

SECTION 2:

SCHOOL-BASED LANGUAGE COMPETENCY CHECKLISTS

THIS SECTION SHOULD BE COMPLETED BY EACH EDUCATIONAL PLANNING TEAM MEMBER.

STUDENT'S NAME:	STUDENT'S AGE:
YOUR NAME:	YOUR ROLE:
YOUR SETTING (CLASSROOM, HOME, OT/PT ROOM, AND LANGUAGE USED):	
ACCOMMODATIONS PROVIDED FOR YOUR SETTING:	

PART 1 RECEPTIVE LANGUAGE SKILLS

This section asks you to record your observations of the student's ability to access and understand language. Please refer to the Glossary in Appendix F for clarification of terms.

THE STUDENT SHOWS EVIDENCE OF THIS SKILL FOR THE FOLLOWING LANGUAGE(S):	NEVER	OCCASIONALLY	FREQUENTLY	ALWAYS	GENERAL COMMENTS:
CIRCLE ALL THAT APPLY. IF A DIFFERENT COMMUNICATION SYSTEM IS USED, PLEASE WRITE IN THE TYPE.					CONSIDER THE ENVIRONMENT, EQUIPMENT, ACCOMMODATIONS PROVIDED, AND STRATEGY SUPPORTS USED

ATTENDS TO ONE-ON-ONE COMMUNICATION

American Sign Language	0	1	2	3
Spoken English	0	1	2	3
Spoken English with Sign Support	0	1	2	3
Other:	0	1	2	3

ATTENDS TO COMMUNICATION IN GROUPS

American Sign Language	0	1	2	3
Spoken English	0	1	2	3
Spoken English with Sign Support	0	1	2	3
Other:	0	1	2	3

PART 1: **RECEPTIVE LANGUAGE SKILLS** (CONTINUED)

THE STUDENT SHOWS EVIDENCE OF THIS SKILL FOR THE FOLLOWING LANGUAGE(S): CIRCLE ALL THAT APPLY. IF A DIFFERENT COMMUNICATION SYSTEM IS USED, PLEASE WRITE IN THE TYPE.	NEVER	OCCASIONALLY	FREQUENTLY	ALWAYS	GENERAL COMMENTS: CONSIDER THE ENVIRONMENT, EQUIPMENT, ACCOMMODATIONS PROVIDED, AND STRATEGY SUPPORTS USED
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Demonstrates the receptive language skills to:**UNDERSTAND SINGLE WORDS AND SHORT PHRASES**

	0	1	2	3
American Sign Language				
Spoken English				
Spoken English with Sign Support				
Other:				

UNDERSTAND MULTIPLE DETAILS IN SENTENCES AND THE MAIN IDEA OF STORIES OR NARRATIVES

	0	1	2	3
American Sign Language				
Spoken English				
Spoken English with Sign Support				
Other:				

UNDERSTAND A VARIETY OF QUESTION FORMS (E.G., "YES/NO" OR "WH" QUESTIONS)

	0	1	2	3
American Sign Language				
Spoken English				
Spoken English with Sign Support				
Other:				

PART 1: RECEPTIVE LANGUAGE SKILLS (CONTINUED)

THE STUDENT SHOWS EVIDENCE OF THIS SKILL FOR THE FOLLOWING LANGUAGE(S):	NEVER	OCCASIONALLY	FREQUENTLY	ALWAYS	GENERAL COMMENTS: CONSIDER THE ENVIRONMENT, EQUIPMENT, ACCOMMODATIONS PROVIDED, AND STRATEGY SUPPORTS USED
CIRCLE ALL THAT APPLY. IF A DIFFERENT COMMUNICATION SYSTEM IS USED, PLEASE WRITE IN THE TYPE.					

Demonstrates the receptive language skills:**TO LEARN NEW MATERIAL AND NOVEL TOPICS**

	0	1	2	3
American Sign Language				
Spoken English				
Spoken English with Sign Support				
Other:				

FOR INCIDENTAL LEARNING (I.E., INDIRECT, SOCIAL, UNPLANNED LEARNING)

	0	1	2	3
American Sign Language				
Spoken English				
Spoken English with Sign Support				
Other:				

FOR ONE-ON-ONE LEARNING

	0	1	2	3
American Sign Language				
Spoken English				
Spoken English with Sign Support				
Other:				

FOR SMALL GROUP LEARNING (IN GROUPS OF 3 TO 4)

