

# 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?