

General Data Collection

- **Checklist for an Informal Assessment of Language**
- **Observation Log**
- **Classroom Observation Form**
- **Student Questionnaire**
- **Fry's Readability Formula**
- **Fry's Readability Graph Extended Through Preprimer Level**
- **Curriculum Analysis Form**
- **Learning Style Questionnaire**
- **Language-Based Curriculum Analysis**
- **Adolescent Conversational Analysis**

Form 6-1 *(continued)*

Comments

_____ 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 <i>is</i> and <i>are</i> _____	
_____ the child uses prepositions (e.g., on, in, under, beside) _____	

Comments

- _____ 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 item(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 _____

(continued)

Comments

- _____ the child varies his or 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 language differ from that of other children the same age?

How does the child's language differ from that of an adult?

Student Observation Worksheet

Name: _____ Date: _____
School: _____ Date of Birth: _____
Class: _____ Observer: _____

This worksheet is for use by the speech and language pathologist as a point of reference for discussion with parents and colleagues. Information should be transferred to a summary report.

PRIOR TO OBSERVATION

Review Records:

Teacher Concerns

Health Record

Hearing
Vision
Medical History
Developmental History

Hearing aid?
Glasses?
Other aids?

Permanent Record

Achievement levels	Reading	Math
Attendance	Grades	
Has child repeated any grades?		
Has child had previous services?		
What intervention strategies have been attempted?		
Any change in behavior over time?		

Family Background

Cultural norms
Siblings with educational difficulties
Home language
Who is primary caretaker?

Comments:

This worksheet was developed by an informal group of speech and language coordinators in Fairfield County in collaboration with the Connecticut State Department of Education.

DURING OBSERVATION

Environment:

Auditory

Reverberation
Acoustical tile
Carpet

Internal Distractions

Pencil sharpener
Heat/air/ventilation
Equipment noise
Students talking
Student gathering spots
Students moving around

External Distractions

Hallway noise
Playground/outside
Intercom interruptions
Students coming in and out of class

Visual

Are there windows?
Lighting
Fluorescent
Glare on blackboard
Clear view of teacher
Internal distractions
External distractions

Physical Arrangements

Seating arrangement enhances instruction
Adequate work space
Desk and chair size appropriate to student
Room appears organized
Temperature is comfortable

Comments:

Teacher's Instructional Style As It Affects This Student's Learning:

Demonstrates interest in student
Speaks to the group
Uses appropriate level of vocabulary
Uses appropriate level of sentence complexity
Uses appropriate rate, volume, tone, inflection
Uses appropriate level of abstract language
Repeats/rephrases difficult information and directions
Is easily visible to student
Is easily heard
Uses body language which enhances lesson
Uses gestures, visual aids
Moves about classroom
Encourages student to achieve at highest level consistent with abilities
Conveys enthusiasm
Involves/calls on student
Uses student's name
Monitors student's understanding
Asks lower-order questions
 Factual Recall Comprehension
Asks higher-order questions
 Interpretation Analysis
 Application Evaluation
Synthesis
Allows adequate processing time
Directs student's attention to most important features
Revises teaching strategies as needed
Provides feedback
Cites examples, demonstrates
Gives clear, simple directions

Structure of Lesson:

Initiation statement or activities direct student's learning
Pace of lesson is appropriate
Logical sequence to instruction
Content is appropriate to level of student
Opportunity for student involvement
Level is adjusted to skills of individual student
Allows for adequate practice
Multimodality presentation
Activities facilitate learning the intended content
Lesson is adjusted when student misunderstands or does not master concepts
Closure statements or activities summarize content and relate the value of the lesson

Support for Instruction:

Lesson has been thoroughly planned
Materials are readily available in sufficient quantity
Text is easy to read with pictures as appropriate
Materials are motivating

Support for Instruction: (continued)

Materials allow for a variety of response modalities
Worksheets are coordinated with lesson
Assignments provide extra practice or enrichment
Tests include several types of questions
Bulletin boards and other displays support instruction

Classroom Management:

Routines for the class are clearly established
Transitions are accomplished smoothly with a minimum of interruption to instruction
Classroom rules for behavior are explicit and consistently applied
Reward system and praise are evident
Time on task is high

Comments:

