

Individual Student Receptive and Expressive Language Checklist

Student Name		Year Level		Date	
Home Language and Cultural Background					

	Yes	Sometimes	No	Comments
Receptive Language Warning signs				
Has trouble concentrating during teacher talk				
Doesn't 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				
Doesn't 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

Individual Student Receptive and Expressive Language Checklist

Student Name		Year Level		Date	
Home Language and Cultural Background					

	Yes	Sometimes	No	Comments
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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