

Class Overview - Student Receptive and Expressive Language Checklist

Class	Year Level	Date
Student Names		
Recording Key Y = Yes S = Sometimes N = No		
Language /Cultural Background		
Receptive Language Warning Signs		
Has trouble concentrating during teacher talk		
Does not initiate responses to instructions – follows what others do		
Often looks ‘blank’ or confused		
Only partially follows directions		
Does not respond to questions appropriately		
Responds in a very literal manner		
Misinterprets information; confuses who did what to whom		
Has difficulty remembering information		
Copies from peers		
Does not understand humour at same level as peers		
Is disorganised; forgets items		
Has difficulty remembering common sequences, such as days of the week		
Takes longer than peers to learn new words		
Mixes up long words to a greater degree than peers		

This Checklist was prepared by Linda Dawson (NT Literacy Achievement Adviser) to support principals and schools involved in the Principals As Literacy Leaders (PALL) Project managed by the Australian Primary Principals Association. The checklist is based on information from the following reference source:
 Konza, D. (2006) *Teaching Students with Reading Difficulties*, Second Edition, Thomson/Social science Press, Australia, pages 133 & 134

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Class	Year Level	Date																		
Student Names Recording Key Y = Yes S = Sometimes N = No																				
Language/Cultural Background																				
Expressive Language Warning Signs																				
Speech is not intelligible																				
Has limited vocabulary compared to peers																				
Has long pauses in speech with many fillers (e.g. um, er etc)																				
'news' is often unintelligible and disorganised																				
Often restarts when speaking; leaves listener confused																				
Sentences are short and simple																				
Words are often in an incorrect order																				
Uses word endings (for tense or plural, etc) incorrectly																				
Confuses pronouns																				
Has problems taking turns																				
Changes topic frequently and inappropriately																				
Cannot retell a simple event or story																				
Has trouble sequencing events when retelling																				
Uses few descriptive words																				
Has difficulty linking ideas																				
Often leaves out important details																				
Cannot give clear explanations																				
Is the class clown																				
Talks less than peers generally, but may take a long time to say what he or she is trying to say																				

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