

PRE-K LANGUAGE DEVELOPMENT TRACKING SHEET

NAME: _____ **SCHOOL:** _____ **BIRTHDATE:** _____

AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
0-9 mo.	Attending phase is a pre-requisite for semantic dev.		(Syntax does not develop until about age 1)			
0-3 Mo.	Startle response to loud or unusual sound				Briefly looks at people	
	Mouthing of some objects				Follows with eyes a moving person	
	Moves eyes to source of sound				Smiles/coos in response to another (1-4)	
	Fixes gaze on spoon or bottle				Excites when caregiver approaches (1-4)	
	Briefly holds & inspects 2 objects				Cries differently when hungry, tired or in pain (1-4)	
					Aware of strangers & unfamiliar situations	
					Quiets to a familiar voice.	
					Responds to name by looking for source of voice	
3-6 Mo.	Smiles at sight of a face				Occasionally vocalizes in response to speech	
	Laughs when playing with some objects				Pitch and intonation vary	
	Self initiated vocal play - coos, gurgles, chuckles & laughs				Imitates facial expressions	
					Maintains eye contact	
					Comprehends parental gestures	
6-9 Mo.	Looks at some objects , pictures & family members when named				Stops behavior when told “no”	

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	Interest in pictures maintained for a full minute when named				Vocalizes to another person & interrupts vocalizations	
	Searches for partially hidden object (emerging nomination)				Imitates familiar sounds and actions	
	Performs appropriate actions on objects (tears, shakes, slides, rubs etc.)				Initiates vocalizing to another person. Attempts to imitate gross gestures	
	Babbles (p, b, m, n, t, d, z)				Indicates displeasure when person or object is removed	
					Maintains attention to speaker	
					Waves in response to bye-bye	
9-12 Mo.	Relates symbol & object (first true word)				Shouts or laughs to attract attention	
	Will give object on request				Shakes head “no” & pushes undesired objects away	
	Understands and follows simple body action commands				Reaches to request object	
	Responds with searching movements to simple questions				Displays fear of strangers	
	Looks in correct place for toys out of sight				Participates in social games (pat-a-cake, peek-a-boo)	
	Can name or look for object out of sight				Affectionate to familiar people	
	Turns head immediately to own name				Directs others physically (pats, pushes, pulls, tugs)	
	Shows awareness of more than one object				Extends arms to be picked up	
	Recognizes inverted object (emerging:top/bottom/front/back)				Perceives other’s emotions	

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	Gestures/vocalizes to indicate wants/needs (Emerging: state recurrence, nomination)				Varies behavior according to response of others - repeats actions laughed at	
	Says 2 words spontaneously & “mama” / “dada” meaningfully				Initiates wave to “hi” and “bye-bye”	
1-1/2 Yrs.	Follows simple 1 step commands		50% of all utterances are nouns		Solicits attention physically/ vocally (“Mommy”)	
	Points to recognized & wanted objects (emerging nomination)		Mean length of utterance is 1 or 2 words		Gestures assistance (may give back toy to be wound)	
	Points to 1-3 body parts on command				Social ritual words emerging (bye, hi, please, thank you)	
	Identifies 2 or more objects/ pictures from a group				Acknowledges another with eye contact , or vocal response	
	Uses 3-20 single words. Understands 50 words.				Teases, scolds & warns with gesture or vocalization	
	Says, “all gone” (emerging negation)				Uses sentence-like intonation (jargon)	
	Asks for more (emerging recurrence)				Protests by saying, “no”, shaking head, moving away	
	Responds vocally to some “wh” questions (“What’s this?”)				Initiates turn-taking routines	
	Begins to claim certain objects (emerging possession)				Uses single words or phrases to express intentions.	
	Demonstrates functional use of objects					
1 1/2-2 Yrs.	Comprehends @ 300 words		Follows directions using 1 or 2 spatial concepts (in/on)		Gains attention by asking questions like “What’s that?”	

