

Language Teacher Input for K-2nd 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.K.1/RL.1.1/RL.2.1/RI.K.1/RI.1.1/RI.2.1 - Ask and answer questions about key details in a text.**
- RL.K.2/RL.1.2/RL.2.2/RI.K.2/RI.1.2/RI.2.2 - Identify the main topic and retell key details of a text.**
- RL.K.3/RL.1.3/RL.2.3 - Describe how characters in a story respond to major events and challenges.**
- RI.K.4/RI.1.4/RI.2.4 - Describe the connection between a series of events, concepts, or steps in a text.**
- RL.K.4/RL.1.4/RL.2.4/RI.K.4/RI.1.4/RI.2.4 - Determine the meaning of words and phrases as they are used in text.**
- RL.K.9/RL.1.9/RL.2.9/RI.K.9/RI.1.9/RI.2.9 - Compare and Contrast characters or stories and identify basic similarities and differences between two texts.**

	Yes	No	Sometimes	NA
Does the student have difficulty asking or answering wh- questions about a text?				
Does the student have difficulty identifying the main topic?				
Does the student have difficulty retelling a story with grade-appropriate story elements and key details?				
Does the student have difficulty describing things from the text?				
Does the student have difficulty using picture, phonetic, or context clues to determine the meaning of a word?				
Does the student have difficulty comparing and contrasting two or more ideas?				

- SL.K.1/SL.1.1/SL.2.1 - Participate in collaborative discussions with diverse partners on topics and texts with peers and adults in small and large groups.**
- SL.K.2/SL.1.2/SL.2.2 - Ask and answer questions or recount and describe key ideas or details from a text read aloud or information presented orally.**
- SL.K.3/SL.1.3/SL.2.3 - Ask and answer questions about what a speaker says, to seek help, get information, or clarify something that is not understood.**
- SL.3.4/SL.4.4/SL.5.4 - Describe people/places/things/events, tell a story or recount an experience with appropriate facts and relevant, descriptive details.**

	Yes	No	Sometimes	NA
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.K.1/L.1.1/L.2.1 - Demonstrate standard English grammar and usage when writing or speaking.**
- L.K.4/L.1.4/L.2.4 - Determine or clarify meanings of unknown and multiple-meaning words or phrases.**
- L.K.5/L.1.5/L.2.5 - Explore word relationships and nuances in meanings.**

	Yes	No	Sometimes	NA
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 understanding or using age-appropriate vocabulary?				

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: _____