Tick the statements that best describe this student. Please complete both sides of this form.

<table>
<thead>
<tr>
<th>Area</th>
<th>no support need</th>
<th>low-moderate support need</th>
<th>high support need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech</td>
<td>□ uses all sounds correctly</td>
<td>□ able to be understood</td>
<td>□ difficult to understand</td>
</tr>
<tr>
<td></td>
<td>□ says multi-syllabic words without difficulty</td>
<td>□ difficulty with some sounds</td>
<td>□ frustrated by inability to say sounds and words</td>
</tr>
<tr>
<td></td>
<td>□ all consonant blends (eg spl, str) correct</td>
<td>(eg r, th, 'lisp' s )</td>
<td>□ consistent difficulty with a number of sounds (eg k, g, sh, ch)</td>
</tr>
</tbody>
</table>

PLEASE TURN OVER
<table>
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<th>Area</th>
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| Vocabulary and Meaning              | ☐ uses a wide range of words that clearly and precisely convey meaning  
☐ uses appropriate and specialised vocabulary in different situations  
(eg debates, discussions, class talks) | ☐ needs help to develop specific vocabulary for different situations and purposes  
☐ unable to name some items and objects | ☐ consistent difficulty naming items  
(eg uses gesture or “talks in circles”)  
☐ frequent use of words like that, there, it  
☐ poor knowledge of complex concepts  
(eg. although, until, whatever, neither)  
☐ difficult to understand what student means |
| Sentence Formulation and Grammar    | ☐ displays a knowledge of language structures, using cohesion and conjunctions to effectively express the relationship between ideas  
☐ able to discuss & manipulate rules of grammar | ☐ uses some complex sentences  
☐ uses reduced sentence length when compared with peers  
☐ minor grammatical errors (eg mans, thems) | ☐ primarily uses simple sentence structure  
☐ confuses and leaves out words and word endings  
(eg is, runned, foots)  
☐ puts words in the wrong order |
| Story Telling and Narrative         | ☐ adds elaboration and detail to recounts and describes events, objects and concepts outside of immediate experience  
☐ retells stories of some complexity, individually or in groups | ☐ story structure evident (eg introduction, sequence, conclusion), with some errors in sequence and details missing  
☐ limited use of complex connecting words (eg when, so, if, before) | ☐ errors in story sequencing evident, major events and details missing  
☐ tells a simple story  
☐ limited use of connecting words (eg and, then, because) |
| Conversational Skills               | ☐ selects and maintains language and style appropriate to the audience, context and purpose  
☐ uses social conventions  
☐ communicates effectively by sharing ideas, advice, opinions and information  
☐ successfully verbally interacts with peers (eg negotiating, dealing with conflict) | ☐ needs some help to hold a conversation with a number of audiences (eg teachers, peers)  
☐ needs some help to stay on topic  
☐ occasional difficulty verbally interacting with peers | ☐ needs significant assistance to hold a conversation  
☐ major difficulties remaining on topic  
☐ provides limited, irrelevant or inappropriate information  
☐ consistent difficulties verbally interacting with peers (may reflect in behaviour) |
| Understanding and Processing        | ☐ follows complex sequences of instructions  
☐ effectively uses language in problem-solving activities  
☐ follows instructions in a number of classroom situations and plans action in response  
☐ asks questions to gain clarification | ☐ difficulty following complex sequences of instructions  
☐ difficulty answering lengthy and complex questions  
☐ occasional difficulty with planning responses to classroom requests | ☐ poor listening skills  
☐ consistent difficulty following instructions  
☐ gives incomplete, irrelevant or no response to questions  
☐ does not ask for clarification when failing to understand  
☐ may have difficulty adjusting to change in classroom routine/teacher |
| Metalinguistics / Literacy Skills   | ☐ able to manipulate sounds in words  
☐ evaluates the consistency of information and grammar within and across sentences  
☐ able to extend language meaning  
(eg use figurative language, metaphors, similes, analogies)  
☐ uses language for jokes, riddles and sarcasm | ☐ difficulty manipulating sounds in words (eg deleting or substituting sounds)  
☐ some emergent use of metaphors  
☐ beginning to develop a sense of humour and can appreciate riddles, jokes and puns | ☐ difficulty segmenting and blending sounds  
☐ difficulty with the recognition and definition of sounds, letters, words, sentences  
☐ limited appreciation of humorous language  
☐ difficulty with encoding/decoding letters and sounds |
| Fluency/ Stuttering                 | ☐ speaks fluently                                                                                                                                       | ☐ sound and word repetitions heard when the student is excited, tired or nervous  
☐ occasionally repeats words and sounds in everyday conversation  
☐ often uses ums and ers to get started | ☐ frequently repeats sounds or words  
☐ physically struggles to get words out  
☐ becomes frustrated |
| Voice                               | ☐ voice sounds similar to peers                                                                                                                          | ☐ consistently uses very high/low / loud voice                                                                 | ☐ usually sounds hoarse, nasal or monotonous |