	0	1	2	3
American Sign Language				
Spoken English				
Spoken English with Sign Support				
Other:				

FOR LARGE GROUP LEARNING

	0	1	2	3
American Sign Language				
Spoken English				
Spoken English with Sign Support				
Other:				

PART 1: **RECEPTIVE LANGUAGE SKILLS** (CONTINUED)

THE STUDENT SHOWS EVIDENCE OF THIS SKILL FOR THE FOLLOWING LANGUAGE(S):	NEVER	OCCASIONALLY	FREQUENTLY	ALWAYS	GENERAL COMMENTS: CONSIDER THE ENVIRONMENT, EQUIPMENT, ACCOMMODATIONS PROVIDED, AND STRATEGY SUPPORTS USED
CIRCLE ALL THAT APPLY. IF A DIFFERENT COMMUNICATION SYSTEM IS USED, PLEASE WRITE IN THE TYPE.					

Demonstrates the receptive language skills:**TO UNDERSTAND FAMILIAR ADULTS (E.G., CLASSROOM TEACHER) AND PEERS IN ROUTINE OR SOCIAL EVENTS**

American Sign Language	0	1	2	3
Spoken English	0	1	2	3
Spoken English with Sign Support	0	1	2	3
Other:	0	1	2	3

TO UNDERSTAND UNFAMILIAR ADULTS (E.G., SUBSTITUTE TEACHER, GUEST SPEAKER)

American Sign Language	0	1	2	3
Spoken English	0	1	2	3
Spoken English with Sign Support	0	1	2	3
Other:	0	1	2	3

PART 2 EXPRESSIVE LANGUAGE SKILLS

This section asks you to record your observations of the student's ability to clearly communicate thoughts, feelings, and knowledge.

THE STUDENT SHOWS EVIDENCE OF THIS SKILL FOR THE FOLLOWING LANGUAGE(S):	NEVER	OCCASIONALLY	FREQUENTLY	ALWAYS	GENERAL COMMENTS:
CIRCLE ALL THAT APPLY. IF A DIFFERENT COMMUNICATION SYSTEM IS USED, PLEASE WRITE IN THE TYPE.					CONSIDER THE ENVIRONMENT, EQUIPMENT, ACCOMMODATIONS PROVIDED, AND STRATEGY SUPPORTS USED

Demonstrates the expressive language skills:

TO COMMUNICATE CLEARLY USING SINGLE WORDS AND SHORT PHRASES

	0	1	2	3
American Sign Language				
Spoken English				
Spoken English with Sign Support				
Other:				

TO IDENTIFY AND CLEARLY COMMUNICATE THE MAIN IDEA OF STORIES OR NARRATIVES

	0	1	2	3
American Sign Language				
Spoken English				
Spoken English with Sign Support				
Other:				

TO USE A VARIETY OF QUESTION FORMS TO GAIN INFORMATION (E.G., "YES/NO" OR "WH" QUESTIONS)

	0	1	2	3
American Sign Language				
Spoken English				
Spoken English with Sign Support				
Other:				

PART 2: **EXPRESSIVE LANGUAGE SKILLS** (CONTINUED)

THE STUDENT SHOWS EVIDENCE OF THIS SKILL FOR THE FOLLOWING LANGUAGE(S):	NEVER	OCCASIONALLY	FREQUENTLY	ALWAYS	GENERAL COMMENTS: CONSIDER THE ENVIRONMENT, EQUIPMENT, ACCOMMODATIONS PROVIDED, AND STRATEGY SUPPORTS USED
CIRCLE ALL THAT APPLY. IF A DIFFERENT COMMUNICATION SYSTEM IS USED, PLEASE WRITE IN THE TYPE.					

Demonstrates the expressive language skills:**TO SHARE EVENTS, PROVIDE EXPLANATIONS, AND DISCUSS NEW OR NOVEL TOPICS**

American Sign Language	0	1	2	3
Spoken English	0	1	2	3
Spoken English with Sign Support	0	1	2	3
Other:	0	1	2	3

TO BE UNDERSTOOD BY FAMILIAR ADULTS (E.G., TEACHER) AND PEERS IN ROUTINE OR SOCIAL EVENTS

American Sign Language	0	1	2	3
Spoken English	0	1	2	3
Spoken English with Sign Support	0	1	2	3
Other:	0	1	2	3

TO BE UNDERSTOOD BY UNFAMILIAR ADULTS (E.G., SUBSTITUTE TEACHER, GUEST SPEAKER) AND UNFAMILIAR PEERS

American Sign Language	0	1	2	3
Spoken English	0	1	2	3
Spoken English with Sign Support	0	1	2	3
Other:	0	1	2	3

PART 3 PRAGMATIC LANGUAGE SKILLS

This section asks you to record your observations of the student's ability to use and understand the roles of social language when interacting with others, as developmentally appropriate.

