**Observation Checklist for SLCN in Secondary School**

**Student: Date of Birth:**

**Person completing this checklist: Role:**

**Date:**

**Red = Always or almost always Amber = sometimes Green = never or almost never**

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| **Listening** |  |  |  | **Comments/Examples** |
| Has difficulty with attention. |  |  |  |  |
| Has difficulty following spoken direction.  |  |  |  |
| Has difficulty remembering what people say. |  |  |  |
| Has difficulty understanding what people are saying. |  |  |  |
| Has difficulty understanding the meaning of words. |  |  |  |
| Has difficulty understanding new ideas.  |  |  |  |

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| **Speaking** |  |  |  | **Comments/Examples** |
| Has difficulty asking for help. |  |  |  |  |
| Has difficulty answering questions |  |  |  |
| Has difficulty finding the right words to use |  |  |  |
| Has difficulty expressing thoughts and ideas. |  |  |  |
| Has difficulty putting events in the right order when retelling or telling a story |  |  |  |
| Has difficulty describing things.  |  |  |  |
| Uses poor grammar. |  |  |  |
| Uses incomplete, short or disjointed sentences. |  |  |  |
| Has difficulty having a conversation.  |  |  |  |

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| **Reading** |  |  |  | **Comments/Examples** |
| Has difficulty sounding out words when reading. |  |  |  |  |
| Has difficulty understanding what they have read. |  |  |  |
| Has difficulty identifying the main idea.  |  |  |  |
| Has difficulty remembering details. |  |  |  |
| Has difficulty following written directions.  |  |  |  |

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| **Writing** |  |  |  | **Comments/Examples** |
| Has difficulty writing thoughts.  |  |  |  |  |
| Uses poor grammar when writing. |  |  |  |
| Has difficulty writing complete sentences.  |  |  |  |
| Writes short, disjointed sentences.  |  |  |  |
| Has difficulty expanding in answers or giving details when writing. |  |  |  |

Please add below any other problems that you have observed about the students listening, speaking, reading and writing skills.