



Assessment of Language

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This written guidance serves as a content resource for the assessment of language, to be added to and revised as needed. The area of language is vast, and many supporting documents have been created by Wisconsin DPI. This document will serve as a resource of the most important factors to identify and considerations to use when assessing language.

DEFINITION PI 11.36(5)(a), Wisconsin Administrative Code Speech or Language Impairment means: An impairment of speech or sound production, voice, fluency, or language that adversely affects educational performance or social, emotional, or vocational development.

Language Impairment

Following consideration of the child's age, culture, language background, and dialect, the child demonstrates a language impairment in the area of language form, content or use, as evidenced through an observation in a natural environment and by measurement of at least two of the following:

- a. Language sample analysis.
- b. Dynamic assessment.
- c. Developmental scales or another criterion-referenced assessment.
- d. Significant discrepancy from typical language skills on a norm-referenced assessment of comprehensive language.

The IEP team may not identify a child as a child with speech or language impairment when differences in speech or language are based on home languages, culture, or dialect unless the child has a speech or language impairment within the child's home languages, culture, or dialect. In determining whether the child has a speech or language impairment, the IEP team shall consider all of the following:

1. The child's background knowledge, stage of language acquisition, experience with narratives, and exposure to vocabulary to discern speech or language ability from speech or language difference, such as differences due to lack of exposure, stage of language acquisition, or cultural or behavioral expectations.
2. Based on information and data collected, the IEP team must determine whether the child's speech or language skills are a result of a speech or language impairment or a difference due to culture, language background, or dialect.

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Key Ideas for Language Impairment

- When assessing a student's language, the goal is to develop an understanding of the student's oral communication abilities and needs. Both standardized norm-referenced tests and descriptive procedures are essential for the assessment of a student's communication skills. A valid assessment provides information about abilities across educational environments or preschool natural settings and identifies the impact any language delays have on the student's educational performance. Evaluation tools and procedures must be culturally, racially, and linguistically unbiased.

The purpose of assessment is to:

- Determine if there is a significant discrepancy in the student's oral communication skills (when compared to peers) using a variety of assessment methods.
- Document the educational impact by identifying the student's strengths and weaknesses relating to communication competence.
- Provide information for the IEP team to use to determine if the student has a speech or language impairment as well as communication needs that may need to be addressed as a related service if the student is identified as a student with a disability in an area other than SLI.

See [Questions an Evaluation Should Answer](#) for a list of questions evaluators should consider when assessing students.

- A language impairment exists when a student demonstrates difficulty with language form, content, or use (i.e., morphology, semantics, syntax, pragmatics) that is documented to impact the student's ability to access, engage, make progress in the general education curriculum or environment(s) or preschool natural settings. See [Understanding Academic Language and Adverse Effect](#).
- "Evaluation data that provides evidence of dialect use or language difference [due to cultural or linguistic factors] should be documented and may not be considered a disability" (VDOE 2018, p. 16).
 - Consider the student's home languages or dialect spoken and utilize the [ASHA Practice Portal Phonemic Inventories and Cultural and Linguistic Information Across Languages](#). Students who demonstrate differences in production of English due to their home languages or dialect spoken should not be penalized (i.e., should not be considered to have an impairment).

A student who is bilingual or multilingual would be considered for impairment in these areas if the delay is significant in their home language(s).
 - Evaluate the student in their home languages unless it is not feasible to do so.
 - Additional recommendations can be found in [Considerations for Students Who Speak Dialects of American English](#).

- Students who demonstrate a language delay due to limited experiences or lack of exposure but who otherwise demonstrate quick growth over time including high modifiability during dynamic assessment may not be considered as having a disability.
- If needed, the IEP team shall evaluate a student's language by assessing the student's augmentative and alternative communication skills, when appropriate to determine the student's needs.
- Rule out hearing problems with either a review of past screening or current screening.

