

# Decision-Making Framework Teacher Questionnaire

**Directions:** For each question, make a check mark in the box that best indicates how often this child displays each skill or behavior. Please check **only ONE box** for each question.

Child's Name:	Never	Rarely	Often	Almost Always
<b>PART I: ORAL LANGUAGE SKILLS</b>				
<b>Expressive Language Skills (Spoken Language)</b>				
1. This child uses simple grammatically correct sentences (e.g., does not exhibit pronoun confusion, verb tense errors, word order reversal).				
2. This child produces sentences containing a variety of words including nouns, verbs, and adjectives.				
3. This child tells short, understandable narratives about personal events.				
<b>Vocabulary Skills</b>				
4. This child identifies and labels most common objects in the classroom.				
5. This child correctly selects objects when described using color, location, or other descriptors.				
6. This child sorts like items in a category (e.g., food, animals, toys), and names words belonging to a category.				
<b>Comprehension Skills</b>				
7. This child follows two and three-step directions.				
8. This child answers explicit who, what, where, when, and how questions.				
9. This child understands implicit questions requiring inferencing or predicting what is happening in the story.				
10. This child retells simple stories.				
<b>PART II: EMERGENT LITERACY SKILLS</b>				
<b>Alphabet Knowledge</b>				
11. This child identifies and names all the letters from his/her name.				
12. This child is able to name all the letters of the alphabet.				
13. This child is able to identify the sounds associated with letters.				
<b>Phonological Awareness</b>				
14. This child is able to identify words that rhyme				
15. This child is able to match words that start with the same sound.				
16. This child is able to blend parts of words to make whole words.				
<b>Print Knowledge</b>				
17. This child knows how to hold and follow along with a book (e.g., position; turn pages; left to right, top to bottom).				
18. This child is able to blend parts of words to make whole words.				
<b>Part III. CHILD CHARACTERISTICS</b>				
19. This child follows directions without the need for frequent prompting (e.g., hands to yourself).				
20. This child acquires new skills without the need for multiple teaching strategies (e.g., modeling, extra prompting, repeated practice, rephrasing, manipulatives).				
21. This child completes tasks without the need for high levels of positive verbal reinforcement.				
22. This child transitions between preferred and non-preferred activities without difficulty.				
23. This child cooperates with peers positively (e.g., shares, takes turns, waits for turn).				
24. This child initiates social interactions with peers adequately.				