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	Listens to simple stories especially likes ones heard before		Mean length of utterance is 1.8 words (33% are nouns)		Uses single and 2 word phrases to command	
	Responds by shaking head to yes/no questions		Negation used in form of “no”		Much verbal turn-taking	
	Object permanence fully acquired		Possessive emerging (Daddy car)			
	Discriminates food from objects (will unwrap before eating)		Refers to self with pronoun and name (me Tommy)			
	Uses @ 50 recognizable words & names familiar objects.		By 2, combines 2 words into noun+ verb or noun + adjective phrase			
	Identifies & names 5 or more picture by 2					
	Says own name and refers to self by full name					
	Verbalizes immediate (not past) experiences					
	Combines at least 2 words into phrases (uses 3-4 words by 2)				2-3 Years Engages in short dialogues	
2-2 1/2 Yrs.	Comprehends @ 500 words Uses 200 intelligible words		Mean length of utterance is 3.1 words (25% nouns & 25% verbs)		Verbally introduces topic and changes topic of discussion	
	Answers simple “where” and “what” questions		Present progressive (ing) added to verbs		Expresses emotion	
	Carries out 2 related commands		Regular plural forms emerging (cat > cats)		Begins using language in imaginative ways	
	Identifies actions in pictures		Uses the prepositions in/on correctly		Begins supplying details to improve comprehension	
	Acquires basic concepts “one” and “all”		Irregular plurals emerging (child > children)		(Uses attention getting words such as “hey”)	

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AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
	Listens to 5-10 minute story		Articles “a” and the appear in sentences		Clarifies and requests; clarification emerging	
	Names six objects by function (use)		Asks basic questions (Mommy gone?)		Pre-narrative devt. begins with group of unrelated ideas & sequences	
	Repeats 2 numbers correctly		Uses some contractions in memorized form (don’t, can’t, it’s)			
	Answers some “where” and “what” questions		Uses at least 2 pronouns & understands 1 st & 2 nd person (you, I)			
			Combines 3-4 words into subject + verb + object format			
21/2-3 Yrs.	Comprehends @ 900 words Says 500 words		Mean length of utterance is 3.4 words (20%nouns & 25% verbs)		(same as above)	
	Points to 10 objects described by use / function (Show me what you eat with.)		Uses pronouns (I, me, you, mine,it) understands pronouns (he/she/they.we)			
	Knows concepts/ opposites big/little		Asks simple “what/where” questions			
	Matches colors, shapes		Yes/no questions emerging (Is he sleeping?)			
	Answers 6-7 (agent/action questions What runs?)		Auxiliary is/am + ing (dog is running)			
	Answers who, why, where, how many questions		Regular past tense verbs start to appear (walk > walked)			
	Knows own sex and the difference between		Emerging ‘s for possession (daddy’s car)			
			Negation - “not” emerging			

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			Contracted form of “is” emerging (He’s running.)			
			Location adverbs emerging (here, there)			
			Emerging future tense (do, can and will)			
			Emerging imperatives (commands like “Go get it!”)			
			Comparatives - Understands “est” adjective marker			
			Infinitive complement emerging (“I want to play”)		3-4 Years Engages in longer dialogues	
3-31/2 Yrs.	Comprehends 1200 words and uses 800 words		Mean length of utterance = 4.3 words		Use of inference in stories emerging	
	Answers 2/3 association questions, “What goes with...”		Uses pronouns he, she, we, they		Assumes the role of another person in play	
	Follows preposition directions w/ under, inside, in front of and behind.		Combines 4-5 word sentences. Uses compound sentence w/ “and”		(Uses fillers to acknow - ledge partner’s message -Ok, uh-huh etc.)	
	Asks some “ what ”, “ who ”, “ why ” & “how many” questions		Contracted forms of modals (can’t, won’t)		Begins code switching (uses simpler language) when talking to younger children	
	Responds to 2 unrelated commands (“Pick up your cup and turn off the TV.”)		Regular plural forms are now consistent. Irregular plural forms are emerging.		Requests permission	
	Names 8-10 pictures		Use of “ is ” to begin questions emerging		Begins using language for fantasies, jokes & teasing	
	States action . Responds to commands involving 2 actions.		3 rd person singular present tense emerging (He runs)		Makes conversational repairs if listener hasn’t understood	

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	Identifies concepts/ opposites: hard /soft, rough/smooth, circle/square		Noun verb agreement is emerging. (Uses “are” with plural nouns.)		Corrects others	
	Categorizes 2/3 by pointing when asked “Show me all the”		Uses consistent regular past tense forms (jump > jumped)		Primitive narratives emerge: events follow from central core	
	Able to group objects (“Show me the animals.”) Able to match sets.					
	Can supply last word of the sentence (“The can is on the___”)					
	Can count 3 objects, pointing to each.					
31/2-4 Yrs.	Comprehends 1,500- 2,000 words and uses 1,000 – 1,200 words		Mean length of utterance =4.4 Combines 4-5 word sentences.		Understands turn taking	
	Does simple verbal analogies (Sister is a girl, brother is a boy.)		Possessive marker (‘s) is consistent		Varies vocal loudness intentionally	
	Responds to commands involving 3 actions.		Regular third person singular verbs are consistent (She jumps.)			
	Consistently gives use or function of common objects		Simple regular past tense is consistent			
	Recognizes 4 colors Names 1 color		Present progressive (ing) is consistent			
	Answers 13 agent-action questions		Negation: “not” used consistently Contractions are consistent			
	Tells 2 events in order of sequence		Consistent pronouns: she, he, I, ,you, me, mine. Emerging: Our, they, their & reflex. pron.”myself”			
	Can tell a story mixing real with unreal		Yes/no questions with “Was...?”, “Were...?” format are emerging			