Procedures and Tools for Assessing Language

The goal of conducting a comprehensive assessment includes obtaining information that is multifaceted and includes information from a range of individuals as well as methods and procedures (VDOE 2018). Information from all four quadrants of the comprehensive assessment model should be obtained: [academic activities](#) (including observation), [contextualized measurement](#), [SLP probes](#), as well as [norm-referenced assessments](#), if appropriate. **Assessments may be considered to fall into more than one quadrant, but practitioners should focus more on selecting a variety of assessment practices in order to get a picture of the whole child and not only which category a particular assessment falls.**

Assessments should assist in documenting whether any communication difficulties impact the student educationally. Difficulties at the word, sentence or discourse levels have recently become the focus of assessment versus the traditional receptive versus expressive language difficulties or disorders (Tomblin and Zhang 2006).

Academic Activities

Engage in Discussion with Classroom Teacher(s)

- Classroom teachers provide important information on progress towards age or grade level academic standards and comparison of typical academic and functional classroom expectations to age or grade level peers.
- Data provided from classroom teachers can include a description of the student's communication skills in natural settings and how those skills affect classroom functioning, including academic performance or social, emotional, or vocational development.
- Classroom teachers can provide data on the effectiveness of successful accommodations and modifications (e.g., instructional supports that address learner variability) as well as the information on the student's ability to generalize skills in a variety of settings and content areas.
- Rating scales may be a way to capture the functional impact of the language impairment that teachers observe in the classroom.

Review Classroom Artifacts

- Are the student's running records indicative of an impact of language impairment on the student's ability to demonstrate reading comprehension and written language abilities at a level consistent with grade-level peers?

Observation Tips and Tools

- Observations should take place in the context of daily activities or routines in multiple settings and situations with different peers and adults such as during a time of social interaction (e.g., morning meeting, recess or lunch) and during academic time.
- Observations should focus on the functional aspect of skills rather than isolated discrete skills (e.g., the student is an effective communicator despite demonstrating some grammatical errors).
- Data collection during observations should include quantitative data in addition to qualitative information (e.g., description of what the practitioner is observing). For an example of different recording methods and examples of when each may be used, see [Classroom Observation Tool: Systematic Recording Methods](#).

Contextualized Measurement

Review student data:

- Are districtwide and statewide assessment data below the expected range for the student's age or grade level?
- Are there other possible reasons why the student may not score within the expected range for their age or grade that are due to issues with instruction, curriculum, or environment? The [ICEL/RIOT matrix](#) can be utilized by teacher teams and problem-solving teams to consider all the possible reasons that a student may not be successful in the educational setting and includes materials, teacher attitudes and beliefs about the student that may be biased (Wright 2010).

SLP Probes

Case History, Interviews, Checklists, Rating Scales

- Families or caregivers should be active participants in the evaluation process, including how the student communicates wants and needs, engages with other students, and transitions between home and community. The Wisconsin Statewide Parent-Educator Initiative (WSPEI) offers [Resources](#), including "Snapshot" forms and "Positive Student Profile" to assist family members in active IEP team meeting participation.

- Interview the student whenever possible. The student can provide firsthand information about peer relationships, attitudes toward school, hobbies and interests, strengths and challenges, sensory concerns, and activities outside of school.
- If a student or family speaks a language other than English, it is recommended a translator is used to obtain case history from family to determine the extent of knowledge and use of the home language(s).
- Family or caregiver information should be respected and used as data sources, including information about their student participating in daily routines in the home or community, identifying behaviors at childcare, results of instructional strategies from home or community intervention programs, medical, or clinical based information. Information from the family is especially important when evaluating culturally and linguistically diverse students. Home visits and use of interpreters as needed can aid in the establishment of a relationship with culturally and linguistically diverse families.
- Evaluators should also interview school staff (including the general education teacher and English as a Second Language [ESL] teacher) regarding the student’s language use across settings (Orellana et al. 2019; Roseberry-McKibbin 2021).

Criterion-Referenced Assessment

Criterion-referenced assessments “are...tests [and procedures] that measure an individual's performance against a set of predetermined criteria or performance standards (e.g., descriptions of what an individual is expected to know or be able to do at a specific stage of development or level of education)” (ASHA n.d.a.) and may be either standardized or more informal, clinician-developed in nature. Each assessment method provides advantages and disadvantages (VDOE 2018, p. 22-23). For additional information see [Advantages and Disadvantages of Common Assessment Procedures](#). The following are types of criterion-referenced assessments commonly utilized by speech-language pathologists. A more complete description can be found at [Criterion-Referenced Assessments for Language](#).

