

## Informal language assessment (University of Northampton)

### Form – Phonology

- ☐ Is the student's speech intelligible?
- ☐ Does the student make errors in their use of speech sounds?
- ☐ Are the particular difficulties e.g. saying consonant blends, multi-syllable words?
- ☐ Are the student's phonological awareness skills age appropriate?

Comments:-

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### Form – Grammar/morphology

- ☐ Is the student able to form complete sentences and describe events in a logical order?
- ☐ Does the student leave out words in a sentence?
- ☐ Does the student use correct word order within sentences?
- ☐ Does the student use parts of speech (e.g. pronouns) correctly?
- ☐ Does the student use incorrect grammatical endings (e.g. "I goed home", "That's hims jumper", "I saw two bus"). Consider verb tenses, possessives, plurals etc..
- ☐ Does the student understand/use complex grammatical structures if appropriate to age? (e.g. may understand "The man has a big hat. He is going shopping" but not "The man with the big hat is going shopping").

Comments:

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### Content - Semantics

- ☐ Does the student use an appropriate range of vocabulary?
- ☐ Does the student use a lot of non-specific vocabulary (e.g. "thing", "did" etc)?
- ☐ Does the student exhibit word finding difficulties?
- ☐ Does the student use circumlocution (e.g. "the thing you write with" for "pen", with many "you know"s etc)?
- ☐ Does the student have difficulty learning new word meanings?
- ☐ Is the student able to describe objects in terms of their attributes (e.g. size, colour, shape, texture)?
- ☐ Is the student able to describe similarities and differences between objects?
- ☐ Can the student name parts of objects as well as wholes?
- ☐ Does the student have difficulty "thinking" what to say or write?
- ☐ Is the student able to follow instructions correctly?
- ☐ Does the student have difficulty understanding longer conversations or stories?
- ☐ Does the student give unexpected responses to questions?

- ☐ Does the student interpret words literally and exhibit problems understanding subject specific language (e.g. "table" in maths)?
- ☐ Does the student have difficulty predicting "what comes next" when reading for meaning?
- ☐ Is the student able to understand abstract language (e.g. idioms)?

Comments:

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### **Use – Pragmatics**

- ☐ Does the student use inappropriate volume, intonation or unusual voice?
- ☐ Does the student laugh at the wrong time or appear cheeky or rude?
- ☐ Does the student tend to talk at, rather than to, the teacher and peers?
- ☐ Does the student exhibit appropriate eye contact?
- ☐ Does the student use language to initiate conversation, as well as respond to others?
- ☐ Can the student use language to explain, describe, comment, question, retell, request, reject, greet, predict, plan, reason, instruct, explain, as appropriate to age?
- ☐ Is the student aware that they are not understood?
- ☐ Does the student ask for repetition/clarification if they have not understood?
- ☐ Is the student able to take turns in conversation, or are there inappropriate interruptions/monologues?
- ☐ Is the student able to engage in conversation and make contributions or does the burden of communication fall mainly on the other participant?
- ☐ Is the student able to start and finish conversations and repair misunderstandings, as appropriate to age?
- ☐ Does the student demonstrate any "odd" conversational mannerisms?
- ☐ Does the student stay on/change topics appropriately?
- ☐ Does the student interpret language too literally or are they able to detect implied meaning?
- ☐ Is the student able to view situations from the perspective of others?
- ☐ Does the student understand abstract language idioms (e.g. "pull yourself together"), jokes, sarcasm etc. as appropriate to age?

Comments:

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