

could provide responsive instruction. For instance, if Ling was afraid that her peers would laugh at her speech, the teacher could model for the children how to involve Ling in verbal conversations and be supportive of her communicative efforts. The teacher could start by pairing Ling with the peer with whom she felt most comfortable interacting to ease her into verbal conversations.

**Table 7.2.** Formative Assessment Example: Checklist for Language and Communication Skills

**Directions:** Check to show the skills the child exhibits.

Skills	Keiko	Santiago	Valentina	Sanjay
Speaks in home language.				
Speaks in home language and English.				
Speaks in English only.				
Looks at, or watches person speaking.				
Looks for signs of being understood when attempting to communicate.				
Makes appropriate eye contact.				
Uses appropriate language and social rules when communicating with others.				
Responds to conversation initiated by peers.				
Responds to conversation initiated by adults.				
Initiates conversation with peers.				
Initiates conversation with adults.				
Is understood by familiar people.				
Is understood by unfamiliar people.				
Speaks in one- or two-word utterances or phrases.				
Speaks in three- to four-word sentences.				
Speaks in complete sentences.				
Speaks with reciprocity, following most grammar rules.				
Follows one- to two-step verbal directions.				
Follows multistep directions, verbal only.				
Gestures to communicate.				
Gestures and vocalizes to communicate.				
Verbally identifies familiar objects, people, or animals.				
Tells the use or function of familiar items.				
Incorporates new vocabulary into conversation.				
Displays interest in the speech of others, looks at or toward speaker.				
When provided with a prompt, identifies familiar objects, people or animals.				
Responds to simple questions and statements.				
Responds to increasingly complex questions and statements.				
Responds to simple verbal requests, gestures not required.				
Does not speak (silent period).				

**Note:** Used by permission of Suzanne Shire.