ELEMENTARY INFORMAL LANGUAGE SAMPLE CHECKLIST

Student: _____   Date of birth: _____   Teacher: _____

Examiner: _____   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
May affect performance in all academic areas that involve auditory reception and following oral directions.

- ❑ Y ❑ N – Blends three verbally-presented phonemes into one word independently
- ❑ Y ❑ N – Segments a verbally-presented word into syllables/parts *Note:* _____
- ❑ Y ❑ N – Repeats sentences up to ____ words in length
- ❑ Y ❑ N – Follows directions (**1, 2, 3** parts) independently /with ❑ minimal cues ❑ moderate cues
- ❑ Y ❑ N – Understands concepts within directions independently or with ❑ min cues ❑ mod cues
- ❑ Y ❑ N – Understands Number concepts within on own or with ❑ min cues ❑ mod cues
- ❑ Y ❑ N – Answers *who, what, why, where, when, how* questions
- ❑ Y ❑ N – Answers open-ended questions with thoughtful response
- ❑ Y ❑ N – Answers simple yes/no questions

SEMANTICS/VOCABULARY
May affect listening, speaking, reading and writing.

- ❑ Y ❑ N – Uses age-appropriate vocabulary
- ❑ Y ❑ N – Defines age-appropriate vocabulary
- ❑ Y ❑ N - Understands vocabulary in sentences
- ❑ Y ❑ N – Understands/uses synonyms
- ❑ Y ❑ N – Understands/uses opposites
- ❑ Y ❑ N – Understands multiple meaning words
- ❑ Y ❑ N – Understands analogies (age-appropriate)

MLU & SENTENCE STRUCTURE

- ❑ Y ❑ N - 4.5 + morphemes
- ❑ Y ❑ N - Logically sequences words in sentences.
- ❑ Y ❑ N – Sentences contain subject + verb
- ❑ Y ❑ N - Sentences are cohesive and make sense. (if no, provide examples)

CONCEPTS, CATEGORIES, & ASSOCIATIONS

- ❑ Y ❑ N – Identifies 6 colors
- ❑ Y ❑ N – Identifies body parts
- ❑ Y ❑ N - Names 5-10 animals
- ❑ Y ❑ N – Understands superlatives
- ❑ Y ❑ N – Understands comparatives
- ❑ Y ❑ N – Gives functions/descriptions
- ❑ Y ❑ N – Categorizes concrete items
- ❑ Y ❑ N – Categorizes abstract items
- ❑ Y ❑ N – Answers how things are the same (when given two items **verbally**) with ❑ min cues ❑ mod cues ❑no cues
- ❑ Y ❑ N – Answers how things are different (when given two items **verbally**) ❑ min cues ❑ mod cues ❑no cues

MORPHOLOGY/ GRAMMAR
May affect comprehension and productions

Pronouns: *(mark specifics as observed)*
- ❑ Y ❑ N – Singular & Plural Subjective I/ you/ he/ she/ we / they/ it *(3.5 yrs)*
- ❑ Y ❑ N – Singular & Plural Objective me / you/ him/ her/ us/ them *(3.5 yrs)*
- ❑ Y ❑ N – Singular & Plural Possessive my/ mine/ your/ yours/ his/ hers/ theirs/ its/ ours *(3.5 yrs)*
- ❑ Y ❑ N – Reflexive Pronouns (circle) herself/ himself/ itself/ yourself/ myself *(6 yrs)*

Verbs:
- ❑ Y ❑ N – Regular past tense "-ed" *(4.5 yrs)*
- ❑ Y ❑ N – Irregular past tense *(5 yrs)*
- ❑ Y ❑ N – Past tense "be" (she was…) *(3.5 yrs)*
- ❑ Y ❑ N – Present tense "be" verb (is/are) *(3 yrs)*
- ❑ Y ❑ N – Present tense auxiliary (can, will, be, do) *(4 yrs)*
- ❑ Y ❑ N – Present progressive. –" ing" *(5 yrs)*
- ❑ Y ❑ N – "BE" verb + pres. prog. "-ing" *(3.5 yrs)*
- ❑ Y ❑ N – Semi-auxiliaries (gonna, wanna) *(4 yrs)*

Morphological Markers:
- ❑ Y ❑ N – Plural marker –s, -es *(3.5 yrs)*
- ❑ Y ❑ N – Irregular plural nouns *(5 yrs)*
- ❑ Y ❑ N – Possessive –s (girl's hat) *(4.5 yrs)*
- ❑ Y ❑ N – Articles "a," "the" etc. *(4.5 yrs)*

NOTES:

ORAL MOTOR ASSESSMENT
Disorder in muscle tone, movement, sensation may affect speech production, drinking, chewing, swallowing

- ❑ Y ❑ N - Symmetrical tongue   ❑ Y ❑ N - Appropriate tongue ROM   ❑ Y ❑ N - History of cleft lip/palate   ❑ Y ❑ N – Overall, appropriate
- ❑ Y ❑ N - Symmetrical palate/lips   ❑ Y ❑ N - Appropriate lips ROM   ❑ Y ❑ N - Coordinated articulator movements

LITERACY & NARRATIVE SKILLS *(Transcription Attached)*

Told personal narratives:
- ❑ Y ❑ N – Told independently
- ❑ Y ❑ N – Told with some prompting
- ❑ Y ❑ N – Told with much prompting

- ❑ Y ❑ N – Stories included people
- ❑ Y ❑ N – Stories included setting
- ❑ Y ❑ N – Stories included outcomes
- ❑ Y ❑ N – Stories told in sequence

- ❑ Y ❑ N – Identifies words on page
- ❑ Y ❑ N – Uses transitional language
- ❑ Y ❑ N – Listens to short books/ stories
- ❑ Y ❑ N – Holds book correctly

Notes:

SPEECH INTELLIGIBILITY
❑ 90-100% ❑ 80-89% ❑ 70-79% ❑ 69% and below

SPEECH FLUENCY
❑ Average Fluency   ❑ 10% + Disfluent

PRAGMATICS *May affect listening, problem solving, comprehension, social interactions*

- ❑ Y ❑ N – Takes turns appropriately
- ❑ Y ❑ N – Terminates topics in conversation
- ❑ Y ❑ N – Maintains topics in conversation
- ❑ Y ❑ N – Utilizes appropriate eye contact
- ❑ Y ❑ N – Appropriate nonverbal interaction
- ❑ Y ❑ N – Understands social cues

- ❑ Y ❑ N – Makes predictions
- ❑ Y ❑ N – Makes inferences
- ❑ Y ❑ N – Understands figurative language
- ❑ Y ❑ N – Uses figurative language
- ❑ Y ❑ N – Uses problem solving skills
- ❑ Y ❑ N – Asks questions when needed

LANGUAGE BACKGROUND

- ❑ Y ❑ N – Does the student speak more than one language. If so, list languages: _____
- ❑ Y ❑ N – Is the student classified as an ELL?

If the student is ELL, check most recent CELDT score:
❑ 1 ❑ 2 ❑ 3 ❑ 4 ❑ 5 ❑ N/A