Referral for Multidisciplinary Team Evaluation – Language Impairment
Classroom Teacher Report

Please check:  _____Parent referral (attach Record of Parental Request)
               _____Teacher referral (date referred: ____)
Please check:  _____Parent referral (attach Record of Parental Request)
               _____Teacher referral (date referred__________)

Classroom Teacher completes these pages:

Student: __________________________  School: _______________  ID#: __________  STN#: __________
Teacher providing information: __________________________  How long has student been in your class? __________
Subject area(s) if applicable: ___________________________  Grade: __________

**Check any skills below that you have considerable concerns about in this student’s oral communication. Observations may also include settings other than the classroom.**

**Language Skills:** (These skills – typical of 3-5 year olds - are listed in developmental order)

<table>
<thead>
<tr>
<th>Preschool</th>
<th>How long has student been in your class? __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ maintains a topic over several utterances</td>
<td></td>
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<tr>
<td>_____ uses is, am and are frequently in a variety of contexts</td>
<td></td>
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<tr>
<td>_____ begins questions using is</td>
<td></td>
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<tr>
<td>_____ requests explanations</td>
<td></td>
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<tr>
<td>_____ shares feelings verbally</td>
<td></td>
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<tr>
<td>_____ asks for permission</td>
<td></td>
</tr>
<tr>
<td>_____ uses sentences 4-8 words in length</td>
<td></td>
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<tr>
<td>_____ knows age</td>
<td></td>
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<tr>
<td>_____ follows three verbal instructions</td>
<td></td>
</tr>
<tr>
<td>_____ describes experiences accurately</td>
<td></td>
</tr>
</tbody>
</table>

Comments: ________________________________________________________________________________________
___________________________________________________________________________________________

The following skills (listening, speaking, and those related to reading) are typical of Kindergarten through 6th graders and are listed in sequential order by grade.

**Listening**

| ____ follows 1-2 simple directions in a sequence |
| ____ listens to and understands age-appropriate stories read aloud |
| ____ follows a simple conversation |
| ____ remembers information |
| ____ responds to instructions |
| ____ follows 2-3 step directions in sequence |
| ____ understands direction words (e.g., location, space, and time words) |
| ____ correctly answers questions about a grade-level story |
| ____ listens attentively in group situations |
| ____ understands grade-level material |
| ____ listens and draws conclusions in subject area learning activities |

Comments: ________________________________________________________________________________________
___________________________________________________________________________________________
Classroom Teacher’s Report – Language Impaired

Speaking

_____ is understood by most people
_____ answers simple “yes/no” questions
_____ answers open-ended questions (e.g., “what did you have for lunch today?”)
_____ retells a story or talks about an event
_____ participates appropriately in conversations
_____ answers more complex “yes/no” questions
_____ tells and retells stories and events in a logical order
_____ expresses ideas with a variety of complete sentences
_____ uses most parts of speech correctly
_____ asks and responds to “wh” questions
_____ stays on topic and takes turns in conversation
_____ gives directions
_____ is easily understood – speaks clearly and with appropriate voice
_____ uses and answers increasingly complex sentence structures
_____ clarifies and explains words and ideas
_____ gives directions with 3-4 steps
_____ uses oral language to inform, persuade, and to entertain
_____ stays on topic, takes turns, and uses appropriate eye contact during conversation
_____ opens and closes conversation appropriately
_____ uses subject-related vocabulary
_____ summarizes a story accurately
_____ explains what has been learned
_____ uses words appropriately in conversation
_____ uses language effectively for a variety of purposes
_____ understands some figurative language (e.g., “the forest stretched across….”)
_____ gives accurate directions to others
_____ organizes information for clarity
_____ uses subject area information and vocabulary for learning
_____ makes effective oral presentations
_____ maintains eye contact and uses gestures, facial expressions, and appropriate voice during group presentations
_____ participates in class discussions across subject areas
_____ summarizes main points
_____ reports about information gathered in group activities

Comments:__________________________________________________________________________________
                                                                                                           ____________________________
Classroom teacher’s report – language impaired

Communication skills related to reading

_____ understands that spoken words are made up of sounds
_____ identifies words that rhyme
_____ compares and matches words based on their sounds
_____ understands that letters represent speech sounds and matches sounds to letters
_____ identifies all sounds in short words
_____ blends separate sounds to form words
_____ understands what is read
_____ has fully mastered phonics/sound awareness
_____ explains key elements of a story
_____ uses own experience to predict and justify what will happen in grade-level stories
_____ reads, paraphrases/retells a story in sequence
_____ uses clues from language content and structure to help understand what is read
_____ asks and answers questions regarding reading material
_____ learns meanings of new words through knowledge of word origins, synonyms, and multiple meanings
_____ makes inferences from texts
_____ paraphrases content, including the main idea and details
_____ learns meanings of unfamiliar words through knowledge of root words, prefixes, and suffixes
_____ describes development of character and plot

Comments:___________________________________________________________________________________________

Please describe any successful interventions tried to address the deficits in the above noted skill areas:

___________________________________________________________________________________________

Unsuccessful interventions?

(Please Attach Latest Quarterly Assessment Results)

ISTEP: date administered_______ score_______
NWEA: date administered_______ score_______

__________________________  ____________________
Classroom Teacher’s signature  Date

Please return to the SLP by: __________________________________________