

Read It Again *FoundationQ!*

Student Progress Checklist

Read It Again - *FoundationQ!*



Student Progress Checklist

Student's name: _____ Date: _____

Teacher's Name: _____

Directions: Circle the letter that best describes how well the student performs the skill. Acquiring (A), Building (B), or Competent (C). Use the following indicators for differentiating A, B, and C.

- Acquiring:** Student never or only occasionally demonstrates the skill
Building: Student often demonstrates the skill, but is not yet consistent and/or requires assistance
Competent: Student consistently demonstrates the skill

Print Knowledge The student:	Week 2			Week 12			Week 21		
1. recognises that print carries meaning and distinguishes print from pictures.	A	B	C	A	B	C	A	B	C
2. recognises the left-to-right and top-to-bottom directionality of print.	A	B	C	A	B	C	A	B	C
3. identifies some upper-case letters, including those in own name and those of some friends or family members.	A	B	C	A	B	C	A	B	C
4. understands and uses new words describing aspects of books (e.g., illustrator, author, cover, title page) and print (e.g., word, letter, spell, read, write).	A	B	C	A	B	C	A	B	C
5. recognises the difference between letters and words.	A	B	C	A	B	C	A	B	C
6. understands that punctuation is a feature of written text different from letters.	A	B	C	A	B	C	A	B	C
7. attends to rime chunks as they track words and sounds out whole words rather than individual letters.	A	B	C	A	B	C	A	B	C
8. has a vocabulary base of common sight words that they see often in the environment and in children's books.	A	B	C	A	B	C	A	B	C
Notes									

Narrative The student:	Week 2			Week 12			Week 21		
1. identifies and describes the setting and characters of a story.	A	B	C	A	B	C	A	B	C
2. describes the 'kick off' of a story.	A	B	C	A	B	C	A	B	C
3. orders three or more major events in a story.	A	B	C	A	B	C	A	B	C
4. produces a fictional story that has a setting and characters (a scaffolded retell)	A	B	C	A	B	C	A	B	C
5. produces a personal story that has a clear beginning, middle, and end.	A	B	C	A	B	C	A	B	C
6. shares feelings, ideas, or experiences in a single story that is precise.	A	B	C	A	B	C	A	B	C
7. understands and creates an interesting ending for a story.	A	B	C	A	B	C	A	B	C
Notes									

Read It Again - *FoundationQ!*



Student Progress Checklist

Student's name: _____ Date: _____

Teacher's Name: _____

Directions: Circle the letter that best describes how well the student performs the skill.

Acquiring (A), Building (B), or Competent (C). Use the following indicators for differentiating A, B, and C.

- Acquiring:** Student never or only occasionally demonstrates the skill
Building: Student often demonstrates the skill, but is not yet consistent and/or requires assistance
Competent: Student consistently demonstrates the skill

Vocabulary The student:	Week 2			Week 12			Week 21		
1. understands and uses unfamiliar words to describe things or actions (adjectives).	A	B	C	A	B	C	A	B	C
2. understands and uses words for unfamiliar nouns.	A	B	C	A	B	C	A	B	C
3. understands and uses words for unfamiliar actions (verbs).	A	B	C	A	B	C	A	B	C
4. understands and uses words representing time and spatial concepts (E.g. Time - first, second, third; before, after, then, during, once; Spatial - past, along, through, across).	A	B	C	A	B	C	A	B	C
5. understands and uses words that modify things or actions (adverbs).	A	B	C	A	B	C	A	B	C
6. understands and uses words representing thinking processes (e.g., believe, dream, imagine, think, remember).	A	B	C	A	B	C	A	B	C
7. understands and talks about the meaning of words, including how words can have more than one meaning.	A	B	C	A	B	C	A	B	C
8. understands and uses words which represent feelings.	A	B	C	A	B	C	A	B	C
Notes									

Phonological Awareness The student:	Week 2			Week 12			Week 21		
1. identifies when two words share a rhyming pattern.	A	B	C	A	B	C	A	B	C
2. segments words into syllables and blends syllables into words.	A	B	C	A	B	C	A	B	C
3. identifies when two words share the same first sound.	A	B	C	A	B	C	A	B	C
4. identifies and produces words starting with a specific first sound.	A	B	C	A	B	C	A	B	C
5. understands and manipulates syllables in words and demonstrates an understanding of word structure.	A	B	C	A	B	C	A	B	C
6. isolates sounds in initial, final and medial positions in words.	A	B	C	A	B	C	A	B	C
7. understands and manipulates phonemes in words and demonstrates an understanding of word structure.	A	B	C	A	B	C	A	B	C
Notes									