

ELEMENTARY INFORMAL LANGUAGE SAMPLE CHECKLIST

Student: _____
 Examiner: _____

Date of birth: _____ Teacher: _____
 Date of Sample: _____ Grade Level: ____ CA: ____

THIS CHILD DEMONSTRATED THE FOLLOWING SKILLS *INDEPENDENTLY DURING ASSESSMENT:**
*(Leave 'Not Observed' skills unchecked; *specify level of cues if applicable)*

LISTENING COMPREHENSION & AUDITORY PROCESSING		MORPHOLOGY/ GRAMMAR	
<i>May affect performance in all academic areas that involve auditory reception and following oral directions.</i>		<i>May affect comprehension and productions</i>	
<input type="checkbox"/> Y <input type="checkbox"/> N – Blends three verbally-presented phonemes into one word independently <input type="checkbox"/> Y <input type="checkbox"/> N – Segments a verbally-presented word into syllables/parts <i>Note:</i> _____ <input type="checkbox"/> Y <input type="checkbox"/> N – Repeats sentences up to ____ words in length <input type="checkbox"/> Y <input type="checkbox"/> N – Follows directions (1, 2, 3 parts) independently /with <input type="checkbox"/> minimal cues <input type="checkbox"/> moderate cues <input type="checkbox"/> Y <input type="checkbox"/> N – Understands concepts within directions independently or with <input type="checkbox"/> min cues <input type="checkbox"/> mod cues <input type="checkbox"/> Y <input type="checkbox"/> N – Understands Number concepts within on own or with <input type="checkbox"/> min cues <input type="checkbox"/> mod cues <input type="checkbox"/> Y <input type="checkbox"/> N – Answers <i>who, what, why, where, when, how</i> questions <input type="checkbox"/> Y <input type="checkbox"/> N – Answers open-ended questions with thoughtful response <input type="checkbox"/> Y <input type="checkbox"/> N – Answers simple yes/no questions		Pronouns: <i>(mark specifics as observed)</i> <input type="checkbox"/> Y <input type="checkbox"/> N – Singular & Plural Subjective I/ you/ he/ she/ we / they/ it <i>(3.5 yrs)</i> <input type="checkbox"/> Y <input type="checkbox"/> N – Singular & Plural Objective me / you/ him/ her/ us/ them <i>(3.5 yrs)</i> <input type="checkbox"/> Y <input type="checkbox"/> N – Singular & Plural Possessive my/ mine/ your/ yours/ his/ hers/ theirs/ its/ ours <i>(3.5 yrs)</i> <input type="checkbox"/> Y <input type="checkbox"/> N – Reflexive Pronouns (circle) herself/ himself/ itself/ yourself/ myself <i>(6 yrs)</i> Verbs: <input type="checkbox"/> Y <input type="checkbox"/> N – Regular past tense “-ed” <i>(4.5 yrs)</i> <input type="checkbox"/> Y <input type="checkbox"/> N – Irregular past tense <i>(5 yrs)</i> <input type="checkbox"/> Y <input type="checkbox"/> N – Past tense “be” (she was...) <i>(3.5 yrs)</i> <input type="checkbox"/> Y <input type="checkbox"/> N – Present tense “be” verb (is/are) <i>(3 yrs)</i> <input type="checkbox"/> Y <input type="checkbox"/> N – Present tense auxiliary (can, will, be, do) <i>(4 yrs)</i> <input type="checkbox"/> Y <input type="checkbox"/> N – Present progressive. –“ing” <i>(5 yrs)</i> <input type="checkbox"/> Y <input type="checkbox"/> N – “BE” verb + pres. prog. “-ing” <i>(3.5 yrs)</i> <input type="checkbox"/> Y <input type="checkbox"/> N – Semi-auxiliaries (gonna, wanna) <i>(4 yrs)</i> Morphological Markers: <input type="checkbox"/> Y <input type="checkbox"/> N – Plural marker –s, -es <i>(3.5 yrs)</i> <input type="checkbox"/> Y <input type="checkbox"/> N – Irregular plural nouns <i>(5 yrs)</i> <input type="checkbox"/> Y <input type="checkbox"/> N – Possessive –s (girl’s hat) <i>(4.5 yrs)</i> <input type="checkbox"/> Y <input type="checkbox"/> N – Articles “a,” “the” etc. <i>(4.5 yrs)</i> NOTES:	
SEMANTICS/VOCABULARY	CONCEPTS, CATEGORIES, & ASSOCIATIONS		
<i>May affect listening, speaking, reading and writing.</i>			
<input type="checkbox"/> Y <input type="checkbox"/> N – Uses age-appropriate vocabulary <input type="checkbox"/> Y <input type="checkbox"/> N – Defines age-appropriate vocabulary <input type="checkbox"/> Y <input type="checkbox"/> N – Understands vocabulary in sentences <input type="checkbox"/> Y <input type="checkbox"/> N – Understands/uses synonyms <input type="checkbox"/> Y <input type="checkbox"/> N – Understands/uses opposites <input type="checkbox"/> Y <input type="checkbox"/> N – Understands multiple meaning words <input type="checkbox"/> Y <input type="checkbox"/> N – Understands analogies (age-appropriate)	<input type="checkbox"/> Y <input type="checkbox"/> N – Identifies 6 colors <input type="checkbox"/> Y <input type="checkbox"/> N – Identifies body parts <input type="checkbox"/> Y <input type="checkbox"/> N – Names 5-10 animals <input type="checkbox"/> Y <input