DANVILLE PUBLIC SCHOOLS

**Office of Exceptional Children**

Speech and Language Department

**CLASSROOM BASED ASSESSMENT FOR SPEECH/LANGUAGE**

**Eligibility/IEP Review**

|  |  |  |  |
| --- | --- | --- | --- |
| Student Name |       | Date |       |
| Date of Birth |       |  | Grade |       | School |       |
| Reporting Teacher |       |

**CHECK ALL THAT APPLY:**

|  |  |  |  |
| --- | --- | --- | --- |
|       | uses speech that calls attention to itself |       | uses speech sounds correctly |
|       | mispronounces words frequently |       | participates in oral activities |
|       | is difficult to understand |       | speaks in complete sentences |
|       | exhibits as inappropriate attention span |       | can retell a story in logical order |
|       | exhibits difficulty understanding spoken language |       | uses appropriate volume |
|       | has difficulty following oral directions |       | speaks smoothly |
|       | exhibits frustration in speaking situations |       | exhibits stuttering behaviors  |
|       | has difficulty with verbal expression |       | speaks with a hoarse vocal quality |
|       | has difficulty with vocabulary |       | has difficulty with conversational skills |
|       | has difficulty with grammar |       | appears to have difficulty hearing  |

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| 1. Academic strengths: |
|       |
| 2. Grades from the 1st 2nd 3rd 4th reporting periods (circle grading period and enter grades): |
|  Reading       Language Arts       Math       Science       Social Studies       |
| 3. Pertinent/current testing information: |
| PALS (K/1st/2nd) |       |
| SOLs (3rd/4th/5th) |       |
| Benchmarks (3rd/4th/5th) |       |
| Otis Lennon (2nd) |       |
|  |  |
| 1. Does this student’s oral speech and language development significantly interfere with his/her academic achievement? Please explain.
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|       |
| 5. How does this student’s oral speech and/or language development compare with that of the typically developing peers of the same age? |
|       |
| 6. Other concerns or comments. |
|       |