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AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
	Has long detailed conversations		More adverbs of time and manner are being used			
	Appropriately answers “What if...” questions		Complex sentences used often. Conjunction “because” emerging.			
	Asks simple “how”, “when”, “why” questions & wants details.		Parts of speech are now in stable relationship.			
	Describes pictures & actions in pictures		Uses the pronouns I, you, me more accurately		4-5 Years Uses indirect requests	
4-4 1/2 Yrs.	Understands 2,000-2,500 words and uses 1,500 words.		Mean length of utterance = 4.6 words with 4-7 words in sentences.		Terms to express emotions used 3x more than a 3-year-old	
	Recognize & match 5-6 colors – names only 1-3 colors		Deictic reference: this, that, here, there used correctly.		Narratives: unfocused chains -stories have sequence but no central character of theme	
	Answers “How far...” questions, but not necessarily correctly.		Causal conjunctions: “If” and “so” emerging in sentences		Asks for help when needed	
	Answers 14 agent – action questions		Irregular plurals used fairly consistently		Offers to help	
	Defines 4 words in terms of their use or function		Pronouns: our, they and their used consistently		Stands up for their rights	
	Knows spatial concepts / prepositions: between, above, below, top, bottom, under.		Modals: “could” and “would” emerging in sentences.			
			Uses: “What do...does...did” questions			
			Irregular past tense are consistent			
			Mean length of utterance 5.7 words Combines 5-8 words in sentences.			

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41/2-5 Yrs.	Understands 2,500-2,800 words and uses 2,000 words		Noun/verb and adjective noun agreements are emerging.		(Same as above, plus the following.)	
	Names 4-8 basic colors		Reflexive pronouns are becoming more consistent		Cooperative play begins.	
	Answers 2 complex comprehension questions		Comparative –er is emerging (bigger)		Tattles to gain attention .	
	Executes 3 commands in sequence		Complex sentences are frequent. (We went to the park and played on the swings.)		Tells familiar stories without picture cues.	
	Knows concepts / opposites: heavy/light, loud/soft, like/unlike, long/short		Answers “What” and “Why” questions. Asks: “Why”, “When” & “How” questions .			
	Classifies according to form, color or use- names the category		Understands passive voice sentences			
	Repeats 2 non-sense syllables . Can repeat a 6-7 word sentence .					
	Answers simple when questions & 15 agent-action questions					
	Asks for meanings of words					
	Counts 10 objects					
	Identifies missing object from group of 3					
	Repeats days of week in sequence					
	Can define everyday words when asked, “What is a (fork)?”					
	Knows all important, visible body parts					

ELEMENTARY AGE LANGUAGE DEVELOPMENT TRACKING SHEET

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AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
5-6 Yrs.	Comprehends 13,000 words (by age 6)		Mean length of utterance = 6.6 words		(Gives threats & insults)	
	Expressive vocabulary —2500 words (by age 6)		All pronouns used consistently		Symbolic language is emerging	
	Can answer: “What happens if...” questions		Superlative –est used (biggest)		May give praise	
	Knows quantity concepts : few/every, more/less, most/ least, some/many, several/few, before/after, half/whole, full/empty, pair, etc.		Adverbial word endings emerging (slowly, carefully, faster)		Narratives have focused chains-stories have logical sequence, but ending unclear.	
	Knows spatial concepts : right/left, across, far, top, away from, corner, row, center, below, wide/narrow, etc		Uses all basic sentence structures		Comforts friends in distress	
	Comprehends directional commands (Put your right hand on your right knee)				Understands & explains rules to others	
	Has prepositions : through, away, from, toward, over				Talks about feelings	
	Knows temporal/ sequential concepts : first/last, beginning, after, etc				Directly asks, commands and forbids (uses mostly direct requests, and Can I__?)	
	Differentiates time concepts : am/pm, yesterday/ tomorrow, now/later				Recognizes need to attract attention and does so appropriately	
	Names days of the week in order				Uses interrogative forms Shouldn't you? Should you?	
	Understands “ Opposite of ”				Repeats for conversational repair	

