

School Readiness Pedagogy Skills Assessment

Site: _____ Teacher: _____ Administrator: _____

	Needs Improvement	Satisfactory	Exceeds Expectations
Code-focused instruction	Code-focused instruction is provided only during incidental opportunities and is not systematic, explicit, and intentional.	One skill is taught primarily with other skills added in occasionally but not to the extent that it would be considered true fusion.	Multiple skills are fused into classroom instruction.
Frequency and planning of code-focused instruction	No code-focused instruction is planned.	Code-focused instruction is planned two times per week during small group or one-on-one instruction.	Code-focused instruction is planned more than two times per week and becomes more challenging over time.
Print awareness in classroom and activity design	Little or no child-friendly print is displayed in the classroom or in activities.	Print is an important element throughout the classroom setting: children's names are used frequently, calendars and charts make use of print, alphabet is displayed, etc.	Print is an important element throughout the classroom and adults systematically model how to use print.
Oral language	Instruction for oral language development is not planned.	Instruction focuses on new vocabulary development but provides few opportunities for development of complex language skills.	New words are consistently introduced with support for complex language skills, such as definitional vocabulary, grammar, and syntax.
Shared Reading	Shared reading is not implemented in the classroom.	Teachers implement shared reading with small groups or one-on-one and utilize strategies before, during, and after shared reading.	Teachers implement shared reading and utilize strategies. In addition, parents are given instruction on how to implement shared reading at home.

Number of skills marked satisfactory or above: _____ /5

Definitions:

- **Alphabet knowledge:** a state of familiarity with the alphabet
- **Code-focused skills:** the abilities of phonological awareness, alphabet knowledge, and early decoding
- **Definitional vocabulary:** the bank of words for which meanings are understood
- **Grammar:** the standard organizational rules governing language
- **Modeling:** an instructional strategy of demonstrating “the behaviors, skills, and competencies that students are to learn”
- **Oral language:** ability to produce and/or comprehend aspects of spoken language
- **Phonics:** a method of instruction focused on teaching the relationship between the sounds in spoken words and their associated symbols in print
- **Phonological awareness:** the ability to hear and manipulate the separate sounds within words
- **Print awareness:** tasks combining elements of alphabet knowledge, concepts about print, and early decoding
- **Shared reading:** a reading strategy where the adult involves a child or small group of children in reading a book that introduces conventions of print and new vocabulary, or encourages predictions, rhyming, discussion of pictures, and other interactive experiences
- **Syntax:** the rules that govern how sentences are organized and the order and relationships of words