Student Preparation for/Attention to Instruction:

Is on time for instruction
Brings needed materials to class
Selects seat near teacher, away from distractions
Materials/desk appear organized
Homework is completed
Body language indicates positive attitude
Appears to pay attention
 In large group
 In small group
 In one-on-one
Stays in seat or work area
Takes notes
Follows along in text
Participates in discussions
Attends to auditory/visual/multimodality instruction
Follows two or more speakers

Student Response to Instructional Style:

Asks questions for clarification
Requests assistance from teacher/peers
Asks for repetition of instructions
Answers oral questions with appropriate/related response
Responds to written instructions
Looks to others for clues
Requires additional response time
Works without reinforcement
Responds to concrete/verbal reinforcement

Student Behavior:

- Follows classroom rules
- Follows classroom routines, knows schedule
- Starts assigned tasks
- Works steadily on assigned tasks
- Completes tasks
- Works precisely
- Works methodically
- Appears satisfied with work
- Works independently
- Accepts errors/constructive criticism
- Appears accepted by peers
- Seems to like other students
- Seems aware of errors/learning difficulties
- Uses free time constructively

Student's Communicative Proficiency:

Phonology

- Makes sound errors
- Uses dialectical pattern other than Standard English
- Has difficulty sequencing sounds in multisyllabic words
- Intelligibility interferes with communication

Voice

- Rate is too fast or too slow
- Voice quality is harsh, breathy, nasal, hoarse
- Voice is intermittently or completely lost
- Pitch is too high or too low
- Volume is too loud or too soft

Fluency

- Fluency is interrupted by repetitions
- Fluency is interrupted by prolongations or interjections
- Fluency is interrupted by secondary characteristics
- Speech causes student frustration
- Speech pattern seems to interfere with communication
- Student hesitates to speak in class
- Others comment on student's speech

Hearing

- Often asks for repetition of words or sentences
- Appears inattentive
- Dependent on lip reading, visual materials
- Does not follow lecture/discussion/oral direction
- Able to localize sound

Language

- Maintains eye contact when speaking
- Speaks in complete sentences
- Uses correct question form
- Uses subject-verb agreement
- Uses pronouns correctly
- Uses negation
- Uses plural forms correctly
- Uses appropriate verb tense
- Uses complex sentences
- Uses precise vocabulary
 - Appears to have adequate vocabulary
 - No apparent word retrieval difficulties
- Relates stories in correct sequence
- Responds correctly to general comprehension questions
- Responds correctly to comprehension questions about specific oral instruction
- Responds correctly to comprehension questions about written passage
- Comprehends concepts of time, space, quantity, quality and directionality
- Comprehends proverbs, idioms, humor
- Uses appropriate social verbal interaction

Comments:

Observation Log (part 1 of 2)

Teacher: _____

Grade: _____

Observer: _____

Student: _____

Date	Time	Subject	Task/ Materials	Student Behaviors	Teacher/Peer Behaviors
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What persistent communication problems are noted?

continued

Observation Log (part 2 of 2)

Teacher: _____

Grade: _____

Observer: _____

Student: _____

In what contexts do the communication problems occur?

How are the communication problems related to the curriculum?

Who else on the team should observe the child in the classroom?

Does the child require additional assessment? (specify area)

Classroom Observation Form

Student's Name _____

Date _____

Classroom Teacher _____

Time of Observation _____

School _____

Class(es) Observed _____

I. ENVIRONMENT *(physical aspects of the classroom)*

A. Student seating relative to the teacher during the lesson

☐ in front of group

Comments _____

☐ to side of group

☐ in back of group

B. General atmosphere of the classroom

☐ relaxed *(evenly paced)*

Comments _____

☐ fast *(pushed for time)*

☐ noisy

☐ quiet

☐ moderate noise level

C. Instructional grouping(s)

☐ large group

Comments _____

☐ small group

☐ one-on-one

☐ other

D. Additional comments

II. TEACHER INSTRUCTION

A. Presentation

1. What format is used to present information?

☐ discussion

Comments _____

☐ lecture

☐ worksheets

☐ hands-on activities

☐ other

2. How does the teacher obtain the student's attention before giving directions or important information *(for example, "Listen, I need your eyes here")*?