Play-based Assessment

“Play-based assessment is a student-centered method for revealing a young child’s communication skills in a natural environment. It is designed for children functioning between infancy and six years of age. A transdisciplinary play-based assessment permits an integrated approach to assessing multiple areas of development. Together, parents and professionals interact with the young child to examine a variety of skills (such as talking, eating, drawing, counting, walking, jumping, etc.) at the same time. The transdisciplinary team members often include speech-language pathologists, occupational therapists, physical therapists, psychologists, and special educators. A transdisciplinary, play-based observation supports efficient and concurrent analyses of the student’s developmental level, learning style, and interaction patterns across multiple developmental domains.

A play-based assessment includes the following advantages when conducting an assessment with very young children:

- is conducted in a natural, nonthreatening environment,
- generally involves parents, involves several professionals so the student's skills and deficits are viewed as a complex whole and not in isolated, individual segments,
- identifies service needs, assists in developing educational plans, and evaluates progress,
- permits a student to demonstrate what is known and eliminates the biases of norm-referenced tests that can penalize students with physical and other impairments,

- provides a picture of a student's learning style and strengths and weaknesses, and
- is flexible and adaptive" (VDOE 2018, p.22).

Developmental Scales

"Developmental scales are particularly useful with preschool children, students with significant developmental delays, and students with cognitive impairments. There are a number of valid and reliable published scales that can be used" (VDOE 2018, p. 22).

Dynamic Assessment

"Dynamic Assessment is the observation of language and learning which the child uses in completing a specific task under varying conditions. Dynamic assessment and protocols can be used for assessing behaviors in speech or sound production, voice, fluency, and oral communication. Dynamic assessment is based on a test-teach-test approach in which a student is presented with a task and receives different levels of support from the speech and language pathologist or another examiner to accomplish the task. This enables the examiner to determine what type and degree of assistance the student requires in order to be successful. The student's level of performance and the degree of assistance that enabled the student to complete the task are recorded. This information can be used to provide the starting point for intervention" (Wisconsin Department of Public Instruction 2003, p.9-10). [Wisconsin DPI Speech-Language Assessment Tools](#) has several resources on dynamic assessment.

Norm-Referenced Assessments

Norm-referenced assessments are standardized tests designed to compare and rank order students in relation to one another (ASHA n.d.a.; McCauley 1996). A student's performance is reported as a percentile or standard score that is a comparison to the normative sample. The following graphic is at the end of the appendix in this document: [The Normal Curve and Its Relationship to Various Derived Scores](#). Tests are designed to include test items that those with disorders get wrong while those without disorders get right (McCauley 1996), as the purpose is to discriminate between individuals. Norm-referenced assessments are most often broad areas of assessment (e.g., oral language skills). In selecting norm-referenced assessments, evaluators

should review the psychometric properties of the test in order to determine whether each are appropriate for particular students and their area(s) of need. See [Limitations of Norm-Referenced Assessments](#).

In Wisconsin, “significant discrepancy” means performance on a norm-referenced assessment that meets the cutoff score for a speech or language disorder and is significantly below age- or grade-level expectations relative to a normative sample, often reported as a percentile or standard score. For additional information see [Significant Discrepancy](#).

- Significant discrepancy is based on tests' sensitivity, specificity and cut scores.
- If a test's sensitivity and specificity is 80% or higher, consider the cut score for determining disorder on the instrument but also consider:
 - Is the score within the average range (i.e., within 1 standard deviation of the mean)? If so, consider other information in determining an impairment in the schools.
 - Is it at least -1.5 standard deviations from the mean? This score would indicate moderate to severe impact. The evaluator should still look at social, emotional, academic impact and other factors in determining a Speech or Language Impairment.

Cognitive Referencing

The following section is from VDOE 2018 p. 30.

“Cognitive referencing refers to the practice of finding students not eligible for special education or for related services when their language skills are deemed to be commensurate with their cognitive or intellectual abilities. IDEA does not require a significant discrepancy between intellectual ability and achievement for a student to be found eligible for speech-language services. The use of cognitive referencing within an organization to determine eligibility for speech-language services is inconsistent with IDEA's requirement to determine services based on individual needs.

