PLEASE RETURN TO THE SPEECH LANGUAGE PATHOLOGIST BY:
Language/Cultural Background:
Native Language:

TEAM INPUT: Bilingual Oral Language Listening & Speaking (Grades K-2)

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							
1.	Understand words and their meanings. (CCSS: L4,5,6 / RL4)	☐	☐	☐	☐	☐
2.	Demonstrate knowledge of basic concepts (time, space, number). (CCSS: L4,5,6 / RL4)	☐	☐	☐	☐	☐
3.	Demonstrate adequate expressive vocabulary. (CCSS: L4,5 / RL4)	☐	☐	☐	☐	☐
4.	Use specific vocabulary (rather than "stuff", "like", "thing", "you know", "I mean"). (CCSS:L6)	☐	☐	☐	☐	☐
5.	Name common items without substituting / talking around them. (CCSS:L6)	☐	☐	☐	☐	☐
SYNTAX – GRAMMAR							
6.	Communicate in complete sentences with expected length, complexity, and variety. (CCSS: SL6 / L1)	☐	☐	☐	☐	☐
7.	Use expected word order in sentences, excluding differences related to native language. (CCSS: SL6 / L1)	☐	☐	☐	☐	☐
8.	Use expected grammar (i.e., pronoun, plurals, possessives, etc.) excluding differences related to cultural dialect. (CCSS: L1 / L1)	☐	☐	☐	☐	☐
9.	Use expected word order in questions. (CCSS: SL6 / L1)	☐	☐	☐	☐	☐
10.	Use verbs appropriately (helping, tense, noun and verb agreement) excluding differences related to cultural dialect. (CCSS: L1,4)	☐	☐	☐	☐	☐
LANGUAGE							
11.	Express self effectively using organized, sequential thoughts (without excessive revisions / repetitions). (CCSS: SL6)	☐	☐	☐	☐	☐
12.	Comprehend and respond to basic WH questions (who, what, when, where, how, why). (CCSS: SL3 / RL1,4)	☐	☐	☐	☐	☐
13.	Listen to a story and demonstrate comprehension. (CCSS: SL2)	☐	☐	☐	☐	☐
14.	Follow simple oral directions. (CCSS: SL1)	☐	☐	☐	☐	☐
15.	Follow complex oral directions. (CCSS: SL1)	☐	☐	☐	☐	☐
16.	Demonstrate expected phonological awareness skills. (i.e., rhyme and segmenting) (CCSS: RF2)	☐	☐	☐	☐	☐
17.	Compare and contrast two words using important characteristics. (CCSS: RL9,16)	☐	☐	☐	☐	☐
18.	Retell an event or story in sequential order. (CCSS: RL9 / RL16)	☐	☐	☐	☐	☐

PLEASE USE REVERSE SIDE FOR ADDITIONAL OBSERVATIONS.

11/14 NSSEO
Team Input: Bilingual Oral Lang Listen & Speak - K-2

NSSEO Speech Language Criteria

SOCIAL LANGUAGE						
19.	Speak at expected times. (CCSS:SL1)	☐	☐	☐	☐	☐
20.	Respond and / or ask for clarification (including "I don't know.") in expected amount of time. (CCSS:SL3)	☐	☐	☐	☐	☐
21.	Initiate, maintain and end own / other's topics during conversation. (CCSS:SL1,3,4,6)	☐	☐	☐	☐	☐
22.	"Read" nonverbal cues (facial expressions, body language, etc.). (CCSS:S1)	☐	☐	☐	☐	☐
23.	Give enough information so listener does not have to ask many questions. (CCSS: SL6)	☐	☐	☐	☐	☐
24.	Identify problem situation and explain a solution. (CCSS: SL3)	☐	☐	☐	☐	☐

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