PLEASE RETURN TO THE SPEECH LANGUAGE PATHOLOGIST BY:

Language/Cultural Background:

Native Language:

Student: Grade / School: Stade School: School:	TEAM INPUT: Bilingual Oral Language Listening & Speaking (Grades K-2)											
Please describe the use of English versus the native language of the student in the school environment. What a percentage of the time: Do you use the native language of the student during your instruction in the in the classroom% Do you use the native language of the student during unstructured/social situations at school (i.e., recess, hallway, funchroom)?% Does the student use his/her native language during social situations?% Does the student use his/her native language during social situations?% Does the student use his/her native language during social situations?% Does the student use his/her native language lorger% Rating scale: 5 for mastery(>80%), 4 for developing(>60%), 3 for emerging(>40%), 2 for rarely(>20%), 1 for absence (0%). **Town a compared to typically developing peers, the student is able to:	Student:			Date:								
What percentage of the time: Do you use the native language of the student during your instruction in the in the classroom	Team Member(s):			Grade / School:								
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18. Retell an event or story in sequential order. (CCSS: RL9 / RL16)	17.											
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PLEASE USE REVERSE SIDE FOR ADDITIONAL OBSERVATIONS.

11/14 NSSEO

Team Input: Bilingual Oral Lang Listen & Speak - K-2

	SOCIAL LANGUAGE						
19.	Speak at expected times. (CCSS:SL1)						
20.	Respond and / or ask for clarification (including "I don't know.") in expected amount of time. (CCSS:SL3)						
21.	Initiate, maintain and end own / other's topics during conversation. (CCSS:SL1,3,4,6)						
22.	"Read" nonverbal cues (facial expressions, body language, etc.). (CCSS:S1)						
23.	Give enough information so listener does not have to ask many questions. (CCSS: SL6)						
24.	Identify problem situation and explain a solution. (CCSS: SL3)						