

# ASD

## Resource

Section: **Assessment**



### Language for learning in the classroom: a checklist

Name of learner:

Date of birth:

Age:

Year/Stage:

Date/s of checklist completion:

Information gathered through observation by the following people:

Information gathered in the following contexts:

<ul style="list-style-type: none"><li><input type="checkbox"/> Classroom observation</li><li><input type="checkbox"/> Playground observation</li><li><input type="checkbox"/> Small group observation</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Outdoor class activity observation</li><li><input type="checkbox"/> Other</li></ul>
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Demonstrates the following skills and difficulties:	Always Evident	Sometimes Evident	Not Evident
<b>ATTENTION &amp; LISTENING</b>			
Is very active			
Is quiet or withdrawn			
Lacks awareness of what is going on around him/her			
Copes best with activities which do not rely on language			
'Switches off' in conversations			
Follows whole class activities without assistance			
Easily copes with changes in classroom routine			
Demonstrates behavioural difficulties			
<i>List some examples of attention behaviour difficulties from observation:</i>			
<b>FOLLOWING INSTRUCTIONS</b>			
Appears to ignore the teacher			
Follows the classroom routine by watching what other children are doing following adult gesture			
Repeats all/parts of questions or instructions rather than responding to them			
Does not carry out each part of an instruction given in class			
Has difficulty following instructions when the order of action required is different from the spoken order e.g. "Before you get your book, collect a worksheet" i.e. worksheet first, then book			
Has difficulty following complex instructions			
<i>List some examples of difficulties following instructions from observation:</i>			
<b>EXPRESSIVE LANGUAGE</b>			
Does not talk at all, or only in limited situations			
Physically takes you to what they need or to show you a problem			
Uses gesture to convey needs and information			
Uses another person to talk for them			
Repeats words and phrases rather than generating their own			
Uses shorter/simpler sentences than expected for age			
Uses lots of language, but this is lacking in information, is repetitive or is disjointed			
Has difficulty responding accurately to questions			

*List some examples of expressive language difficulties from observation:*

### GRAMMAR

Uses sentences which are grammatically immature			
Uses a limited variety of sentence structures			
Omits words in spoken sentences e.g. he, it, a, the, is, has			
Has difficulty with the correct order of words in sentences e.g. 'sit girl chair', 'mum done car bus crash'			
Omits grammatical detail such as word endings e.g. 'that's mum _ car' or uses the incorrect word endings e.g. 'they will crashed'			
Has difficulty understanding or using specific grammatical forms: Negatives, plurals, verb tenses, pronouns, questions			

*List some examples of grammatical difficulties from observation:*

### VOCABULARY

Learns new vocabulary when introduced			
Uses the most correct word (appropriate to stage) most of the time			
Knows multiple meanings for words appropriate to stage e.g. 'table' in maths, 'spring' for a season, an object and an action			
Uses descriptive vocabulary in sentences (adjectives and verbs)			
Groups objects/pictures/words into categories/things that go together and can state why they go together			
Understands and uses positional words e.g. under, in front, beside			
Understands and uses size concepts e.g. biggest/smaller/shorter			
Understands and uses temporal concepts e.g. first/last, before/after, yesterday/tomorrow			
Recounts events or stories in chronological order			
Accesses known vocabulary and uses it effectively (word-finding) e.g. shows recognition of a picture or object, but is unable to name it or gives it the wrong label e.g. instead of 'kite' may say 'parachute' or 'light' or 'one of those things that flies'			
Always uses specific nouns and verbs. Does not select general non-specific words instead e.g. 'this one', 'that one', 'do it'			
Generates and expresses own ideas e.g. pausing frequently, using fillers such as "erm", "you know", "thingy"			
Gives accurate descriptions and explanations			

*List some examples of vocabulary difficulties from observation:*

<b>PHONOLOGICAL/ARTICULATION SKILLS</b>			
Demonstrates poor phonological awareness for their age (rhyming, segmenting words into syllables, isolating first and end sounds of words, segmenting words into sounds)			
Speech is indistinct/difficult to understand			
Does not produce words with consistent articulation i.e. may say a word differently on different occasions			
Difficulty saying complex sound sequences or multi-syllabic words e.g. elephant, spaghetti, telescope, Australia			
Makes oral movements for chewing, swallowing, controlling saliva			
<b>FLUENCY</b>			
Hesitates extensively and/or repeats/gets stuck on sounds, syllables or words when talking			
Has associated body or facial movements			
Avoids certain words or speaking situations			
<b>SOCIAL LANGUAGE</b>			
Uses verbal language to interact socially with others			
Recognises and applies non-verbal aspects of communication e.g. gives and maintains appropriate eye contact or infers information from facial expression/gestures			
Takes turns appropriately in talking e.g. does not interrupt, talk over others or talk excessively			
Takes account of the needs of the listener e.g. gives enough introductory information or not too much informer which the listener already knows			
Describes own feelings and/or understands the needs and feelings of others e.g. pushing other children out the way, saying things which would seem inappropriate e.g. "it's boring"			
Sticks to the topic – doesn't change topics in group or class discussions/asks questions relevant to the topic			
Appreciates sarcasm, jokes/puns/non-literal language e.g. 'That's nice!' in a sarcastic tone would not be taken literally; neither would 'Pull yourself together'?			