

**Louisiana Department of Education
Communication Skills Teacher Checklist**

Student _____ DOB _____ Grade _____
Teacher _____ School _____

Please check *yes* or *no* to each of the following statements.

Articulation (Speech Production)

Yes No The student's speech contains speech sound errors that are not typical for his/her age and social/cultural background. Sounds in words may be omitted, distorted, or substituted.

Yes No The student's speech is consistently difficult to understand, especially when the topic is not known.

Voice

Yes No The student's speaking voice is unusually loud or soft.

Yes No The student has an unusual quality to his/her voice (i.e. harsh/hoarse, nasal, breathy).

Speech Fluency

Yes No The student's speech contains disfluencies that interfere with communication (i.e. stuttering, sound, syllable, or word repetitions, sound prolongations, blocks or abnormal hesitations, abnormal rate of speech).

Yes No The student uses excessive filler phrases (i.e. "um," "uh," "you know").

Yes No The student appears to be frustrated when speaking.

Language

Yes No The student has difficulty understanding/ following age-appropriate directions.

Yes No The student has difficulty answering or responding to age-appropriate questions and other verbal information.

Yes No The student does not comprehend or speak using age-appropriate vocabulary.

Yes No The student does not request clarification when understanding is not clear.

Yes No The student does not answer or understand comprehension questions about age-appropriate stories.

Yes No The student speaks in incomplete sentences and phrases.

Yes No The student's oral language contains numerous grammatical errors that are not typical for students of the same age. (This may not apply to English Language Learners or those known to speak a dialect of English).

Yes No The student has difficulty providing age-appropriate explanations and directions.

Yes No The student does not use age-appropriate conversational skills (i.e. turn-taking, staying on topic, initiating conversation).

Please check one.

_____ This student's communication skills (articulation, voice, fluency, and language) appear to be adequate, and this student **does not** have a communication problem that adversely affects educational progress with regard to grades, behavior, class participation, or oral speaking abilities.

_____ In my opinion, this student **has** a communication problem that adversely affects educational progress in a significant way.

Teacher

Date