Prompt			Ind				
		No	Prompt	Ind	No	Prompt	Ind	No	Prompt	Ind		
1	Expanded requesting: Uses nouns, verbs, and adjectives to make requests when needed	0	1	2	0	1	2	0	1	2		
	Expanded requesting: Uses two or three words to make most requests	0	1	2	0	1	2	0	1	2		
2	Initial commenting: Labels nouns	For at least 5 nouns			0	1	2	0	1	2		
	Labels actions	For at least 5 actions			0	1	2	0	1	2		
	Explanation (e.g. "cool", "wow")	For at least 3			0	1	2	0	1	2		
3	Answers the following wh- questions:											
	"What is this?"	For at least 10 items			0	1	2	0	1	2		
	"Who is this?"	For at least 10 people			0	1	2	0	1	2		
	"What is [person] doing?"	For at least 10 actions			0	1	2	0	1	2		
	Answers most questions using pronouns (e.g. my/your)	0	1	2	0	1	2	0	1	2		
	Answers most questions correctly using quantity	0	1	2	0	1	2	0	1	2		
	<b>Level II Spontaneous: Subtotal</b>				_____ out of 22			_____ out of 22			_____ out of 22	

### Level 3 - Spontaneous Language

		0 = No    1 = If prompted    2 = Independently										
		No			Prompt			Ind				
		No	Prompt	Ind	No	Prompt	Ind	No	Prompt	Ind		
1	Advanced expanded requesting: Uses a variety of vocabulary and descriptors as needed to request	0	1	2	0	1	2	0	1	2		
	Phrases: Uses 4-6 words to make many requests	0	1	2	0	1	2	0	1	2		
2	Advanced commenting: Narration w/ complex sentences	0	1	2	0	1	2	0	1	2		
	Asking questions (student asks questions as needed for who, what and where questions)	0	1	2	0	1	2	0	1	2		
3	Advanced concepts: Prepositions (uses at least 5 different prepositions in conversation)	0	1	2	0	1	2	0	1	2		
	Gender id (uses man, woman, girl and boy in conversation)	0	1	2	0	1	2	0	1	2		
	Pronouns (uses i, my, your, he and she in conversation correctly)	0	1	2	0	1	2	0	1	2		
	Recall past events (recalls events from previous day when asked)	0	1	2	0	1	2	0	1	2		
	First and last (location)	0	1	2	0	1	2	0	1	2		
	Yes/no (can answer many yes/no questions for facts)	0	1	2	0	1	2	0	1	2		
	<b>Level III Spontaneous: Subtotal</b>				_____ out of 20			_____ out of 20			_____ out of 20	
<b>Total Spontaneous Language Skills Mastered</b>		<b>Total Spontaneous</b>		_____ out of 42			_____ out of 42			_____ out of 42		

## Pre-Academic Skills

Lesson Number	Lesson Name Refer to Student Learning Profile assessment for specific skills/concepts for each lesson	Skills/Scoring Information	Probe 1: # of Skills Mastered Date:	Probe 2: # of Skills Mastered Date:	Probe 3: # of Skills Mastered Date:
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### LEVEL 1

<b>1</b>	Use of token board (5 pennies)				
	Puts tokens on	# of tokens	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
	Takes tokens off	# of tokens	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
<b>2</b>	Matching colors (5 colors)	# of colors	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
<b>3</b>	Matching shapes (5 shapes)	# of shapes	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)	0 1 2 3 4 5+ G(6)
<b>4</b>	Coloring/scribbling (none, some, all)		<b>No</b> <b>Yes</b>	<b>No</b> <b>Yes</b>	<b>No</b> <b>Yes</b>
	Holds crayon for 3 s		0      1	0      1	0      1
	Touches crayon to paper		0      1	0      1	0      1
	Scribbles for 5 s		0      1	0      1	0      1
	Scribbles for 10 s		0      1	0      1	0      1
	<b>Level I Academic: Subtotal</b>		_____ out of 28	_____ out of 28	_____ out of 28