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AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
	Has number concepts to 10/ Counts 12 objects /Points to named # To 25/ rote counts to 30				Appropriately invites others to participate	
	Can shift classification (Can shift from shape to color etc.)				Issues promises	
	Repeats 4 digits correctly				Retells story from picture book with reasonable acc. w/ beginning, middle, end	
	Can name basic colors				Emerging turn taking in group and conversation	
	Knows same (alike) and different . States 1 similarity and 1 difference between objects					
	Uses adjectives to describe people and places					
	Understands derivational endings for nouns (-er, -ist dancer, artist)					
	Defines words by responding to: What is ? <i>Or Tell me about</i> __					
	Verbalizes causal relationships					
	Sorts by category - animal, food, toys, clothing, vehicles, tools, appliances, furniture, etc.					
	Knows function of body parts					
	Knows negation , “n’t”					
	Understands questions : How long? How often? When?					
	Names positions: 1st, 2nd, 3rd					

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AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
6-7 Yrs.	Comprehends 20,000 to 26,000 words		Mean length of utterance = 7.3 words		True narratives -well developed plots, characters, sequenced w/clear endings	
	Roughly understands differences in time intervals		Is aware of mistakes in other's speech		(Accepts mild, friendly teasing w/ little agitation)	
	Understands seasons and what you do in each one.		Uses most morphological markers consistently		Waits for turn when playing in group	
	Sequences numerals 1-10, rote counts to100, sequences numbers 1 to 10		Causal conjunctions "If" and "so" developed by most children		Accepts valid criticism without crying, pouting etc.	
	(Grasps basic idea of addition & subtraction)		Reflexive pronouns developed by most children		Gains/holds adult attention in socially acceptable manner	
	States preceding and following days of week (and numbers)		Irregular comparatives mostly developed (good,better,best)		Uses others as resource for assistance or information	
	(Apt to pick up slang and mild profanity)		Perfect tense (have,had) emerging		Expresses affection, hostility and anger.	
	Second emergence of question stage (why)		Nominalization developing (Noun forms developed from verb forms).		Directs and follows peers	
	Recites alphabet sequentially . Sight reads 10 printed words.		Irregular plurals are improved		(Competes with peers in storytelling and boasts)	
	Tells time related to a specific daily schedule .		Iteration developing (You have to clean clothes to make them clean,)		Expresses pride in self and in accomplishments	
	Understands and uses neither/nor		Participial complements emerging		Emerging role play	
	Knows temporal / sequential concepts : skip, separate, match, before, always, never		Passive voice developing in most children.		Conversational repair by elaborating detail in repetition	
	Knows spatial concepts : right/left, forward, backward		Knows comparatives - er (bigger)		Gives imperative commands	

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	Knows quantity concepts : as many, zero, pair, second, third, medium sized		Uses “many” with plural nouns (many hats)		Beginning to respond to indirect hints	
	Knows adverbial conjunctions now, then, so, through					
7-8 years	Receptive vocabulary -26,000 words		Exclamations are emerging		Requests using “may” and “will”	
	Expressive vocabulary —3600-5469 words		Follows adult ordering of adjectives		Uses indirect requests (hints)	
	Knows common concrete antonyms : clean/dirty, wrong/right, day/night, alive/dead		Imperatives are emerging		Understands social rules for requests including code switching for adults/peers	
	Knows temporal/sequential concepts : since, in order				Negative forms of interrogatives-“please don’t, you shouldn’t”	
	Knows quantitative concepts : least, equal				Requests “please do, you should”	
	Uses spatial concepts : left/right; front/back				Uses which, why, and how questions	
	Knows days of the week				Uses deictic reference : this, that, these, those	
	Beginning to understand cause/effect relationships , because				Participates in cooperative play , and carries out simple projects	
					Emerging social awareness of other’s expectations	
					Responds appropriately when introduced to strangers	
					Can terminate conversation appropriately	