3. How is the objective of the lesson presented?

4. Is the information presented related to real-life experience? Give an example.

5. Is an explanation provided regarding why it was important to learn the skills being taught?

6. What information is provided by the teacher to enhance the lesson presentation?
- | | |
|--|----------------|
| <input type="checkbox"/> study guides | Comments _____ |
| <input type="checkbox"/> diagrams | _____ |
| <input type="checkbox"/> outlines | _____ |
| <input type="checkbox"/> semantic organizers | _____ |
| <input type="checkbox"/> graphic organizers | _____ |
| <input type="checkbox"/> other | _____ |
7. Does the lesson allow for the orderly, sequential, systematic presentation of information?

8. Does the lesson call for a review of previously learned information?

9. How much of the information presented is new to the student?
- | | |
|--------------------------------------|----------------|
| <input type="checkbox"/> very little | Comments _____ |
| <input type="checkbox"/> some | _____ |
| <input type="checkbox"/> most | _____ |
10. What words (*vocabulary, figurative language, multi-meaning words, new concepts*) are presented which require explanation?
List _____

11. How does the teacher emphasize new information or key points of the lesson?
- | | |
|--|----------------|
| <input type="checkbox"/> restating | Comments _____ |
| <input type="checkbox"/> changing vocal inflection/intensity | _____ |
| <input type="checkbox"/> writing on chalkboard | _____ |
| <input type="checkbox"/> other | _____ |
12. How often does the teacher explain textbook and worksheet formats?
- | | |
|--|----------------|
| <input type="checkbox"/> beginning of year | Comments _____ |
| <input type="checkbox"/> daily | _____ |
| <input type="checkbox"/> rarely | _____ |
| <input type="checkbox"/> other | _____ |

13. Does the teacher use strategies or make modifications to assist students? Give examples.

14. Additional comments _____

B. Comprehension monitoring

1. Describe how the teacher monitors the student's comprehension of:

Rules/routines _____

Directions _____

Worksheet instructions _____

Classroom assignments _____

Lesson material presented _____

Other _____

2. Additional comments _____

C. Assignments/Directions

1. How are assignments/directions given?

- ☐ verbally Comments _____
- ☐ chalkboard _____
- ☐ both _____
- ☐ other _____

2. When directions are given, they are:

- ☐ simple directions (for example, "Go to your seats")
- ☐ multiple directions (for example, "Get your books and coats and line up at the door")
- ☐ embedded directions (for example, "Everyone who has a question about the science project, please step up front after the announcements")
- ☐ indirect requests (for example, "It's time for announcements" meaning "Be quiet")

3. Additional comments _____

D. Questions

Frequency

1. What types of questions are asked?*

Count

☐ procedural (for example, "Where is your name?" meaning "Put your name on the paper")
Example _____

☐ factual (who, what, where, when)
Example _____

☐ inferential (for example, "Why do you think the character did that?")
Example _____

*The question types listed here are among those most commonly used by classroom instructors (Kretschmer, 1992).

- ☐ value judgement (for example, "What do you think about that?")

Example _____

- ☐ metalinguistic (for example, "Do you think that word rhymed with 'bell'?")

Example _____

- ☐ other (Indicate whether the questions require a single answer or are open ended. Consider Bloom's taxonomy.)

Example _____

2. What is the semantic and syntactic complexity of the questions asked? Give an example.

3. How much response time is given?

- ☐ immediate (3 sec. or less) Comments _____

- ☐ prolonged (5-7 sec.) _____

- ☐ other _____

4. Additional comments _____

E. Scripts/Routines/Transitions

1. How does the teacher cue transitions and routines?

- ☐ verbally Comments _____

- ☐ change in posture _____

- ☐ rings bell _____

- ☐ flicks lights _____

- ☐ other _____

2. Are the teacher's transition cues clear to the child? _____

3. How much time is allotted for transitioning? _____

4. How long into the school year does the teacher explain the classroom rules and routines?

- ☐ first two weeks Comments _____

- ☐ other _____

5. Additional comments _____

F. Feedback

1. How does the teacher respond to the student's correct/incorrect responses?

Correct responses _____

Incorrect responses _____

2. Does the teacher allow the student to ask clarification questions? Give an example.

3. When is the student allowed to ask questions? _____

G. Evaluation

1. How does the teacher evaluate performance and determine grades?

Written performance:

- ☐ gives written tests
 - ☐ multiple choice
 - ☐ fill in blank
 - ☐ essay
 - ☐ other
- ☐ provides worksheets
- ☐ requires written reports
- ☐ other

Comments _____

Oral performance:

- ☐ asks questions
- ☐ requires explanation during discussion
- ☐ requires oral presentations.
- ☐ gives oral tests
- ☐ other

Comments _____

2. Additional comments _____

III. STUDENT COMMUNICATION

A. Communication skills

1. In which types of instructional grouping is the student successful?

- ☐ large group
- ☐ small group
- ☐ one-on-one
- ☐ other

Comments _____

2. Does the student understand classroom rules, routines and scripts? Explain.

3. Does the student appear to attend?

4. How does the student participate in class?

- ☐ when opportunity is given
- ☐ raises hand appropriately
- ☐ shouts out
- ☐ other

Comments _____

5. How does the student respond to directions? Give an example.

Simple directions _____

Multiple directions _____

Embedded directions _____

Indirect requests _____

Other _____

6. How does the student respond to questions? Give an example.

Procedural _____

Factual _____

Inferential _____

Value judgement _____

Metalinguistic _____

Other _____

7. What is the student's response time to directions or questions?

☐ immediate Comments _____

☐ moderate delay _____

☐ no response _____

8. How quickly does the student initiate classroom assignments?

☐ immediately Comments _____

☐ moderate delay _____

☐ does not initiate _____

9. Will the student repair a message when misunderstood? Give an example.

10. Will the student ask for clarification in a way and at a time that is acceptable to the teacher?

11. Does the student spontaneously use strategies?

☐ re-auditorizes directions/questions

☐ watches other children for cues

☐ other _____

12. How does the student respond to feedback from the teacher?

Negative feedback _____

Positive feedback _____

13. How does the student's cultural background affect his/her response to the teacher?

14. Does the student use his communication skills to:

☐ initiate conversation:

☐ with peers

☐ with adults

Comments _____

☐ ask questions:

☐ to request help

☐ to request clarification

☐ communicate wants/needs

☐ tell a clear, cohesive story:

☐ to adult(s)

☐ to friend(s)

☐ during class discussion

☐ describe events/objects

☐ give directions

☐ explain

☐ persuade

☐ compare/contrast

☐ argue

☐ make inferences

☐ tell jokes/riddles

☐ verbalize a problem

☐ problem solve

B. Organizational/Study skills

1. Does the student have a system for organizing school work? Explain.

☐ homework assignments

☐ materials needed for class

☐ oral and written reports

☐ long-term projects

☐ other

2. Does the student show comprehension of various formats? Explain.

☐ textbooks (*organizational design*)

☐ worksheets (*word banks, fill in the blank, matching, etc.*)

☐ tests (*multiple choice, true/false, essay, etc.*)

☐ other

3. Does the student know how to use strategies when studying?

☐ picks out key points

☐ remembers significant information instead of trying to remember everything

- ☐ takes notes
- ☐ outlines
- ☐ completes worksheets by first reading directions
- ☐ completes worksheets by looking at format without reading directions
- ☐ uses textbook format to anticipate what he/she will study or needs to know (*reads chapter summary first; reviews questions before reading; scans titles, headings, graphs, pictures*)
- ☐ other _____

IV. CURRICULUM (*Communication requirements*)

A. Textbooks/Assignments/Worksheets/Tests

1. What are the concepts presented?

2. What are the concepts needed to understand the subject matter?

3. What is the language complexity?

- ☐ Simple, declarative sentences _____
- ☐ Embedded, complex, run-on sentences _____
- ☐ Heavy use of figurative language _____
- ☐ Key points implied requiring inferencing _____
- ☐ Key points directly stated _____

4. How complex is the vocabulary / subject matter (*abstract vs. concrete*)?

5. What knowledge, vocabulary or skills are needed to follow the directions presented (*such as summarizing, comparing and contrasting, matching, explaining, describing, analyzing, etc.*)?

6. What prior knowledge / experience is required for comprehension?

7. What is the format (*chapter summaries, time lines, charts, graphs, key vocabulary, word bank, multiple choice, etc.*)?