### LEVEL 2

			0 = None    1 = Some    2 = Most								
			None			Some			Most		
			0	1	2	0	1	2	0	1	2
<b>1</b>	Math rote counting to 10	#'s student can count	0	1	2	0	1	2	0	1	2
<b>2</b>	Math counting 1-10 objects	# of objects can count	0	1	2	0	1	2	0	1	2
<b>3</b>	Math receptive id of numbers 1-10	# of numbers ID	0	1	2	0	1	2	0	1	2
<b>4</b>	Expressive id of numbers 1-10	# of numbers named	0	1	2	0	1	2	0	1	2
<b>5</b>	Receptive counting sets of objects (up to 10 objects in a set)	# of sets of objects can count	0	1	2	0	1	2	0	1	2
<b>6</b>	Matching sets of objects with numbers (up to 10 objects in a set)	# of sets of objects can count with numbers	0	1	2	0	1	2	0	1	2
<b>7</b>	Receptive id of letters	# of letters identified	0	1	2	0	1	2	0	1	2
<b>8</b>	Expressive id of letters (none, some, all)	# of letters named	0	1	2	0	1	2	0	1	2
<b>9</b>	Receptive id of first name	Identifies their name	0	1	2	0	1	2	0	1	2
<b>10</b>	Rec id of first name matched to picture	Can match their name and picture	0	1	2	0	1	2	0	1	2
<b>11</b>	Sight word reading match to picture	At least 5 words	0	1	2	0	1	2	0	1	2
<b>12</b>	Writing: Tracing name, letter, numbers		<b>None</b>	<b>Some</b>	<b>Most</b>	<b>None</b>	<b>Some</b>	<b>Most</b>	<b>None</b>	<b>Some</b>	<b>Most</b>
	Traces letter	# of letters	0	1	2	0	1	2	0	1	2
	Traces name		0	1	2	0	1	2	0	1	2
	Traces each number	Numbers 1-10	0	1	2	0	1	2	0	1	2
<b>13</b>	Writing – Coloring within lines and attention to task	Colors simple shapes	0	1	2	0	1	2	0	1	2
<b>14</b>	Other: Cutting and pasting	Cuts/pastes simple shapes	0	1	2	0	1	2	0	1	2
	<b>Level II Academics: Subtotal</b>		_____ out of 32			_____ out of 32			_____ out of 32		

\* Give a score of "G" 1 additional point (e.g. if the item has scores from 0-5, score a G as a "6")

## Pre-Academic Skills

Lesson Number	Lesson Name Refer to Student Learning Profile assessment for specific skills/concepts for each lesson	Skills/Scoring Information	Probe 1: # of Skills Mastered Date:	Probe 2: # of Skills Mastered Date:	Probe 3: # of Skills Mastered Date:
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### LEVEL 3

			0 = None    1 = Some    2 = Most									
			None	Some	Most	None	Some	Most	None	Some	Most	
1	Math rote counting (1-30)	# student can count	0	1	2	0	1	2	0	1	2	
2	Math receptive id of numbers (1-30)	# student can ID	0	1	2	0	1	2	0	1	2	
3	Math expressive id of numbers (1-30)	# student can name	0	1	2	0	1	2	0	1	2	
4	Math counting objects using numbers	# objects can count with numbers	0	1	2	0	1	2	0	1	2	
5	Math – Adding one-digit numbers (#'s 1-9)	# student can add	0	1	2	0	1	2	0	1	2	
6	Math – Subtracting one-digit numbers	# student can subtract	0	1	2	0	1	2	0	1	2	
7	Math – Id of money (up to 20 dollar bill)	# of coins/bill student can ID	0	1	2	0	1	2	0	1	2	
	Math – Use of money (make change up to 20 dollar bill)	Makes change for coins and bills up to \$20 bill	0	1	2	0	1	2	0	1	2	
8	Math – Time-telling: Analog – Nearest ½ hour	# of ½ hour increments	0	1	2	0	1	2	0	1	2	
	Math – Time-telling: Digital flash cards	# of ½ hour increments	0	1	2	0	1	2	0	1	2	
	Math – Time telling: Uses schedule	# of schedule time slots	0	1	2	0	1	2	0	1	2	
9	Reading: Receptive ID of letter sounds	# of letter sounds	0	1	2	0	1	2	0	1	2	
10	Reading: Expressive ID of letter sounds	# of letter sounds	0	1	2	0	1	2	0	1	2	
11	Reading: ID of first and last name		0	1	2	0	1	2	0	1	2	
12	Reading: Sight words - 20 words	# of sight words	0	1	2	0	1	2	0	1	2	
13	Reading a simple book		None	Some	Most	None	Some	Most	None	Some	Most	
	Reads each page aloud - 3 books	# of books	0	1	2	0	1	2	0	1	2	
	Retells story - 3 books	# of books	0	1	2	0	1	2	0	1	2	
14	Writing tracing and copying words		None	Some	Most	None	Some	Most	None	Some	Most	
	Tracing words - 10 words	# of words (0-10)	0	1	2	0	1	2	0	1	2	
	Copying words - 10 words	# of words (0-10)	0	1	2	0	1	2	0	1	2	
15	Writing from dictation -15 words	# of words (0-15)	0	1	2	0	1	2	0	1	2	
16	Writing from memory - 10 sentences	# of sentences (0-10)	0	1	2	0	1	2	0	1	2	
17	Other: Coloring, cutting and pasting - 5 pictures	# of pictures (0-5)	0	1	2	0	1	2	0	1	2	
	<b>Level III Academics: Subtotal</b>		_____ out of 44			_____ out of 44			_____ out of 44			
<b>Total Preacademic Lessons and Skills Learned</b>			<b>Level I</b>	_____ out of 28			_____ out of 28			_____ out of 28		
			<b>Level II</b>	_____ out of 32			_____ out of 32			_____ out of 32		
			<b>Level III</b>	_____ out of 44			_____ out of 44			_____ out of 44		
			<b>Total Academics:</b>	_____ out of 104			_____ out of 104			_____ out of 104		

