

Checklist for an Informal Assessment of Language

Name: _____ Age: _____ Date: _____

Examiner: _____ Reporter: _____

Instructions: Mark a plus (+) if the child does exhibit the behavior, a minus (-) if the child does not exhibit the behavior, and an (s) if the child exhibits the behavior sometimes. Make comments about what the student does or give specific examples on the right-hand side of the page. This form can be used during informal observation and/or completed by a parent, knowledgeable caregiver, or teacher.

Rating	Behavior	Comments
_____	The child takes turns during communication.	_____
_____	The child enjoys playing with other children.	_____
_____	The child enjoys playing with his/her parents.	_____
_____	The child enjoys playing with his/her siblings.	_____
_____	The child usually plays alone.	_____
_____	The child plays silently.	_____
_____	The child talks during play activities.	_____
_____	The child acts out common activities (e.g. plays house, store, school).	_____
_____	The child uses play objects that are similar (in size, looks, etc.) to the true objects (e.g. a saucepan for a drum).	_____
_____	The child uses play objects in a realistic manner (e.g. uses a toy dump truck in the way intended).	_____
_____	The child looks at picture books page-by-page from front to back.	_____
_____	The child explores a variety of toys and does not repeatedly use the same items(s).	_____

_____ The child uses coordinated motor movements. _____

_____ The child uses complete sentences during play. _____

_____ The child asks questions during play. _____

_____ The child answers questions during play. _____

_____ The child responds to requests. _____

_____ The child primarily uses gestures to communicate. _____

_____ The child uses gestures and speech to communicate. _____

_____ The child looks at the listener when speaking. _____

_____ The child uses appropriate vocabulary words. _____

_____ The child relates real life experiences during conversation. _____

_____ The child usually communicates in phrases of greater than 2 words. _____

_____ The child usually communicates in phrases of greater than 3 words. _____

_____ The child usually communicates in phrases of greater than 4 words. _____

_____ The child initiates conversations or activities. _____

_____ The child dominates conversations. _____

_____ The child is able to follow conversational shifts. _____

_____ The child uses simple sentences. _____

_____ The child uses complex sentences. _____

_____ The child uses the correct word order when speaking. _____

_____ The child uses plurals (e.g. boys, animals). _____

_____ The child uses more than one verb tense (e.g. present, past, future). _____

_____ The child uses pronouns (e.g. he, she, I). _____

_____ The child uses articles (e.g. the, an, a). _____

_____ The child uses the verbs *is* and *are*. _____

_____ The child uses prepositions (e.g. on, in, under, beside). _____

_____ The child varies his/her communication depending on the listener. _____

_____ The child has good reading skills. _____

_____ The child has good writing skills. _____

_____ The child is able to follow the story line of a TV show. _____

How does the child's speech and/or language differ from that of other children the same age?

How does the child's speech and/or language differ from that of an adult?