

PLEASE RETURN TO THE SPEECH LANGUAGE PATHOLOGIST BY:

Language/Cultural Background:

Native Language:

TEAM INPUT: Bilingual Oral Language Listening & Speaking (Middle School & High School)

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: >80% for mastery, 60% for developing, 40% for emerging, 20% for rarely, and 0% absence. Please check the percentage which best reflects the student's independent performance.

Compared to typical peers, the student is able to:

Native=X English=0

>80% 60% 40% 20% 0%

VOCABULARY						
1.	Use specific vocabulary (rather than "stuff", "like", "you know", "I mean"). CCR:L4,6,SL1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Understand curricular words and their meanings (i.e. math, science, social studies). CCR:L4,5,6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Understand time and sequences (i.e. routines, directions, and information). CCR:SL2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Understand humor, figurative language and multiple meanings. CCR:L4,5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Demonstrate adequate expressive vocabulary. CCR:L4,5,6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SYNTAX – GRAMMAR						
6.	Use appropriate grammar (i.e. pronoun, plurals, possessives, appropriate verb tenses) excluding those related to cultural differences. CCR:L1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Use appropriate word order in questions excluding those related to cultural differences. CCR:L1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Use appropriate word order in sentences excluding those related to cultural differences. CCR:L1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Express self effectively using organized, sequential thoughts (without excessive revisions / repetitions). CCR:SL1,4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Communicate in complete sentences with grade appropriate length, complexity and variety. CCR:SL4, L1,3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LANGUAGE						
11.	Comprehend and respond appropriately to curricular questions. CCR:SL1,4,L6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Follow complex directions. (Improves with repetition: Yes or No) CCR:SL2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Demonstrate literal and / or inferential comprehension. CCR:SL1-6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Paraphrase verbal information in sequential order. CCR:SL1-4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE USE REVERSE SIDE FOR ADDITIONAL OBSERVATIONS.

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NSSEO Speech Language Criteria

15.	Identify main idea of verbally presented material (i.e. lecture). CCR:L3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SOCIAL LANGUAGE						
16.	Initiate, maintain, and end own / other's topics during a conversation. CCR:L1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Give enough information so listener does not have to ask many questions. CCR:SL1,4,6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	"Read" nonverbal cues (facial expressions, body language, etc.). CCR:SL2,3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Participate in classroom and small group discussions as expected. CCR:SL1,4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Understand the cause of problem situations. CCR:SL2,4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Generate a verbal solution to problem situations. CCR:SL2,4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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