THE STUDENT SHOWS EVIDENCE OF THIS SKILL FOR THE FOLLOWING LANGUAGE(S):	NEVER	OCCASIONALLY	FREQUENTLY	ALWAYS	GENERAL COMMENTS:
CIRCLE ALL THAT APPLY. IF A DIFFERENT COMMUNICATION SYSTEM IS USED, PLEASE WRITE IN THE TYPE.					CONSIDER THE ENVIRONMENT, EQUIPMENT, ACCOMMODATIONS PROVIDED, AND STRATEGY SUPPORTS USED

Demonstrates the skills to participate in conversation (e.g., initiate conversation, take turns, stay on topic):

DURING ONE-ON-ONE LEARNING

	0	1	2	3
American Sign Language				
Spoken English				
Spoken English with Sign Support				
Other:				

DURING SMALL GROUP LEARNING (IN GROUPS OF 3 TO 4)

	0	1	2	3
American Sign Language				
Spoken English				
Spoken English with Sign Support				
Other:				

DURING LARGE GROUP LEARNING

	0	1	2	3
American Sign Language				
Spoken English				
Spoken English with Sign Support				
Other:				

PART 3: PRAGMATIC LANGUAGE SKILLS (CONTINUED)

THE STUDENT SHOWS EVIDENCE OF THIS SKILL FOR THE FOLLOWING LANGUAGE(S): CIRCLE ALL THAT APPLY. IF A DIFFERENT COMMUNICATION SYSTEM IS USED, PLEASE WRITE IN THE TYPE.	NEVER	OCCASIONALLY	FREQUENTLY	ALWAYS	GENERAL COMMENTS: CONSIDER THE ENVIRONMENT, EQUIPMENT, ACCOMMODATIONS PROVIDED, AND STRATEGY SUPPORTS USED
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Demonstrates the skills to:**USE LANGUAGE FOR A VARIETY OF PURPOSES WITH DIVERSE COMMUNICATION PARTNERS (E.G., GREETING, INFORMING, REQUESTING)**

American Sign Language	0	1	2	3
Spoken English	0	1	2	3
Spoken English with Sign Support	0	1	2	3
Other:	0	1	2	3

RECOGNIZE AND REPAIR COMMUNICATION BREAKDOWNS (E.G., REPHRASING, REPEATING)

American Sign Language	0	1	2	3
Spoken English	0	1	2	3
Spoken English with Sign Support	0	1	2	3
Other:	0	1	2	3

ASK QUESTIONS TO GAIN INFORMATION (E.G., ASK FOR CLARIFICATION, ASK TO LEARN THE MEANING OF SPECIFIC WORDS)

American Sign Language	0	1	2	3
Spoken English	0	1	2	3
Spoken English with Sign Support	0	1	2	3
Other:	0	1	2	3

UNDERSTAND AND USE NON-LITERAL LANGUAGE (E.G., FIGURATIVE LANGUAGE, SARCASM, WORDS WITH MULTIPLE MEANINGS, JOKES, RIDDLES)

American Sign Language	0	1	2	3
Spoken English	0	1	2	3
Spoken English with Sign Support	0	1	2	3
Other:	0	1	2	3

UNDERSTAND AND USE SOCIAL AND CULTURAL VOCABULARY (E.G., POP CULTURE VOCABULARY, IDIOMATIC EXPRESSIONS)

American Sign Language	0	1	2	3
Spoken English	0	1	2	3
Spoken English with Sign Support	0	1	2	3
Other:	0	1	2	3

PART 4 INDIVIDUAL SUMMARY FORM

This section should be completed by each educational planning team member. Please refer to the glossary in Appendix F for clarification of terms.

1. Based on these language competency areas, overall is the student fully accessing the educational curriculum in the setting (e.g., your classroom, home visits, OT/PT room) and/or during your interaction with the student?

Yes Somewhat No

Please explain:

2. Based on your interactions and observations, describe both the student's strengths and needs when accessing the educational curriculum which may not have been identified in these checklists.

3. Describe any accommodations, strategies, and/or environmental factors to be considered in the educational setting in order to support the student's full access to learning.