Present Levels of Performance

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Language Checklist for Preschoolers/Kindergartners

Student: ___________________________      Date: ___________________________

Teacher: ___________________________      Grade/Program: ______________________

Please complete all of the following questions relating to the child’s articulation which affects educational performance and return to the teacher of the Speech and Language Impaired:

<table>
<thead>
<tr>
<th>Compared to other children in the classroom</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Cognitive Skills**

1. Does the student respond to sound?  
2. Does the student focus/track objects or people?  
3. Does the student initiate vocalizations?  
4. Does the student initiate actions?  
5. Does the student demonstrate understanding of object permanence?  
6. Does the student know the function of familiar objects?

**Receptive Language**

1. Does the student recall information presented verbally?  
2. Does the student point to basic vocabulary?  
   - ______ objects  
   - ______ adjectives  
   - ______ prepositions  
   - ______ actions  
   - ______ people (Check the categories that apply.)  
3. Does the student follow directions?  
   - ______ one step  
   - ______ two step  
   - ______ three step  
4. Does the student understand appropriate number concepts?  
5. Does the student know appropriate colors?

**Expressive/Functional Language Skills**

1. Does the student use a specific action/sound to get attention or make a request?  
2. Does the student have yes/no response?  
3. Does the student name basic vocabulary?  
   - ______ objects  
   - ______ people  
   - ______ adjectives  
   - ______ actions  
   - ______ prepositions  
   - Identify words noted  
4. Does the student use pronouns appropriately?  
5. Does the student respond appropriately to the topic?  
6. Does the student take turns appropriately?  
7. Does the student perseverate or display echolalia?  
8. Does the student initiate conversations?  
9. Does the student have sufficient communication skills to express basic needs/feelings to share information?  
   Explain how child does this: __________________________________________________  
   ___________________________________________________  
   ___________________________________________________

**COMMENTS:**

Circle student’s main vehicle for communication:  
- gestures  
- single words  
- phrases  
- sentences

Give an example of the child’s expressive language: ____________________________________________

___________________________________  ________________________________
Date                          Classroom Teacher’s Signature
Circle student’s main vehicle for communication

Gestures    single words    phrases    sentences

Give an example of the child’s expressive language:

It is my opinion that these behaviors:
_____ Do **not** interfere with the child’s performance in the educational setting.
_____ **Do** interfere with the child’s performance in the educational setting.

Signature of Classroom Teacher       Date