

Name \_\_\_\_\_ Teacher \_\_\_\_\_ School \_\_\_\_\_

**High Point, The Basics**  
**Language Acquisition Assessment Form**

**Lakeside**

**#5 Directions:** Have the student look at pages 24-25 of the student book. Ask the student questions about the pictures. Say: *What does this girl have?* If the student responds with one word or a phrase, say: *Use a complete sentence.* Then have the student ask you questions about the picture.

1 2 3 4  
 Date \_\_\_\_\_

**Language Function: Ask For and Give Information**

- The student supplies appropriate information:  
 \_\_\_\_ yes \_\_\_\_ not yet
- The student correctly asks for information:  
 \_\_\_\_ yes \_\_\_\_ not yet

**Patterns and Structures: Pronouns; Present Tense Verbs (has, have)**

- As the student asks for and gives information, listen for correct use of pronouns and verbs:  
 \_\_\_\_ she \_\_\_\_ he \_\_\_\_ they  
 \_\_\_\_ has \_\_\_\_ have
- To evaluate the use of **vocabulary**, listen for words such as the following that were taught in *Lakeside*:  
 newspaper book table librarian bookcase lamp

**#6 Directions:** Have the student look at pages 28-29 in the student book. Point to several pictures and say: *Pretend you are this student. Tell what you need. Tell what you need to do. Tell how you feel.* If the student responds with one word or a phrase, say: *Use a complete sentence.*

1 2 3 4  
 Date \_\_\_\_\_

**Language Function: Express Needs and Feelings**

- The student expresses needs and feelings:  
 \_\_\_\_ yes \_\_\_\_ not yet

**Patterns and Structures: Pronoun I**

- As the student expresses needs and feelings, listen for the pronoun *I*.  
 \_\_\_\_ I need \_\_\_\_ I need to \_\_\_\_ I feel
- To evaluate the use of **vocabulary**, listen for words such as the following that were taught in *Lakeside*:  
 ice pack sick hurt bad nurse headache

**#7 Directions:** Have the student look at pages 30-31 of the student book and state likes and dislikes as s/he points out and names three specific foods. Say: *Tell me which food you like. Tell me which food you do not like.* If the student simply names food items, say: *Use a complete sentence.*

1 2 3 4  
 Date \_\_\_\_\_

**Language Function: Express Likes and Dislikes**

- The student expresses likes and dislikes:  
 \_\_\_\_ yes \_\_\_\_ not yet

**Patterns and Structures: Questions**

- As the student expresses likes and dislikes, listen for correct use of positive and negative statements:  
 \_\_\_\_ I like \_\_\_\_ I do not like
- To evaluate the use of **vocabulary**, listen for words such as the following that were taught in *Lakeside*:  
 fruit hamburger cake pizza tomato orange

**#8 Directions:** Use the pictures on pages 26-27 of the student book. Have the student point to three different pictures and describe the actions s/he see. Say: *What does she do? What does he do?* As the student describes actions, listen for verbs.

1 2 3 4  
 Date \_\_\_\_\_

**Language Function: Describe Actions**

- The student correctly describes actions:  
 \_\_\_\_ yes \_\_\_\_ not yet

**Patterns and Structures: Third-Person Action Verbs with -s**

- The student uses *-s* at the end of third-person action verbs. For example: *She plays. He runs.*  
 \_\_\_\_ yes \_\_\_\_ not yet
- To evaluate the use of **vocabulary**, listen for words such as the following that were taught in *Lakeside*:  
 play run soccer basketball track court

LAA Rubric			
FUNCTION	PATTERN & STRUCTURE	VOCABULARY	
<b>4</b>	Student effectively performs the function.	Student clearly expresses the targeted pattern/structure in a variety of ways.	Student uses a variety of vocabulary, including words from the unit.
<b>3</b>	Student performs the function.	Student adequately expresses the targeted pattern/structure.	Student uses adequate vocabulary, including words from the unit.
<b>2</b>	The student does not adequately perform the function.	Student does not adequately express the targeted pattern/structure.	Student uses limited vocabulary or uses vocabulary incorrectly.
<b>1</b>	Student makes no attempt or offers a non-verbal response.	Student does not express the targeted pattern/structure.	Student makes no attempt to use appropriate vocabulary.

SHADED ACTIVITES ARE RECOMMENDED FOR FORMAL ASSESSMENT

### LAA Rubric

	FUNCTION	PATTERN & STRUCTURE	VOCABULARY
<b>4</b>	Student effectively performs the function.	Student clearly expresses the targeted pattern/structure in a variety of ways.	Student uses a variety of vocabulary, including words from the unit.
<b>3</b>	Student performs the function.	Student adequately expresses the targeted pattern/structure.	Student uses adequate vocabulary, including words from the unit.
<b>2</b>	The student does not adequately perform the function.	Student does not adequately express the targeted pattern/structure.	Student uses limited vocabulary or uses vocabulary incorrectly.
<b>1</b>	Student makes no attempt or offers a non-verbal response.	Student does not express the targeted pattern/structure.	Student makes no attempt to use appropriate vocabulary.

**SHADED ACTIVITIES ARE RECOMMENDED FOR FORMAL ASSESSMENT**