

Primary Speaking Assessment: Initial Assessment Date: _____ End of Program Assessment Date: _____

The student was shown the following illustration:

		Key Vocabulary Identified:		Sentence Attempts:			
		boy				rubbish	
		girl				policeman	
		man				umbrella	
		woman				run/running	
		people				play/playing	
		robot				walk/walking	
		bike/bicycle				sleep/sleeping	
		house				paint/painting	
		tree/treehouse					
		dog					
bus							
sun/sunny							
Observations:		Language Structures and Features:					
Uses non-verbal language (e.g. nod, smile, eye-contact)		Uses articles (e.g. a, the)					
Responds to questions with single word or phrase		Uses singular and plural forms (e.g. a/one, -s)					
Uses English words		Uses prepositions (e.g., in, on, at, near, under)					
Uses English sentences		Uses appropriate verb endings (e.g. -ing, -ed)					
Elicits help (e.g. asks what a word means)		Uses the verbs 'to be' and 'to have' (e.g. is/are, have)					
Asks speaker to repeat or speak slowly		Uses pronouns (e.g. he, she, they)					
Uses comprehensible pronunciation		Uses possessive pronouns (e.g. his, her, their)					
Uses stress and intonation		Uses common adjectives (e.g. green grass, water blue)					
Self-corrects to clarify meaning		Constructs simple subject-verb-object sentences					
Gives relevant and appropriate detail		Uses some common contractions (e.g. he's, she's)					
Uses other utterances (e.g. I don't know, what's this?)		Uses modality (e.g. if, must, might, should)					
		Expresses ideas and opinions (e.g. I think...)					
		Uses conjunctions (e.g. and, because, but)					
Prompts Used:				General Comments:			
Tell me about the picture							
What can you see?							
What's this?							
Is he/she running?							
What is he/she doing? What are they doing?							
How many (ducks) are there? Where is/are (the duck/s)?							
How do they feel?							
Why is (she sleeping)?							
What do you think (they are talking about)?							