

# Informal Assessment

Skill: Emotional Recognition

Goal: Identifying Feelings

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ IEP Date: \_\_\_\_\_

**SKILL:** Emotional Recognition

**GOAL:** Given real-life pictures or video scenes depicting specific emotions, learner will **receptively/expressively identify/label** four basic feelings (i.e., sad, mad, happy, scared) by interpreting character's facial expressions in 4 out of 5 opportunities **independently/given X prompt(s)** over 3 consecutive sessions.

This informal tool aims to collect measurable data and track progress over time.

Take **Pre-Assessment data** at the beginning of the school year or therapy sessions in the “pre” data row. Take **Post-Assessment data** at least two more times over the course of the year. The results of this assessment can be used to report growth, strengths, and weaknesses. Goals and objectives align to Everyday Speech therapy materials and therefore may be useful to record and measure progress while using these tools.

Date	Session Plan	Notes and Data
Pre-Assessment		% Independent:
Post-Assessment #1		% Independent:
Post-Assessment #2		% Independent:
Post-Assessment #3		% Independent:
Post-Assessment #4		% Independent:

# Data Sheet

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Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ IEP Date: \_\_\_\_\_

Date	Session Plan	Notes and Data
		% Independent:
		% Independent:
		% Independent:
		% Independent:
		% Independent:
		% Independent:
		% Independent:
		% Independent:
		% Independent:
		% Independent: