Quick Observation Based Assessment:

Speech, Language & Communication Skills

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| --- | --- | --- |
| Name: | Age: | Date: |
| Practitioner: | Year Group: | Review date: |
| **AREA OF LANGUAGE** | **YES** | **NO** | **COMMENTS** |
|  **Attention & Listening** |
| 1. Does he/she demonstrate appropriate attention and listening skills during:
* Individual work with adult or peer
* Small group work
* Whole class work
 |  |  |  |
| 1. Does he/she ask for clarification?
 |  |  |  |
| 1. Does he/she respond appropriately to instructions during:
	* Small group work
	* Whole class situations
 |  |  |  |
| 1. Does he/she respond appropriately to:
* Instructions
* Questions
* Stories
* Discussions/general conversations
 |  |  |  |
|  **Understanding the Meaning of Words** |
| 1. Does he/she understand and use a range of vocabulary, i.e. nouns, verbs, adjectives?
 |  |  |  |
| 1. Is he/she able to learn and use new vocabulary appropriately?
 |  |  |  |
| 1. Is he/she able to understand and use abstract concepts?
 |  |  |  |
| 1. Does he/she respond appropriately to questions?
 |  |  |  |
| 1. Is he/she able to define familiar words?
 |  |  |  |
|  **Structure & Rules:** **Syntax** |
| 1. Is he/she able to construct sentences using appropriate grammar (e.g. pronouns, tenses, conjunctions)?
 |  |  |  |
| 1. Does he/she use the correct word order when constructing sentences?
 |  |  |  |
| 1. Does he/she respond appropriately to:
* Instructions
* Stories
 |  |  |  |



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| --- | --- | --- | --- |
| **AREA OF LANGUAGE** | **YES** | **NO** | **COMMENTS** |
|  **Structure & Rules:** **Phonology** |
| 12. Is he/she intelligible? |  |  |  |
| 1. Is he/she substituting sounds persistently, e.g. using ‘t’ for ‘k’?
 |  |  |  |
| 1. Is he/she experiencing difficulties acquiring phonological awareness skills during literacy?
 |  |  |  |
|  **Social Communication Skills**  |
| 1. Does the pupil use his/her language skills for a number of reasons, e.g. to request, to comment, to greet, to suggest, to negotiate?
 |  |  |  |
| 1. Is he/she able to initiate and continue a conversation?
 |  |  |  |
| 1. Is he/she able to terminate a conversation appropriately?
 |  |  |  |
| 1. Does he/she take turns in a conversation?
 |  |  |  |
| 1. Does he/she stay on topic?
 |  |  |  |
| 1. Does he/she use appropriate eye contact?
 |  |  |  |
| 1. Does he/she understand and use non-verbal means of communication, e.g. facial expressions, gesture?
 |  |  |  |
| 1. Does he/she provide the listener with sufficient information to understand?
 |  |  |  |
| 1. Does he/she respond appropriately to ambiguous language, such as metaphors, similes or jokes?
 |  |  |  |
|  **Working Auditory Memory Skills** |
| 1. Does he/she remember what has been said within:
* Instructions
* Stories
 |  |  |  |
| 1. Does he/she repeat him/herself when using language, for instance when giving news or telling a story?
 |  |  |  |
|  **Speech**  |
| 1. Is he/she able to produce speech sounds accurately?
 |  |  |  |
| MC900434667[1] **Thinking Skills**  |
| 1. Does he/she use his/her language skills for complex functions, e.g. to reason, to predict, to make inferences?
 |  |  |  |
| 1. Is he/she able to use language to imagine?
 |  |  |  |
| 1. Does he/she express feelings in words?
 |  |  |  |