Additional information on cognitive referencing can be obtained in ASHA's technical report [Access to Communication Services and Supports: Concerns Regarding the Application of Restrictive “Eligibility” Policies](#) (2002). The practice of cognitive referencing assumes that the psychometric properties of each of the standardized assessment instruments used to assess language and cognitive abilities are similar. This is not true since each measure has different theoretical bases and different standardization samples. Additionally, intelligence measures cannot be assumed to be a meaningful predictor of a student's response to intervention. Students with significant impairments of intellect may respond well to speech-language interventions, therefore improving their ability to succeed academically and in the community.

Cognitive referencing uses the question “Who has language skills significantly lower than their nonverbal cognitive skills?” when identifying candidates for intervention. Instead, we should be

asking “Who has language and communication skills that are insufficient to support them in the important context of school? (Nelson 1995)”.

When assessing a student with complex communication needs, consider utilizing the [Functional Communication Assessment Summary Document](#).

Understanding Academic Language and Adverse Effect

When conducting assessments and considering additional information to determine if a student has a speech-language impairment, it is a *requirement* that there is documentation of the impact of the identified speech-language delay.

Academic impact may be documented by considering any of the following:

- Running records, writing samples, districtwide assessments
- Written work is difficult to understand because of how it is organized
- High amount of teacher effort needed to support student in following classroom directions, answering questions, participating in class discussions, or retelling stories

Social and emotional impact may be documented by considering any of the following:

- Observations, interviews (including with the student), questionnaires
- Avoiding large and small group conversations in the classroom
- Regular misunderstandings when communicating with classmates

For additional examples of educational impact in teacher and family-friendly language, see [Documenting Impact on Educational Performance](#).

Summarizing Assessment Data

- Evaluators should consider information from a variety of sources when determining whether a student has a Speech or Language Impairment.
- When determining a student’s academic or functional performance in any area, the team should not rely on a single data point (i.e., one assessment or test score). Triangulating data is a strategy that can be used to compile multiple (at least 3) types of data from different sources.
- Assessment results should include sufficient information so the IEP team can consider the student’s previous rate of academic growth, whether the student is on track to achieve or exceed age or grade-level standards and expectations, any behaviors interfering with the student’s learning or learning of others, the effectiveness of instructional interventions, and any additional information and input provided by the student’s parents.
- Wisconsin has adopted the [Rubric for Language Impairment](#), which can also be found in the [Links for Additional Resources and Tools](#) section of this document.

References

- American Speech-Language-Hearing Association. n.d.a. "Assessment Tools, Techniques and Data Sources. Accessed May 21, 2021 from <https://www.asha.org/practice-portal/clinical-topics/late-language-emergence/assessment-tools-techniques-and-data-sources/>.
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- Virginia Department of Education. 2018. "Speech-Language Pathology Services in Schools: Guidelines for Best Practice." https://www.doe.virginia.gov/special_ed/disabilities/speech_language_impairment/slp-guidelines-2018.pdf
- Wisconsin Department of Public Instruction. 2003. "Speech and Language Impairments Assessment and Decision Making Technical Assistance Guide."

Links for Additional Resources and Tools

The following are additional resources and tools referenced in this document and relevant during assessment of language.

- [Rubric for Language Impairment](#)
- [Template Rubric for Speech or Language Impairment](#)

Appendices

[Developmental Milestones](#)

[Questions an Evaluation Should Answer](#)

[Advantages and Disadvantages of Common Assessment Procedures](#)

[Parent Interview or Checklist \(Preschool\)](#)

[Parent Interview of Checklist \(School-aged\)](#)

[Student Language Checklist: Kindergarten Through 5th Grade](#)

[Student Language Checklist: 6th Through 12th Grade](#)

[Teacher Interview or Checklist](#)

[Communication Observation Form](#)

[The Normal Curve and Its Relationship to Various Derived Scores](#)

Developmental Milestones

As we wait for the American Speech-Language Hearing Association (ASHA) to collaborate with the Centers for Disease Control and Prevention (CDC) to identify appropriate language developmental milestones (see ASHA article [CDC Milestones are Intended as a Tool, Not Screening, Agency Officials Clarify](#)), the following may be helpful in considering expectations by age and grade for students:

[ASHA Developmental Norms for Speech and Language](#)

[Wisconsin Model Early Learning Standards: Fifth Edition](#)

[Wisconsin Standards for English Language Arts \(2020\)](#)

[WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten-Grade 12](#)

[Wisconsin State Academic Standards](#) (general website homepage)

[Wisconsin Social-Emotional Learning Competencies](#)

Questions an Evaluation Should Answer

A comprehensive speech-language assessment is student-centered, descriptive, and functional. It should answer the following questions:

What is the student's current level of communication development?

