

Language Teacher Input for 3rd-5th Grade

Student: _____ Grade/Homeroom: _____

Your observations and responses concerning the above student are an integral part of the special education evaluation process and crucial to help determine if a language disorder adversely affects educational performance. (Note: Educational performance refers to the student's ability to participate in the educational process and must include consideration of the student's social, emotional, academic, and vocational performance.)

- RL.3.1/RL.4.1/RL.5.1/RI.3.1/RI.4.1/RI.5.1 - Ask and answer questions to demonstrate understanding of a text, referring to details in the text, inferencing.**
RL.3.2/RL.4.2/RL.5.2 - Determine central message, how it's conveyed through key details, and summarize the text.
RI.3.2/RI.4.2/RI.5.2 - Determine the main idea of a text by using details to explain/support the main idea.
RL.3.3/RL.4.3/RL.5.3 - Describe characters in a story and explain how their actions contribute to the sequence or events.
RI.3.4/RI.4.4/RI.5.4 - Describe or explain the relationship between a series of events, concepts, or steps in a text.
RL.3.4/RL.4.4/RL.5.4/RI.3.4/RI.4.4/RI.6.4 - Determine the meaning of words and phrases as they are used in text.
RL.3.9/RL.4.9/RL.5.9/RI.3.9/RI.4.9/RI.5.9 - Compare and Contrast stories, themes, and topics; integrate information to write or speak about a topic

	Yes	No	Sometimes
Does the student have difficulty asking or answering questions about a text?			
Does the student have difficulty identifying the main ideas and important supporting details?			
Does the student have difficulty inferencing or answering questions where the answer isn't explicitly in the text?			
Does the student have difficulty with narrative texts? expository texts? Circle which one or both if applicable.			
Does the student have difficulty summarizing texts or ideas?			
Does the student have difficulty comparing and contrasting two or more ideas?			

- SL.3.1/SL.4.1/SL.5.1 - Engage in collaborative discussions with diverse partners on topics and texts, building on others' ideas, and expressing their own clearly.**
SL.3.2/SL.4.2/SL.5.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
SL.3.3/SL.4.3/SL.5.3 - Ask and answer questions about information from a speaker.
SL.3.4/SL.4.4/SL.5.4 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.

	Yes	No	Sometimes
Does the student have difficulty understanding discussions?			
Does the student have difficulty recalling words and information?			
Does the student have difficulty understanding concepts or grade-level material?			
Does the student have difficulty following directions?			
Does the student have difficulty asking and responding to questions during a discussion?			
Does the student have difficulty participating in classroom or group discussions?			
Does the student have difficulty talking about something they have read/know about so others can understand?			
Does the student have difficulty relating a story, event, or information in an organized, sequential manner? (without excessive revisions/repetitions)			
Does the student have difficulty describing people, places, things, ideas and events using specific vocabulary? (rather than "stuff," "like," "thing," "you know," "I mean")			
Does the student have difficulty using appropriate eye contact and loudness when speaking with others?			
Does the student have difficulty taking turns and staying on topic when speaking to others?			

- L.3.1/L.4.1/L.5.1 - Demonstrate standard English grammar and usage when writing or speaking.**
L.3.4/L.4.4/L.5.4 - Determine or clarify meanings of unknown and multiple-meaning words or phrases.
L.3.5/L.4.5/L.5.5 - Understand figurative language, word relationships, and nuances in meanings.

	Yes	No	Sometimes
Does the student have difficulty using age-appropriate sentences and grammatical skills? (excluding differences related to cultural dialect)			
Does the student have difficulty completing written assignments?			
Are the student's written errors similar to his/her oral language errors?			
Does the student have difficulty using sentence-level context as a clue to the meaning of a word or phrase?			
Does the student have difficulty using grade-level affixes or a known root word as a clue to the meaning of an unknown word?			
Does the student have difficulty understanding and expressing age-appropriate figurative language?			

What adaptations, modifications, interventions, accommodations are/have you used to assist the child with communication in the classroom setting?

Do you have any other observations relating to the language skills of this student?

It is my opinion that these behaviors:

- Do not** adversely affect social, emotional, vocational, and/or educational performance
 Do adversely affect social, emotional, vocational, and/or educational performance

Teacher Signature: _____

Date: _____