

Picture Description Record Form

Student: _____ Date of Birth: _____ Date of Testing: _____
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Instructions: Ask the student to describe the action shown in three pictures. The boxes can be used to record observations and/or sample responses for each skill.

Skill	Picture 1	Picture 2	Picture 3
Labels Nouns			
Describes Nouns			
Describes Noun Interactions			
Describes Noun Actions			
Makes Comparisons			
Describes Locations			
Describes Event Sequences			
Relates Events to Own Experiences			

Assessment of Storytelling

Student: _____ Date of Birth: _____ Date of Testing: _____
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Instructions: Ask the student to retell a short story. Use the following scoring system to evaluate performance on each skill:

+ = no problem 0 = needs improvement

- _____ 1. The student describes the story setting.
- _____ 2. The student describes the roles of the story characters.
- _____ 3. The student accurately describes the story events.
- _____ 4. The student uses vocabulary effectively.
- _____ 5. The student uses correct grammar.
- _____ 6. The student describes initiating events that result in specific actions by story characters.
- _____ 7. The student describes characters' reactions to specific events.
- _____ 8. The student describes the time sequence in which story events occurred.
- _____ 9. The student describes strategies used by characters to achieve specific goals.
- _____ 10. The student describes consequences of the characters' actions.
- _____ 11. The student ends the story by describing the final outcome of the characters' actions.

Comments:

Pragmatic Language Observation Form

Student: _____ Date of Birth: _____ Date of Testing: _____
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Instructions: Use the following scoring system to evaluate performance on individual skills:
 + = no problem 0 = needs improvement

Pragmatic Skills	Score	Comments
Attends to the speaker		
Labels nouns		
Describes actions		
Describes events		
Initiates interactions		
Greets others		
Requests information		
Requests approval		
Requests action		
Requests clarification		
Expresses approval		
Expresses discontent		
Argues		
Expresses disapproval		
Expresses affirmation		
Expresses denial		
Expresses needs		
Expresses feelings		
Expresses opinions		
Takes turns		
Maintains a topic		
Changes topic appropriately		
Makes predictions		
Expresses gratitude		
Describes plans		

Assessment of Attention and Listening Skills

Student: _____ Date of Birth: _____ Date of Testing: _____
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Instructions: Use the following scoring system to evaluate performance on each skill:
 + = no problem 0 = needs improvement

Attention and Listening Skills	
1. Does the student look at the speaker?	
2. Does the student ignore distractions?	
3. Are attention problems observed when the student participates in an activity of his/her choice?	
4. Are attention problems observed during play with peers?	
5. Are attention problems observed during one-to-one interactions with the teacher?	
6. Are attention problems noticed during high-interest classroom videos?	
7. Are attention problems observed during small-group activities?	
8. Are attention problems observed when stories are presented orally?	
9. Does the student recall facts from information presented orally?	
10. Can the student retell a short story following a listening experience?	
11. Can the student summarize key points from a listening experience?	
12. Can the student make inferences based on information presented in a classroom listening experience?	
13. Can the student respond appropriately to classroom directions presented orally?	

Assessment of Nonverbal Communication

Student: _____ Date of Birth: _____ Date of Testing: _____
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Instructions: Use the following scoring system to evaluate performance on each skill:
 + = no problem 0 = needs improvement

Additional listening skills can be added to the blank spaces at the bottom of this form.

Nonverbal Behavior	Score	Comments
Responds to name		
Smiles when he/she observes others smile		
Gestures to indicate needs		
Uses different gestures to convey different meanings		
Makes sounds to get attention		
Makes sounds to communicate needs		
Approaches others who are speaking		
Responds to simple directions, e.g. "sit down"		
Spontaneously points to things that he/she wants		
Points to things he/she wants when prompted		
Shows feelings with facial expressions		
Imitates the actions of others		
Points to pictures to indicate needs		
Stops activity in response to "no"		
Responds appropriately to "come here"		
Hands things to others when asked		
Participates in group activities by observing others		

Following Two Oral Directions in Sequence

Student: _____ Date of Birth: _____ Date of Testing: _____
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Materials Needed: book, pencil, cup, piece of paper, box

Instructions: Ask the student to carry out the following directions in sequential order. The student must follow the instructions in the correct sequence to receive a correct response.

- _____ 1. Walk to the door; clap your hands.
- _____ 2. Lift one foot; touch your chin.
- _____ 3. Wiggle your fingers; touch the book.
- _____ 4. Pick up the pencil; say your name.
- _____ 5. Open the book; pick up the box.
- _____ 6. Raise your hand; jump.
- _____ 7. Touch the paper; pick up the cup.
- _____ 8. Touch your foot; pick up the box.
- _____ 9. Clap your hands; say your name.
- _____ 10. Jump two times; touch your ear.

_____ Total Correct

_____ Percent Correct

Following Three Oral Directions in Sequence

Student: _____ Date of Birth: _____ Date of Testing: _____
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Materials Needed: book, pencil, cup, piece of paper, chair, penny

Instructions: Ask the student to carry out the following directions in sequential order. The student must follow the instructions in the correct sequence to receive a correct response.

- _____ 1. Touch your ear; jump; lift one foot.
- _____ 2. Pick up the pencil; touch the chair; walk around the chair.
- _____ 3. Touch your shoe; shake your head; clap your hands.
- _____ 4. Fold the paper; count to three; pick up the cup.
- _____ 5. Touch your head; put the pencil in the cup; pick up the book.
- _____ 6. Put the penny in the cup; put the book behind the cup; pick up the pencil.
- _____ 7. Lift one foot; shake your head; sit down.
- _____ 8. Jump two times; touch your elbow; pick up the paper.
- _____ 9. Close one eye; touch both ears; turn the book over.
- _____ 10. Touch your shoe; turn around; raise one hand.

_____ Total Correct

_____ Percent Correct

Following Four Oral Directions in Sequence

Student: _____ Date of Birth: _____ Date of Testing: _____
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Materials Needed: book, pencil, cup, piece of paper, chair, box, ruler

Instructions: Ask the student to carry out the following directions in sequential order. The student must follow the instructions in the correct sequence to receive a correct response.

- _____ 1. Wiggle your fingers; put the pencil under the cup; walk to the door; touch your leg.
- _____ 2. Turn around; lift both arms; jump; touch the cup.
- _____ 3. Rub your hands together; lift your arm; turn around; touch the table.
- _____ 4. Put the pencil under the book; put the box on the paper; clap your hands; jump.
- _____ 5. Pick up the paper; put your hand on the cup; lift one foot; say your name.
- _____ 6. Count to five; jump three times; say your name; touch your foot.
- _____ 7. Put the ruler on the paper; put the pencil under the chair; jump; touch your nose.
- _____ 8. Walk around the chair; lift one arm; wiggle your fingers; touch your shoulder.
- _____ 9. Put the pencil next to the ruler; put the book on the chair; clap your hands; jump.
- _____ 10. Touch your chin; wiggle your fingers; pick up the pencil; touch the book.

_____ Total Correct

_____ Percent Correct