## Play and Social Lessons and Skills Learned (PRT & FR)

Lesson Number	Lesson Name Refer to Student Learning Profile assessment for specific skills/concepts for each lesson	Skills/Scoring Information	Probe 1: # of Skills Mastered	Probe 2: # of Skills Mastered	Probe 3: # of Skills Mastered
			Date:	Date:	Date:

### LEVEL 1

			0= No    1= If Prompted    2= Independent								
			No	Prompt	Ind	No	Prompt	Ind	No	Prompt	Ind
1	Readiness for play (PRT) (sharing, turn taking)		0	1	2	0	1	2	0	1	2
2	Initial play skills (PRT) (imitates actions, follows 1-step play commands)		0	1	2	0	1	2	0	1	2
3	Independent play (FR)		0	1	2	0	1	2	0	1	2
4	Play with adult (FR)		0	1	2	0	1	2	0	1	2
<b>Level I Play and Social: Subtotal</b>			_____ out of 8			_____ out of 8			_____ out of 8		

### LEVEL 2

			No	Prompt	Ind	No	Prompt	Ind	No	Prompt	Ind
1	Expanded imitated actions (PRT)		0	1	2	0	1	2	0	1	2
2	Expanded play commands and sustained independent play: following 2- or 3-step play commands (PRT)		0	1	2	0	1	2	0	1	2
	Expanded play commands and sustained independent play: independent constructive or functional play (PRT)		0	1	2	0	1	2	0	1	2
3	Play with adult (FR)		0	1	2	0	1	2	0	1	2
4	Play with adult and peer (FR)		0	1	2	0	1	2	0	1	2
5	Play game with peer (FR)		0	1	2	0	1	2	0	1	2
<b>Level II Play and Social: Subtotal</b>			_____ out of 12			_____ out of 12			_____ out of 12		

### LEVEL 3

			No	Prompt	Ind	No	Prompt	Ind	No	Prompt	Ind
1	Advanced play (PRT)		0	1	2	0	1	2	0	1	2
	Advanced functional play (PRT)		0	1	2	0	1	2	0	1	2
	Symbolic play (PRT)		0	1	2	0	1	2	0	1	2
2	Play with peer and share materials (FR)		0	1	2	0	1	2	0	1	2
3	Pretend play with peer (fr)		0	1	2	0	1	2	0	1	2
4	Recess – Individual or independent (FR)		0	1	2	0	1	2	0	1	2
5	Recess with peer (FR)		0	1	2	0	1	2	0	1	2
<b>Level III Play and Social: Subtotal</b>			_____ out of 14			_____ out of 14			_____ out of 14		
<b>Total Play and Social Lessons and Skills Learned</b>		<b>Total Play and Social:</b>	_____ out of 34			_____ out of 34			_____ out of 34		