

CURRICULUM-BASED LANGUAGE ASSESSMENT WORKSHEET

Student Name: _____ School: _____ Grade: _____ Birth Date: _____ Age: _____ Date Observed: _____ Examiner Name: _____
 Teacher Name: _____ ESL or Dialect? _____ Main Areas of Concern (from teacher/parent/student interviews): _____
 (e.g., understanding/contributing to classroom discussion, direction following, math story problems, disorganized discourse in stories, difficulty with peers)

LANGUAGE SKILLS OBSERVED IN CURRICULUM TASK(S)		
<p>Sensory Input/Motor Output</p> <ul style="list-style-type: none"> _____ Hearing normal _____ Vision normal or corrected _____ Oral-motor skills adequate _____ Grapho-motor skills adequate <p>Approach to Curriculum Task (Executive Skills/ Strategies)</p> <ul style="list-style-type: none"> _____ Willingly approaches task _____ Can explain demands of task & what is easy/hard _____ Asks questions appropriately to clarify _____ Persists in task until complete (lack of avoidance) _____ Shows systematic approach to problem solving _____ Attentive and has strategies for resisting distractions _____ Emotions/behavior under control _____ Uses communication skills to deal with personal frustrations (e.g., instead of acting out or withdrawing) _____ Uses strategies and multiple attempts when challenged by a task _____ Uses metalinguistic skills and self-talk to work through task difficulties _____ Reflects on work periodically and revises _____ # "I don't know, I can't," or other neg. comments 	<p>Word-Level and Phonological Processes</p> <ul style="list-style-type: none"> _____ Reproduces complex wds: _____ phonological structure _____ syllabic structure _____ morphological structure _____ Decodes words at grade level _____ Spells words at grade level _____ Uses/understands basic vocabulary (e.g., center, top, bottom, under, after, because, during, similar, different) _____ Uses/understands specific curricular vocabulary e.g., _____ <p>Sentence-Level Comprehension</p> <ul style="list-style-type: none"> _____ Responds with understanding to: _____ Teacher's _____ peers' spoken questions _____ Sentences read by others _____ by self _____ Varied syntax: _____ prep. phrs. _____ infinitives/gerunds _____ coord. clauses _____ subord. clauses _____ embeddings <p>Sentence-Level Production</p> <ul style="list-style-type: none"> _____ Formulates sentences with accurate: _____ Morphology: _____ subject-verb agree. _____ verb phrs. _____ pronouns _____ articles _____ vocabulary _____ Syntax: _____ prep. phrs. _____ infinitives/gerunds _____ negatives _____ questions _____ word order _____ coord. clauses _____ subord. clauses _____ embeddings _____ MLT-U (Mean Length in words per T-Unit; i.e., main clause + embedded or subordinated clause; each coordinated clause is a separate T-unit) 	<p>Discourse-Level Comprehension and Production</p> <ul style="list-style-type: none"> _____ Conversation _____ Narrative _____ Expository _____ Gets gist _____ in reading _____ in listening _____ Paraphrases selected sections _____ retells whole _____ Answers factual questions _____ inferential questions _____ Remembers details _____ maintains sequence _____ Expresses gist _____ in speaking _____ in writing _____ Organizes discourse _____ uses cohesive devices _____ Provides details and info needed by listeners/readers <p>Social-Interaction/Communication Skills</p> <ul style="list-style-type: none"> _____ Pragmatic skills: _____ topic mgmt, _____ clarification, _____ nonverbal/gestural, _____ turn-taking _____ Accepted by peers _____ Invited to join groups _____ Sensitive to social cues (e.g., closeness, turn-taking) _____ Uses age-appropriate vocabulary /slang/prosody _____ Communicates politeness _____ to adults _____ to peers _____ Uses communication skills to deal with social problems (e.g., instead of acting out or withdrawing) <p>Other Observations</p>
DYNAMIC ASSESSMENT (CHANGES WITH SCAFFOLDING)		
<p>Fully Developed Skills (independent strengths)</p>	<p>Partially Developed Skills (improve with scaffolding)</p>	<p>Underdeveloped Skills (difficult even with scaffolding)</p>

Key: + clearly evident without scaffolding (independent); ~ partially evident or appears with scaffolding; — minimally evident (even with scaffolding); n/a = no

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