Is there evidence of a language difference or dialect?

What can the student do without supportive prompts and what can the student do with appropriate support and scaffolding? That is, what is the student's ability to learn speech or language, learn to communicate effectively for needs within an academic environment, and use speech or language effectively to access curriculum content across all grades in an educational environment?

What is the functional result of the student's current speech-language difficulties as demonstrated by performance in classroom activities and assignments, curriculum benchmarks, and academic testing?

What language skills does the student need to be successful in the student's educational setting?

What challenges does the student have in the educational environment? In what situations do they occur?

How do the speech-language skills adversely affect the student's educational performance?

What strategies are in place to assist the student to develop the student's speech-language skills? How does use of these strategies affect the student's academic performance?

Which strategies are most effective for this student to assist in development of their speech or language skills?

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Advantages and Disadvantages of Common Assessment Procedures

Method	Advantages	Disadvantages
Checklists, observations, and interviews	Information from multiple perspectives and environments (parent, teacher, student); Easy to administer; Information can relate directly to general curriculum	Limited ability to compare with grade or age-level peers; Can be standardized but may or may not be norm-referenced
Criterion-referenced measures	Designed for use in natural environments such as for preschoolers' interactions with parent, and in academic environments; Can include clinician-developed probes; Useful for: analysis of quality of responses, documentation of progress over time, and developing intervention plans; Essential for determining a student's ability or inability to learn language at the same rate and "teaching" or intervention effort as same-age peers	Rarely can statistical comparison with grade or age-level peers be made; Fewer measures available; Can be standardized but may or may not be norm-referenced
Development scales and play-based assessments	Designed for natural environments; Identifies strengths and weaknesses; Easily interpreted	Fewer measures available; Can be standardized but may or may not be norm-referenced
Dynamic assessment	Systematic assessment of a student's ability to improve speech-language performance as a result of mediated learning; Provides evidence to distinguish speech-language impairments from speech-language differences (EL, non mainstream dialect, at-risk populations); Yield data-based recommendations for use in classrooms and intervention plans	No statistical comparison with grade- or age-level peers; Limited availability of standardized data collection formats

Method Cont.	Advantages Cont.	Disadvantages Cont.
Language sampling and speech intelligibility measures	Measures communication skills during functional use Based on natural situations or educationally relevant scenarios such as narrative production or expository discourse; Norm-referenced data for comparison to age- or grade level peers available through approaches such as Systematic Analysis of Language Transcripts (SALT) and Developmental Sentence Scoring (DSS) database comparisons	Can be standardized but may or may not be norm-referenced; Only a few language sample analysis procedures provide norm-referenced data for comparison with age-level peers (e.g., SALT, DSS); Often time-consuming
Norm-referenced tests	Objective comparison with age- and grade-level peers; Generally reliable and valid measures for students who match the normative sample; Widely available; Measurable range of average performance	Assessment is in nonrealistic, 1:1 situation; Limited normative population; Sensitivity and specificity may be unacceptably low for some tests ; Inappropriate for planning intervention; Inappropriate for documentation of progress; Inappropriate for linking to general education requirements
Portfolio review and review of student file	Documentation of student performance in the general curriculum on an ongoing basis; Documentation of historical information about the student	Limited ability to compare with grade- or age-level peers; Limited validity

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Parent Interview and Checklist for Language (Preschool)

Child's Name: _____ Date of Birth: _____ Person
 completing this form: _____ Date: _____

Your input will help us understand your child's language skills.
 Please check the following as "yes", "no", or "sometimes". Thank you.

