

Language - Teacher Input for High School

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.9-12.2 ; RI.9-12.2 Determine themes/central ideas, analyze development within text; create an objective summary**
- RL.9-12.3 Analyze how complex characters develop; impact of author's choices on develop story elements**
- RI.9-12.4, RL9-12.4 Determine the meaning of words/phrases in text including figurative language; analyze impact & tone**
- RI 9-12.3 Discuss/Analyze how author presents ideas or events and draw conclusions**

| | Yes | No | Sometimes |
|---|-----|----|-----------|
| Can the student identify the main ideas and important supporting details? | | | |
| Can this student summarize a literary text ? | | | |
| Can the student compare and contrast two or more ideas? | | | |

- SL 9-12.1 Engage in grade level discussion presenting ideas clearly and persuasively**
- SL9-12.3 Examine a speaker's point of view, reasoning, and evidence**
- SL9-12.4 Present ideas and information clearly, concisely and logically**
- SL 9-12.6 Adapt speech to a variety of context and tasks, including formal English**

| | Yes | No | Sometimes |
|---|-----|----|-----------|
| Can the student talk about something they have read or know about so that others understand? | | | |
| Can the student follow directions? | | | |
| Does the student use appropriate eye contact and loudness when speaking with others? | | | |
| Does the student take turns when speaking to others? | | | |
| Can the student describe people, places, things, ideas and events using specific vocabulary (rather than "stuff," "like," "thing," "you know," "I mean"). | | | |
| Can the student retell a story or event in the correct order (without excessive revisions/repetitions)? | | | |

- L.9-12.1 Demonstrate standard English grammar and usage**
- L.9-12.4 Determine and clarify meanings of unknown and multiple-meaning words**
- L.9-12.5 Understand figurative language, word relationships, nuances in meanings**
- L9-12.6 Learn and use academic and specific words for reading, writing, speaking and listening at the college/career readiness level**

| | Yes | No | Sometimes |
|---|-----|----|-----------|
| Does the student demonstrate correct grammar when speaking and writing? (excluding differences related to cultural dialect) | | | |
| Can the student provide synonyms and antonyms for words? | | | |
| Can the student explain figurative language like idioms, similes and metaphors? | | | |
| Does the student use context clues to identify unknown words or phrases? | | | |
| Can the student define multiple meaning words? | | | |
| Does the student comprehend and respond to curricular questions? | | | |

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: _____