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					Appropriately takes turn in conversations	
8-10 years	Knows months of the year		Uses full passives		Provides additional input to listener for conversational repair	
	Emerging abstract antonyms : remember/forget; shallow/deep;				Repairs conversational breakdown by defining & providing context	
	Emerging synonyms				Sustains concrete topics through several turns	
	Emerging multiple meanings				Begins consideration for others' topics	
10-12 years	Comprehends absurdities		Combines two sentences		Emerging fictional narratives with sense of plot, definite character-generated solutions	
	Comprehends idioms		Emerging conjunctions : “if, though”		Emerging-- sustained abstract discussion and topics	
	Comprehends in and on used for temporal relations		Uses “ much ” with mass nouns		Refrains from comments that might offend or hurt others	
	Comprehends most familial terms & relationships		Answers question with a sentence		Gives complex directions to others	
	Can give standard & abstract definitions				Asks time questions using “What time” or “when....?”	
	Uses multiple meaning words				Gives persuasive argument with 2 supporting points and appropriate details	
	Names 2 similarities and 2 differences of given items				Appropriately joins group in conversations	

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	Uses simple similes & metaphors				Appropriately praises and encourages	
	Names concrete synonyms					
	Knows abstract antonyms					
	Follows a sequence of ideas and information					
	States main point and supporting details accurately					

ADOLESCENT COMMUNICATIVE COMPETENCY TRACKING SHEET

NAME: _____ SCHOOL: _____ BIRTHDATE: _____

AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
12-13 years	Comprehends proverbs		Knows adverbial conjunctions otherwise, anyway, therefore, however, really, probably		Orders own meal at restaurant	
	Comprehends temporal relations: at. . .		Comprehends: unless		Uses telephone for all kinds of calls without assistance	
	Uses basic and concrete synonyms		Comprehends embedding of all types		Narratives: Presents resolutions for problems	
	Follows a sequence of ideas and information/ sequence of directions		Uses independent clauses in embedded sentences		Uses complete introduction and specific (not extraneous) detail	
	Notes a speaker's main point and supporting examples		Given 5 words, make sentence		Uses time and place markers	
	Emerging distinction of fact from opinion		Combines 2 sentences to make one sentence with conjunctions .		Close adherence to story grammar model	
	Emerging prediction of outcomes of the talk		Uses adverbial conjunctions: otherwise, anyway, therefore, however, really, probably		Conversation skills: Sustains topic of conversation	
	Emerging drawing conclusions from the talk				Gives support for point of view	
	Emerging distinction between relevant and irrelevant materials				Emerging --- modifies and clarifies message upon listener request	
					Gains attention appropriately	
					Emerging detection of speaker bias and competency	
14-17 years	Uses abstract synonyms and antonyms		Uses clear noun referents (pronouns)		Initiates conversation on topics important to others	
	Uses flexible, precise vocabulary		Uses complexity and variety of syntax		Responds to hints or indirect cues in conversation	

ADOLESCENT COMMUNICATIVE COMPETENCY TRACKING SHEET

NAME: _____ SCHOOL: _____ BIRTHDATE: _____

AGE	SEMANTICS	DATE	SYNTAX/MORPHOLOGY	DATE	PRAGMATICS	DATE
	Uses subordinators to relate different ideas: otherwise, on the other hand, nevertheless, but if....		Morphological rules mastered (Including irregular grammatical forms)		Expresses questions, comments and responses in organized fashion	
	Sustains topic of conversation		Mastery of tense reference and subject verb agreement		Uses appropriate social register in differing situations	
	Finds appropriate words easily to express thoughts				Appropriately asks questions of adults	
	Uses sarcasm, jokes, and double meanings				Uses tact	
	Uses metaphors				Modifies and clarifies message as appropriate	
	Follows sequence of ideas and information				Uses comfortable speech rate, volume, phrasing, intonation	
	Notes details accurately				Uses appropriate proximity (distance)	
	Notes transitional expressions				Knows partner's perspective and knowledge differ from his own	
	Distinguishes between relevant and irrelevant materials				Responds to hints or indirect cues in conversation	
	Distinguishes fact from opinion				Notes possible speaker bias and competency	
	Recognizes a speaker's inferences				Notes emotional appeals	
	Predicts outcomes of the talk					
	Draws conclusions from the talk					
	Summarizes a speaker's main points					

SOURCES FOR LANGUAGE CHECKLISTS

Development Charts by Pro-Ed

Rosetti's Infant Toddler Language Scale

Pre-School Language Scale – 3 (PLS-3)

“Milestones in Child Development” by Barbara Bain et al

Brown's Stages

Language Development by Robert Owens

Language Assessment and Intervention for the Learning Disabled by Wiig and Semel

Clinical Evaluation of Language Fundamentals – 3 (CELF-3)

Oral and Written Language Scales (OWLS)

Total Language Competence – Expanded (TLC-E)

Conversations by Barbara Hoskins

The WORD Test

Language Processing Test (LPT)

Communication Skills and Classroom Success by Charlann Simon

USU Social Skills Program