



The School District of Lee County

FORM B

**COMMUNICATION SKILLS- TEACHER CHECKLIST**

**For English Language Learners**

\*Required for ELL students for whom there are speech-language concerns

Student: \_\_\_\_\_ ID# \_\_\_\_\_  
School: \_\_\_\_\_ Grade \_\_\_\_\_ Teacher: \_\_\_\_\_

Questions to ask regarding student's language skills in first/native language (if other than English): (information may need to be obtained from family member or through observation by speaker of native language)

**In his/her FIRST (NATIVE) LANGUAGE:**

1. Does the child frequently use gestures instead of speech? If yes, give examples.
2. Are there problems with the child's use of vocabulary? If so, describe.
3. Is the child's speech easily understood?
4. Does the child have difficulty pronouncing specific consonant sounds?  
If so, which sounds?
5. Approximately how many words are in the child's typical sentence?
6. Does the child use words in sentences in the appropriate order?
7. Can the child follow simple instructions such as "close the door" or "get the book"?
8. Is the child able to answer "yes" and "no" appropriately when asked simple questions?
9. Is the child able to express basic needs?
10. Is the child able to make requests that require action or that something be done (ex. Read to me, Give me, Go, Open)?
11. Is the child able to request information?
12. Is the student able to describe events and personal experiences?
13. Is the child able to retell a short story?
14. Is the child able to express feelings?
15. Is the child able to give explanations?

**Questions for discussion by school team:**

1. What evidence is there that the child has difficulty articulating sounds in his/her native language? Are mispronunciations in English limited to sounds that do not exist in their first language or in certain positions of words?
2. What evidence is there that the child has a communication problem in both languages?
3. Is it possible that the communication problems observed can be accounted for by limited experiences in using the language?
4. How does the child respond to language instruction in the regular classroom? A child with a communicative disorder will exhibit greater difficulty acquiring new language skills than his/her typical peers and is likely to exhibit a greater need for repetition, prompts, etc.
5. Is there any evidence that the child has difficulty communicating with peers and family members outside of the school environment? If so, describe.
6. To what extent does the child exhibit communicative behaviors that are atypical of other children who have had similar cultural and linguistic experiences?

\*Refer to Communicative Difference vs. Disorder information for implications and strategies based above information.

Date of ELL committee review/discussion: \_\_\_\_\_

ELL committee participants: \_\_\_\_\_

Recommend review by speech pathologist: \_\_\_ Yes \_\_\_ No (If yes, SLP must be invited to next meeting.)

SLP review/recommendations: \_\_\_\_\_

SLP signature: \_\_\_\_\_ Date: \_\_\_\_\_