

PLEASE RETURN TO THE SPEECH LANGUAGE PATHOLOGIST BY:

Language/Cultural Background:

Native Language:

TEAM INPUT: Bilingual Oral Language: Listening & Speaking (Early Childhood)
 (Illinois Early Learning and Development Standards, Preschool-Revised are provided in parenthesis.)

Student:

Date:

Team Member(s):

Grade / School:

Please describe the use of English versus the native language of the student in the school environment.

What percentage of the time:

Do **you** use the native language of the student during your instruction in the in the classroom _____%

Do **you** use the native language of the student during unstructured/social situations at school (i.e., recess, hallway, lunchroom)? _____%

Does **the student** use his/her native language during academic tasks? _____%

Does **the student** use his/her native language during social situations? _____%

Does **the student** code-switch (mixes English and native language)? _____%

Rating scale: 5 for mastery(>80%), 4 for developing(~60%), 3 for emerging(~40%), 2 for rarely(~20%), 1 for absence (0%).

As compared to typically developing peers, the student is able to:

Native=X English=0

5 4 3 2 1

VOCABULARY		5	4	3	2	1
1.	Demonstrate knowledge of basic concepts (3 year old: big / little, on / under; 4 year old: in front of / behind / next to). (9.B.ECa,b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Name familiar items related to classroom and / or home environment. (1.E.ECc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Understand vocabulary commensurate with other 3 year olds / 4 year olds. (1.E.ECb,c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Demonstrate understanding of categories by pointing to pictures (food, animals, toys), i.e., "Show me the toy." (1.E.ECd)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SYNTAX – GRAMMAR						
5.	Make statements describing objects / events, e.g. "Dog is big." "It is cold." (3 year old). (1.E.ECe)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Make statements describing actions, e.g. "Dog is jumping." (4 year old) (1.D.ECa,b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Use plurals (dog / dogs). (1.D.ECb)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Use possessives (dog's food, boy's truck). (1.D.ECb)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LANGUAGE						
9.	Use 2-3 sentences about a specific topic / situation. (1.D.ECa,1.E.ECa)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Follow multiple step directions (1-2 step: 3 year old; 2-3 step: 4 year old). (1.A.ECa)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Understand and respond to who, what, where, when, and why questions (3 year old: who, what, where; 4 year old: when, why). (1.A.ECb,1.D.ECc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Ask simple questions, e.g. "I go Grandma's house?" "Is Daddy sleeping?" (1.D.ECc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Listen to story and answer questions. (2.B.ECa)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Retell 2-3 parts of a recent experience in correct order (3 year old) or retell 2-3 parts of a story in correct order (4 year old). (2.B.ECb)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SOCIAL LANGUAGE						
15.	Communicate a simple request and / or ask questions. (1.B.ECa,1.D.ECc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Comment (share) information about home or school. (1.C.ECa)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Initiate a communication interaction with peers. (1.B.ECa)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Take turns during a conversation. (1.B.ECc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE USE REVERSE SIDE FOR ADDITIONAL OBSERVATIONS.

11/2014 NSSEO

Team Input: Bilingual Oral Lang Listen & Speak - EC

NSSEO Speech Language Criteria
