

## 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.

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

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

STUDENT SHOWS EVIDENCE OF THIS SKILL FOR THE FOLLOWING LANGUAGE(S): MARK ALL THAT APPLY. IF A DIFFERENT COMMUNICATION SYSTEM IS USED, PLEASE INDICATE IT IN "OTHER".	NEVER	OCCASIONALLY	FREQUENTLY	ALWAYS	GENERAL COMMENTS: CONSIDER THE ENVIRONMENT, ACCOMMODATIONS PROVIDED, EQUIPMENT, AND STRATEGY SUPPORTS USED
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**Demonstrates the receptive language skills to:****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

**UNDERSTAND SINGLE WORDS AND SHORT PHRASES**

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

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

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)

<b>STUDENT SHOWS EVIDENCE OF THIS SKILL FOR THE FOLLOWING LANGUAGE(S):</b> MARK ALL THAT APPLY. IF A DIFFERENT COMMUNICATION SYSTEM IS USED, PLEASE INDICATE IT IN "OTHER".	NEVER	OCCASIONALLY	FREQUENTLY	ALWAYS	<b>GENERAL COMMENTS:</b> CONSIDER THE ENVIRONMENT, ACCOMMODATIONS PROVIDED, EQUIPMENT, AND STRATEGY SUPPORTS USED

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

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

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

**FOR ONE-ON-ONE LEARNING**

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

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

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)

<b>STUDENT SHOWS EVIDENCE OF THIS SKILL FOR THE FOLLOWING LANGUAGE(S):</b> MARK ALL THAT APPLY. IF A DIFFERENT COMMUNICATION SYSTEM IS USED, PLEASE INDICATE IT IN "OTHER".	NEVER	OCCASIONALLY	FREQUENTLY	ALWAYS	<b>GENERAL COMMENTS:</b> CONSIDER THE ENVIRONMENT, ACCOMMODATIONS PROVIDED, EQUIPMENT, AND STRATEGY SUPPORTS USED
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**Demonstrates the receptive language skills:****FOR LARGE GROUP LEARNING**

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 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.*

<b>STUDENT SHOWS EVIDENCE OF THIS SKILL FOR THE FOLLOWING LANGUAGE(S):</b> MARK ALL THAT APPLY. IF A DIFFERENT COMMUNICATION SYSTEM IS USED, PLEASE INDICATE IT IN "OTHER".	NEVER	OCCASIONALLY	FREQUENTLY	ALWAYS	<b>GENERAL COMMENTS:</b> CONSIDER THE ENVIRONMENT, ACCOMMODATIONS PROVIDED, EQUIPMENT, AND STRATEGY SUPPORTS USED
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### Demonstrates the expressive language skills:

#### TO COMMUNICATE CLEARLY USING SINGLE WORDS & SHORT PHRASES

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 IDENTIFY AND CLEARLY COMMUNICATE THE MAIN IDEA OF STORIES OR NARRATIVES

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

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** (CONTINUED)**STUDENT SHOWS EVIDENCE OF THIS SKILL  
FOR THE FOLLOWING LANGUAGE(S):**MARK ALL THAT APPLY. IF A DIFFERENT  
COMMUNICATION SYSTEM IS USED, PLEASE  
INDICATE IT IN "OTHER".

NEVER

OCCASIONALLY

FREQUENTLY

ALWAYS

**GENERAL COMMENTS:**CONSIDER THE ENVIRONMENT, ACCOMMODATIONS PROVIDED,  
EQUIPMENT, AND STRATEGY SUPPORTS USED**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) & 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.*

STUDENT SHOWS EVIDENCE OF THIS SKILL FOR THE FOLLOWING LANGUAGE(S): MARK ALL THAT APPLY. IF A DIFFERENT COMMUNICATION SYSTEM IS USED, PLEASE INDICATE IT IN "OTHER".	NEVER	OCCASIONALLY	FREQUENTLY	ALWAYS	GENERAL COMMENTS: CONSIDER THE ENVIRONMENT, ACCOMMODATIONS PROVIDED, EQUIPMENT, AND STRATEGY SUPPORTS USED
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### Demonstrates the skills to participate in conversation (e.g., initiate conversation, take turns, stay on topic):

#### DURING ONE-ON-ONE LEARNING

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

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

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

#### DURING LARGE GROUP LEARNING

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** (CONTINUED)

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

**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, 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.