



**South Bend Community School Corporation  
Special Education Services**

**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)

- |           |  |   |
|-----------|--|---|
| Preschool | <input type="checkbox"/> maintains a topic over several utterances                             |   |
|           | <input type="checkbox"/> uses <i>is, am</i> and <i>are</i> frequently in a variety of contexts |   |
|           | <input type="checkbox"/> begins questions using <i>is</i>                                      | <input type="checkbox"/> talks about completed activities |
|           | <input type="checkbox"/> requests explanations   | <input type="checkbox"/> gives reasons                    |
|           | <input type="checkbox"/> shares feelings verbally  | <input type="checkbox"/> uses the conjunction <i>and</i>  |
|           | <input type="checkbox"/> asks for permission   | <input type="checkbox"/> describes two events in sequence |
|           | <input type="checkbox"/> uses sentences 4-8 words in length                                    | <input type="checkbox"/> knows age                        |
|           | <input type="checkbox"/> follows three verbal instructions                                     | <input type="checkbox"/> asks for meaning of words        |
|           | <input type="checkbox"/> describes experiences accurately                                      | <input type="checkbox"/> tells simple stories             |

Comments: \_\_\_\_\_

The following skills (listening, speaking, and those related to reading) are typical of Kindergarten through 6<sup>th</sup> 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 \_\_\_\_\_ 3-4 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: \_\_\_\_\_

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**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: \_\_\_\_\_