

# Monitoring ECE Children's Progress toward Meeting *New Standards Speaking and Listening*

## Introduction

*New Standards Speaking and Listening for Preschool through Third Grade* defines expectations. We recommend you study one expectation within a standard from the *New Standards* text and view the accompanying CD clips showing classroom practice. For example, within "Standard 1: Habits," study the expectation of "Conversing at length on a topic" (page 60), or within "Standard 2: Kinds of Talk," study "Explaining and seeking information" (page 82).

As a tool to monitor your children's progress toward meeting the expectations, print the following charts. The first chart is generally the first one teachers use. Entries on the charts would become your assessment entries for children's growth in speaking and listening. You might use the blank template at the end of this document to construct your own monitoring tool for any expectation from *New Standards*.

Ordering information for *New Standards Speaking and Listening for Preschool through Third Grade*: ISBN 1-889630-41-1, telephone 888-361-6233, or <http://www.ncee.org>.

# Monitoring ECE Children's Progress Toward Meeting New Standards Speaking and Listening

Monitor children's progress toward continuing a conversation for four exchanges with an adult or another child: child/other; child/other; child/other; or child/other (page 60).

**When:** These conversations are most likely to occur as children arrive or leave the class, during centers or gross motor activities, during small group language lessons, or during meals in Head Start.

**Who:** Both the teacher and paraprofessional can document informal conversations with children until each child clearly achieves four exchanges in conversations.

<b>CHILD'S NAME</b>	<b>Standard 1: Habits</b> ◆ Conversing at length on a topic: at least four exchanges (page 60)	<b>Standard 1: Habits</b> ◆ Conversing at length on a topic: at least four exchanges (page 60)	<b>Standard 1: Habits</b> ◆ Conversing at length on a topic: at least four exchanges (page 60)
	Date _____ Topic of conversation _____ No. of exchanges _____ Where conversation took place (example: greeting) _____	Date _____ Topic of conversation _____ No. of exchanges _____ Where conversation took place (example: greeting) _____	Date _____ Topic of conversation _____ No. of exchanges _____ Where conversation took place (example: greeting) _____
	Date _____ Topic of conversation _____ No. of exchanges _____ Where conversation took place (example: greeting) _____	Date _____ Topic of conversation _____ No. of exchanges _____ Where conversation took place (example: greeting) _____	Date _____ Topic of conversation _____ No. of exchanges _____ Where conversation took place (example: greeting) _____
	Date _____ Topic of conversation _____ No. of exchanges _____ Where conversation took place (example: greeting) _____	Date _____ Topic of conversation _____ No. of exchanges _____ Where conversation took place (example: greeting) _____	Date _____ Topic of conversation _____ No. of exchanges _____ Where conversation took place (example: greeting) _____
	Date _____ Topic of conversation _____ No. of exchanges _____ Where conversation took place (example: greeting) _____	Date _____ Topic of conversation _____ No. of exchanges _____ Where conversation took place (example: greeting) _____	Date _____ Topic of conversation _____ No. of exchanges _____ Where conversation took place (example: greeting) _____

# Monitoring ECE Children's Progress Toward Meeting New Standards Speaking and Listening

Monitor children's progress toward posing and answering questions about texts when discussing books (page 64).

**When:** These questions and answers are most likely to occur during read aloud, shared reading, intimate shared small group instruction, or independent reading.

**Who:** Both the teacher and paraprofessional can record questions and answers offered by children until each child clearly interacts with texts.

<b>CHILD'S NAME</b>	<b>Standard 1: Habits</b> ◆ Discussing books: pose and answer questions about the text (page 64)	<b>Standard 1: Habits</b> ◆ Discussing books: pose and answer questions about the text (page 64)	<b>Standard 1: Habits</b> ◆ Discussing books: pose and answer questions about the text (page 64)
	Date _____ Text _____ Question _____ _____	Date _____ Text _____ Question _____ _____	Date _____ Text _____ Question _____ _____
	Answer _____ _____	Answer _____ _____	Answer _____ _____
	Date _____ Text _____ Question _____ _____	Date _____ Text _____ Question _____ _____	Date _____ Text _____ Question _____ _____
	Answer _____ _____	Answer _____ _____	Answer _____ _____
	Date _____ Text _____ Question _____ _____	Date _____ Text _____ Question _____ _____	Date _____ Text _____ Question _____ _____
	Answer _____ _____	Answer _____ _____	Answer _____ _____
	Date _____ Text _____ Question _____ _____	Date _____ Text _____ Question _____ _____	Date _____ Text _____ Question _____ _____
	Answer _____ _____	Answer _____ _____	Answer _____ _____

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## Monitoring ECE Children's Progress Toward Meeting New Standards Speaking and Listening

Monitor children's progress toward telling a narrative of an experience including two or more events (page 74).

**When:** These narratives are most likely to occur when children arrive at school, when they tell about their drawing during Writers Workshop sharing or conferring, when they connect a story during intimate shared or independent reading to a personal experience, during dramatic play, or during meal time in Head Start.