My child...	Yes	Sometimes	No
responds to their name			
uses 10 words			
is learning new words every week			
repeats new words			
uses 50 words			
puts two words together			
gets attention with words			
rejects or says no			
asks questions with their tone of voice			
takes turns in a "conversation"			
asks for help			
uses 3-4 word sentences			
follows one-step directions			
follows two-step directions			
listens to a short picture book			
names pictures in a book			
answers "yes" and "no" questions			
answers "wh" questions (what, where, why, how)			
asks "yes" and "no" questions			

My child...	Yes	Sometimes	No
asks "wh" questions (what, where, why, how)			
uses pronouns correctly (I, me, we)			
knows some songs or nursery rhymes			
participates in pretend play			

Rate your concern for your child's communication skills (none to a lot).

0 No Concern 1 2 3 4 A lot of Concern

What does your child do when your child is not understood (Circle all that apply)?

points or gestures gives up repeats the words says different words

other (explain):

Please return to: _____ by: _____

Parent Interview and Checklist for Language (School-aged)

Child's Name: _____ Date of Birth: _____ Person
 completing this form: _____ Date: _____

Your input will help us understand your child's language skills. Please check the following. Thank you.

My child...	Yes	Sometimes	No
starts conversations appropriately and takes turns in a conversation			
stays on the topic and changes topics appropriately			
asks for help and clarification appropriately			
uses correct grammar for their dialect			
uses complete sentences when appropriate			
tells what happened in the recent past			
uses words to reject or deny information			
uses words to negotiate			
uses words to express feelings			
tells a story in sequence if that is appropriate given their culture and home language			
has a similar vocabulary to children their age, culture, and home language			
can follow 2-3 step directions			
can reword information and questions if not understood by listener			
understands and remembers school vocabulary			
participates in conversations with friends			
understands figures of speech (for example, "butterflies in my stomach")			
has trouble thinking of the right word to say			
has trouble saying what they are thinking or "getting to the point"			

Rate your concern for the child's communication skills (none to a lot).

0 No Communication 1 2 3 4 A lot of Communication

Do the child's communication skills influence their adult and peer relationships or participation in activities? Yes No

If YES, explain:

Please share information you think would be helpful on the back of this form.

Please return to: _____ by: _____

Student Language Checklist: Kindergarten through 5th Grade

Student: _____ Grade: _____

Teacher: _____ Date: _____

Directions: Please read and check the box that is the best answer to each question.

(If a student needs items read to them, please assist.)

	Yes	Sometimes	No	Don't Know
Do you like to talk with your family and friends?				
Do you like to answer questions in class?				
Do you like to talk in class?				
Can you follow the teacher's directions?				
Can you follow directions from your family?				
Can you tell what happened in a story you read or had read to you?				
Is it hard to think of the words you want to say?				
Is it hard to answer questions?				
Is it hard to remember information you have learned?				
Is it hard to learn new words?				

Please answer the following questions:

1) What do you like best about the way you talk?

2) What would you like to change about the way you talk?

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Student Language Checklist: 6th Through 12th Grade

Student: _____ Grade: _____

Teacher: _____ Date: _____

Directions: Please read and check the box that is the best answer to each question.
(If a student needs items read to them, please assist.)

	Yes	Sometimes	No	Don't Know
Do you like to talk with your family and friends?				
Do you like to answer questions in class?				
Do you like to express yourself in class?				
Do you have difficulty following oral directions?				
Do you have difficulty following written directions?				
Do you have difficulty recalling and telling what happened in a story you read?				
Do you have difficulty recalling and telling what happened in a story read or told to you?				
Is it hard to think of the words you want to say?				
Is it hard to answer questions?				
Is it hard to remember information you have learned?				
Is it hard to learn and remember new vocabulary words?				

Please answer the following questions:

1) What do you like best about the way you talk?

2) What would you like to change about the way you talk?

Teacher Interview or Checklist

Student: _____ Grade: _____

Teacher: _____ Date: _____

Academic Performance Rating

	Reading	Writing	Science	Social Studies	Math
Current Grade					
SOL score					

Communication Skills: Please compare the student's performance to that of their classmates. Answer all questions by checking the appropriate box.

	Yes	Sometimes	No
Do you have difficulty understanding this student?			
Does the student avoid speaking in class?			
Do peers tease the student about the way they talk?			
Do you feel the student's speech and language skills negatively affect their academic performance?			
Does the student appear to be upset when communicating?			
Have you observed the student's speech and language skills influencing their personal adjustment (including adult and peer relationships)?			
Does the student require classroom modifications to be successful?			
Does this student have difficulty attending? Circle all settings that apply: one to one small group large group during lengthy instruction noise in the environment			
Does the student have difficulty following directions?			
Does the student have difficulty understanding curriculum vocabulary or concepts?			

