**Taxonomy Based Assessment Form**

**Child:** Ori W. **Age:** 48 months

**Observation/Description/Work sample:**

Ori is in the discovery area. He is playing with the animals and environment backgrounds. There is a bowl of animals and an ocean mat and a pond mat. He picks up the frog. He says “frog jump.” He places it on the picture of the pond. He says “frog pond.” He picks up the shark. He says, “Shark teeth.” He places the shark on the ocean mat. He says, “Shark, ocean.” He picks up the whale. He says, “Whale big.” He makes his arms wide apart. He then places the whale on the ocean mat and says, “Whale ocean.” He continued this and sorted all water animals correctly.

**Taxonomy Checklist(s):**

**Target Skill or Concept:**

Sort animals by environment

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| **Matching & Sorting Development & Skill Checklist** |
|  | Random motor exploration of the objects (scatter them about, push them around, bang & throw) |
|  | Explore objects with senses (observe, shake, put in mouth, etc) |
|  | Observes adult or other match object |
|  | Matches one object through imitation |
|  | Matches a simple object by one attribute with another through trial and error  |
|  | Sorts a few simple objects by one attribute with another through trial and error |
|  | Matches some simple objects by one attribute with another through trial and error |
|  | Matches some simple objects by two simple attributes with another through trial and error |
|  | Sorts a few simple objects by two attributes with another through trial and error |
|  | Matches some simple objects by multiple simple attributes with another through trial and error |
|  | Sorts some simple objects by multiple simple attributes with another through trial and error |
|  | Matches simple objects with ease and without the need for trial and error |
|  | Sorts objects with single attribute with ease and does not seem to need trial and error |

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| **Development & Skill Checklist Title: Second Language Development** |
|  | Speaks only in home language |
|  | Silent observer |
|  | Early production – one word or repeats works |
|  | Early production - telegraphic |
|  | Early production – formulaic speech |
|  | Speech emergence – simple phrases |
|  | Speech emergence- complex phrase |
|  | Speech emergence- simple sentence |
|  | Intermediate fluency – complex complete sentence |
|  | Intermediate fluency- increased complexity with adverbs and adjectives |
|  | Advanced fluency- very complex sentences strung together to share complex ideas |

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| **Development & Skill Checklist Title: Sentence Complexity** |
|  | coos |
|  | babbles |
|  | holophrase |
|  | Holophrase with intonation |
|  | Telegraphic speech (two word sentence) |
|  | Simple sentence (2-3 words) |
|  | Simple sentence (3-4 words) |
|  | Complex sentence with use of articles |
|  | Complex sentence with use of articles and adjectives |
|  | Complex sentence with use of articles and adverbs |
|  | Complex sentence with use of articles, adjectives, and adverbs |