**Who:** Both the teacher and paraprofessional can record the narrative events until each child clearly includes at least two events in a narrative.

CHILD'S NAME	<b>Standard 2: Kinds of Talk</b> ◆ Narrative: give a simple narrative, recounting two or more events (page 74)	<b>Standard 2: Kinds of Talk</b> ◆ Narrative: give a simple narrative, recounting two or more events (page 74)	<b>Standard 2: Kinds of Talk</b> ◆ Narrative: give a simple narrative, recounting two or more events (page 74)
	Date _____ Event 1 _____ Event 2 _____ Event 3 _____	Date _____ Event 1 _____ Event 2 _____ Event 3 _____	Date _____ Event 1 _____ Event 2 _____ Event 3 _____
	Date _____ Event 1 _____ Event 2 _____ Event 3 _____	Date _____ Event 1 _____ Event 2 _____ Event 3 _____	Date _____ Event 1 _____ Event 2 _____ Event 3 _____
	Date _____ Event 1 _____ Event 2 _____ Event 3 _____	Date _____ Event 1 _____ Event 2 _____ Event 3 _____	Date _____ Event 1 _____ Event 2 _____ Event 3 _____
	Date _____ Event 1 _____ Event 2 _____ Event 3 _____	Date _____ Event 1 _____ Event 2 _____ Event 3 _____	Date _____ Event 1 _____ Event 2 _____ Event 3 _____

## Monitoring ECE Children's Progress Toward Meeting New Standards Speaking and Listening

Monitor children's progress toward seeking or providing information (page 82).

**When:** These questions and comments are most likely to occur during orientation activities, centers, and intimate shared small group instruction.

**Who:** Both the teacher and paraprofessional can record questions and comments offered by children until each child clearly engages in informational talk.

CHILD'S NAME	<b>Standard 2: Kinds of Talk</b> ◆ Explaining and seeking information: seek or provide information (page 82)	<b>Standard 2: Kinds of Talk</b> ◆ Explaining and seeking information: seek or provide information (page 82)	<b>Standard 2: Kinds of Talk</b> ◆ Explaining and seeking information: seek or provide information (page 82)
	Date _____ Topic of conversation _____ Question _____ Explanation _____	Date _____ Topic of conversation _____ Question _____ Explanation _____	Date _____ Topic of conversation _____ Question _____ Explanation _____
	Date _____ Topic of conversation _____ Question _____ Explanation _____	Date _____ Topic of conversation _____ Question _____ Explanation _____	Date _____ Topic of conversation _____ Question _____ Explanation _____
	Date _____ Topic of conversation _____ Question _____ Explanation _____	Date _____ Topic of conversation _____ Question _____ Explanation _____	Date _____ Topic of conversation _____ Question _____ Explanation _____

## Monitoring ECE Children's Progress Toward Meeting New Standards Speaking and Listening

Monitor children's progress toward using new vocabulary in their conversations (pages 112, 114).

**When:** These new words are most likely to occur during intimate shared small group language lessons, centers, literacy-related activities, or meals in Head Start.

**Who:** Both the teacher and paraprofessional can record vocabulary used from areas of study.

<b>CHILD'S NAME</b>	<b>Standard 3: Language Use</b> ◆ Vocabulary and word choice: add new domains from subjects and topics they are studying (pages 112, 114)	<b>Standard 3: Language Use</b> ◆ Vocabulary and word choice: add new domains from subjects and topics they are studying (pages 112, 114)	<b>Standard 3: Language Use</b> ◆ Vocabulary and word choice: add new domains from subjects and topics they are studying (pages 112, 114)
	Date _____ Knowledge domain (page 114) _____ New vocabulary used _____ New concept used _____	Date _____ Knowledge domain (page 114) _____ New vocabulary used _____ New concept used _____	Date _____ Knowledge domain (page 114) _____ New vocabulary used _____ New concept used _____
	Date _____ Knowledge domain (page 114) _____ New vocabulary used _____ New concept used _____	Date _____ Knowledge domain (page 114) _____ New vocabulary used _____ New concept used _____	Date _____ Knowledge domain (page 114) _____ New vocabulary used _____ New concept used _____
	Date _____ Knowledge domain (page 114) _____ New vocabulary used _____ New concept used _____	Date _____ Knowledge domain (page 114) _____ New vocabulary used _____ New concept used _____	Date _____ Knowledge domain (page 114) _____ New vocabulary used _____ New concept used _____
	Date _____ Knowledge domain (page 114) _____ New vocabulary used _____ New concept used _____	Date _____ Knowledge domain (page 114) _____ New vocabulary used _____ New concept used _____	Date _____ Knowledge domain (page 114) _____ New vocabulary used _____ New concept used _____

	New concept used _____	New concept used _____	New concept used _____
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# Blank Template

CHILD'S NAME	Standard ____:	Standard ____:	Standard ____:
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