

School
District:

Summary of Evaluation/Reevaluation Findings: Language Worksheet

NOTE 1: Includes oral, written or nonverbal language, as appropriate.

NOTE 2: When completed, this worksheet becomes part of the child's education record.

Date _____ SLP _____

Child _____ DOB _____

School _____ Grade _____

Teacher _____

Record areas assessed. The assessment should reflect areas of concern described in the referral and those that arise during the evaluation. Areas not assessed should be marked N/A. Remember that eligibility may not be determined solely on the basis of standardized tests.

Evidence Codes: 1 = language sample 2 = contextual probe 3 = structured observation
4 = classroom/curriculum work samples* 5 = standardized language tests**
6 = teacher report/interview 7 = child report/interview 8 = parent report/
interview

* including curriculum standards for effective oral and written communication (language arts) and CMT/CAPT

Note: Numbers 6, 7 and 8 are not sufficient evidence, by themselves, of weakness or impairment. They must be supported by objective data.

** When standardized language tests are used the threshold of impairment is 1.5 standard deviations below the mean of the test. The threshold for other procedures will vary according to the procedure selected.

Language Area	Evidence of Strength/Competency	Evidence of Weakness/Impairment
CONTENT		
Vocabulary		
Concepts		
Classification and categorization		
Semantic relationships		
Comprehension of questions		
Following directions		
Understanding stories and text		
Word finding		
Accurate and semantically appropriate production		

Child _____ Date _____

Language Area	Evidence of Strength/Competency	Evidence of Weakness/Impairment
FORM		
Grammar		
Morphology		
Variety of constructions		
Word order		
Length		
Complexity		
Variety of genres (e.g., narrative, expository, persuasive)		
Cohesion		
USE		
Variety of verbal and nonverbal functions (e.g., greeting, protesting, requesting, commenting)		
Discourse rules (e.g., joint attention/ referencing, initiating, turn taking, topic relevance, topic maintenance, closing, proxemics)		
Prosodic features		
METALINGUISTICS		
Phonological awareness		
Phonemic awareness		
Error awareness/correction (any aspect of language assessed)		
Figurative language (e.g., idioms, metaphors, similes, absurdities)		
Language of thinking (e.g., predicting, drawing conclusions, analogies, problem solving)		
METAPRAGMATICS		
Role of context		
Perspective taking		
AUDITORY PROCESSING		
EXECUTIVE FUNCTIONING (e.g., planning, organizing, self-monitoring)		

School
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Codes for Educational Effect and Criteria: Language

Child _____ Date _____

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8 = parent report/interview

Note: Numbers 6, 7 and 8 are not sufficient evidence by themselves. They must be supported by objective data.

* including curriculum standards and CMT/CAPT

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Extent of Adverse Educational Effect:

Code Level of Functioning

A **Independent Performance:**

The student performs effectively all or most of the time with little, if any, assistance. He/she knows what to do and how.

B **Minimal Support:**

Data indicate that the student needs more assistance and progress monitoring than other students in his or her class. He/she may need some accommodations in or modifications to the current learning environment, general education curriculum, classroom instruction (e.g., prompts, cues, modeling, scaffolding, more examples, extra time, preferential seating, individualized instruction or tutoring) and/or require general education remedial instruction.

C **Maximum Support:**

Data indicate that the student does not perform effectively most of the time, despite the systematic provision of minimal support.

Eligibility: The child must be at level C in two areas of educational concern on page 43, with evidence that the problems are language based, according to the information from the language evaluation. (The worksheets on pages 40–41 will help document this.)

The impairments must not be related primarily to limited exposure to communication building experiences, the normal process of acquiring English as a second language, dialect usage, or lack of instruction in reading or mathematics.

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Educational Effect Worksheet: Language

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Child _____ Date _____

Area of Educational Concern	Evidence of a Language-Based Problem	Extent of Adverse Educational Effect	Comments
Attending behaviors			
Following classroom routines			
Listening comprehension			
Oral participation			
Reading			
Written language			
Content subjects			
Vocational programs (in school or community)			
Social-emotional adjustment/behavior			
Effectiveness of communication/ pragmatics			
Additional areas for prekindergarten students			
Play			
Peer interactions			