type="checkbox"/> N – Understands superlatives <input type="checkbox"/> Y <input type="checkbox"/> N – Understands comparatives <input type="checkbox"/> Y <input type="checkbox"/> N – Gives functions/descriptions <input type="checkbox"/> Y <input type="checkbox"/> N – Categorizes concrete items <input type="checkbox"/> Y <input type="checkbox"/> N – Categorizes abstract items <input type="checkbox"/> Y <input type="checkbox"/> N – Answers how things are the same (when given two items verbally) with <input type="checkbox"/> min cues <input type="checkbox"/> mod cues <input type="checkbox"/> no cues <input type="checkbox"/> Y <input type="checkbox"/> N – Answers how things are different (when given two items verbally) <input type="checkbox"/> min cues <input type="checkbox"/> mod cues <input type="checkbox"/> no cues		
MLU & SENTENCE STRUCTURE			
<input type="checkbox"/> Y <input type="checkbox"/> N - 4.5 + morphemes <input type="checkbox"/> Y <input type="checkbox"/> N - Logically sequences words in sentences. <input type="checkbox"/> Y <input type="checkbox"/> N – Sentences contain subject + verb <input type="checkbox"/> Y <input type="checkbox"/> N – Sentences are cohesive and make sense. (if no, provide examples)			
ORAL MOTOR ASSESSMENT			
<i>Disorder in muscle tone, movement, sensation may affect speech production, drinking, chewing, swallowing</i>			
<input type="checkbox"/> Y <input type="checkbox"/> N - Symmetrical tongue <input type="checkbox"/> Y <input type="checkbox"/> N - Appropriate tongue ROM <input type="checkbox"/> Y <input type="checkbox"/> N - History of cleft lip/palate <input type="checkbox"/> Y <input type="checkbox"/> N – Overall, appropriate		<input type="checkbox"/> Y <input type="checkbox"/> N - Symmetrical palate/lips <input type="checkbox"/> Y <input type="checkbox"/> N - Appropriate lips ROM <input type="checkbox"/> Y <input type="checkbox"/> N - Coordinated articulator movements	
LITERACY & NARRATIVE SKILLS <i>(Transcription Attached)</i>			
Told personal narratives: <input type="checkbox"/> Y <input type="checkbox"/> N – Told independently <input type="checkbox"/> Y <input type="checkbox"/> N – Told with some prompting <input type="checkbox"/> Y <input type="checkbox"/> N – Told with much prompting		<input type="checkbox"/> Y <input type="checkbox"/> N – Stories included people <input type="checkbox"/> Y <input type="checkbox"/> N – Stories included setting <input type="checkbox"/> Y <input type="checkbox"/> N – Stories included outcomes <input type="checkbox"/> Y <input type="checkbox"/> N – Stories told in sequence	<input type="checkbox"/> Y <input type="checkbox"/> N – Identifies words on page <input type="checkbox"/> Y <input type="checkbox"/> N – Uses transitional language <input type="checkbox"/> Y <input type="checkbox"/> N – Listens to short books/ stories <input type="checkbox"/> Y <input type="checkbox"/> N – Holds book correctly
		Notes:	
SPEECH INTELLIGIBILITY	<input type="checkbox"/> 90-100% <input type="checkbox"/> 80-89% <input type="checkbox"/> 70-79% <input type="checkbox"/> 69% and below	SPEECH FLUENCY	<input type="checkbox"/> Average <input type="checkbox"/> 10% + Fluency Disfluent
PRAGMATICS <i>May affect listening, problem solving, comprehension, social interactions</i>		LANGUAGE BACKGROUND	
<input type="checkbox"/> Y <input type="checkbox"/> N – Takes turns appropriately <input type="checkbox"/> Y <input type="checkbox"/> N – Terminates topics in conversation <input type="checkbox"/> Y <input type="checkbox"/> N – Maintains topics in conversation <input type="checkbox"/> Y <input type="checkbox"/> N – Utilizes appropriate eye contact <input type="checkbox"/> Y <input type="checkbox"/> N – Appropriate nonverbal interaction <input type="checkbox"/> Y <input type="checkbox"/> N – Understands social cues	<input type="checkbox"/> Y <input type="checkbox"/> N – Makes predictions <input type="checkbox"/> Y <input type="checkbox"/> N – Makes inferences <input type="checkbox"/> Y <input type="checkbox"/> N – Understands figurative language <input type="checkbox"/> Y <input type="checkbox"/> N – Uses figurative language <input type="checkbox"/> Y <input type="checkbox"/> N – Uses problem solving skills <input type="checkbox"/> Y <input type="checkbox"/> N – Asks questions when needed	<input type="checkbox"/> Y <input type="checkbox"/> N – Does the student speak more than one language. If so, list languages: _____ <input type="checkbox"/> Y <input type="checkbox"/> N – Is the student classified as an ELL? If the student is ELL, check most recent CELDT score: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> N/A	