My child...	Yes	Sometimes	No
Does the student require excessive "wait time" to either comprehend or respond?			
Does the student have difficulty expressing ideas in an organized and coherent manner?			
Does the student use incorrect grammar?			
Does the student have difficulty asking relevant questions?			
Have the parents expressed concerns regarding communication?			

****If you have circled YES for any items, please complete the rest of this form.***

Describe the weaknesses of the student's speech and language skills, and academic progress.

Identify any classroom strategies that you have used to adapt to the student's communication needs. _____

What adaptations, modifications have you used to assist the student with communication in the classroom setting? _____

Comments: _____

Teacher's Signature: _____ Date: _____

Please return to: _____ by: _____

Communication Observation Form

Student: _____ D.O.B. _____ Date: _____

Time: _____ Length of Observation: _____ Grade: _____

Reason for Observation: _____

Setting (classroom, playground, cafeteria, etc.): _____

Physical Environment: Where is the student seated and what is the student's proximity to the teacher?

at table

at desk

on the floor

on chair in group

at listening center

at learning center

at chalkboard

front of room

middle of room

back of room

Other (e.g., playground, gym, free play):

Auditory Environment (Background noise, outside noise, etc.)

Language Demands of the Activity or Instruction (include examples)

Comprehension Low High as evidenced by...

Verbal Demands Low High

Responsiveness to Instructional Strategies: wait time repetition rephrasing visual supports
graphic organization

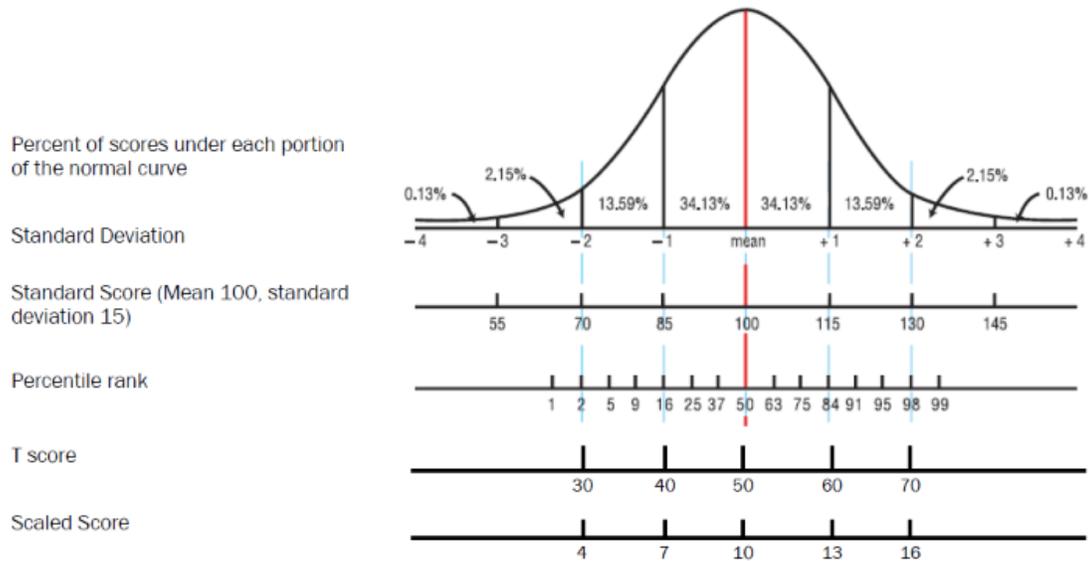
Other: _____

Is the student's communication comparable to the other students?

Comments:

The Normal Curve and Its Relationship to Various Derived Scores

Many types of scores may be provided when a student is evaluated using standardized assessments. Standard scores and percentiles describe how a student performed compared to a "norm group". Standard scores have a mean or average score of 100. A percentile rank indicates the percentage of the "norm group" that scored below a score. Percentile rank is different from percent correct.



Ireland, Marie. "The Real Requirements Behind Eligibility Decision Making in Schools". Lecture. ASHA Connect, Chicago, IL. July 19, 2019.