

PLEASE RETURN TO THE SPEECH LANGUAGE PATHOLOGIST BY:

Language/Cultural Background:

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

Student:

Date:

Team Member(s):

Grade / School:

**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:**

**>80%    60%    40%    20%    0%**

<b>VOCABULARY</b>						
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"/>
<b>SYNTAX – GRAMMAR</b>						
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"/>
<b>LANGUAGE</b>						
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"/>
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"/>
<b>SOCIAL LANGUAGE</b>						
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"/>

**PLEASE USE REVERSE SIDE FOR ADDITIONAL OBSERVATIONS.**

7/2014 NSSEO

TI Oral Lang Listen & Speak - MS-HS

NSSEO Speech Language Criteria