

Appendix 9

Profile Summary Sheet

Name: _____ Year: _____

	Social Communication (SC)	Comprehension (C)	Content & Organisation (CO)	Linguistic Structures (LS)
Phase 1				
Trans 1-2				
Phase 2				
Trans 2-3				
Phase 3				

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Appendix 10

Language Observation Checklist - Four Year Old Children

NAME Date of Birth

Observed by: Date(s) of Observation:

Contexts of Observation:

Notes: eg first language or dialect

	YES	NO	NOT OBSERVED
Social Communication			
Responds ¹ when spoken to by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates talk to other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds ¹ when spoken to by adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates talk to adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes turn at talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses self-directed talk in play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talks for toys or puppets in play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directs talk to other children in play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses talk for a variety of purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes participates in group speaking activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses non verbal communication regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹ Note that this response may be verbal, an action or gesture, or consist of directing attention to the speaker. ² Non-verbal responses may be more likely from Indigenous children than from non-Indigenous children.			
	YES	NO	NOT OBSERVED
Comprehension			
Shows understanding of a range of familiar concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately follows simple instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates understanding of class routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In play, shows understanding of everyday routines common in own home ²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds appropriately to who, where, what questions ³	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attempts to respond to why, how questions ³	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses context to help with understanding of language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
² Consultation with caregivers will help you determine routines common in the child's home. ³ Note that in some home language varieties questions of this type are used infrequently, so children may not respond to them.			

	YES	NO	NOT OBSERVED
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Content and organisation

Tells others about personal experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talks about events in pretend play ⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talks about future and past events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attempts to explain simple procedures when asked (eg how a box construction was made)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows an interest in stories and books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tells others about community or extended family issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁴ Note that pretend play is not common to all cultures.

	YES	NO	NOT OBSERVED
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Linguistic Structures

Developing acceptable 'home language' sentence forms ⁵	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a small range of joining words (and, then, because)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can be understood by others most of the time ⁶	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a variety of words to talk about familiar experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁴ Note that pretend play is not common to all cultures.

⁵ If you are not familiar with the child's home language, you are advised to consult family members before making a judgement.

⁶ In the case of children whose first language is not Standard Australian English, consult family members to determine whether the child is mostly understood in home settings.

Comments:

Education Department of Western Australia
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For each indicator place a tick along the profiling bar from Phase 1-3 level of performance.

Social Communication

Phase 1 Emergent	Phase 2 Early Developing	Phase 3 Developing
SC1 Expresses basic communicative needs but needs assistance to formulate in socially appropriate ways.	SC1 Uses language for a variety of social purposes, eg to greet, request, apologise, invite.	SC1 Is able to identify and discuss the different functions of language, eg to greet, request, persuade, inform, argue.
SC2 Joins in unison speaking situations, eg, action verse chants, rhymes.	SC2 Shares information in whole group discussion or conversation when requested.	SC2 Actively bids for turn in whole group discussion.
SC3 Talks to selected peers and adults; rarely initiates conversation spontaneously.	SC3 Initiates conversation with peers, eg shared personal experience, jokes, anecdotes.	SC3 Uses routine expressions that are part of peer group "talk".
SC4 Negotiates for use of resources in collaborative task, but completes in parallel with little peer-directed talk.	SC4 Discusses collaborative task with peers, eg gives feedback, comments, asks questions, offers help.	SC4 Is able to explain procedures to others, showing an awareness of the steps involved, eg explaining how to order lunch to new student.
SC5 Lacks awareness of the need to maintain joint focus and displays inappropriate non-verbal behaviours.	SC5 Uses appropriate non-verbal behaviours, eg rate of speech, eye contact.	SC5 Uses non-verbal means to convey social empathy and interest in others.
SC6 Demonstrates inappropriate discussion behaviours, eg interrupting, lack of acknowledgement of speaker.	SC6 Follows appropriate speaking listening conventions; distinguishes between appropriate playground and classroom language, eg turn-taking, politeness terms.	SC6 Is able to identify and explain the effect of communicative behaviour on others, eg non-verbal cues, using people's names, positive or negative statements.

Comprehension

Phase 1 Emergent	Phase 2 Early Developing	Phase 3 Developing
C1 Requires direct modelling or explanation of classroom routines and procedures.	C1 Listens attentively and uses inferring skills to work out requirements of simple instruction.	C1 Able to carry out instructions related to unfamiliar material or tasks utilising verbal information alone.
C2 Ignores contextual cues or uses inappropriate strategies to attempt response, eg makes incorrect guesses from context, makes random guess.	C2 Indicates in non-specific ways when something is not understood, eg requests repeat, asks general question.	C2 Monitors the information provided by the speaker and uses specific questions to elicit new information or further explanation.
C3 is able to make contribution in group discussion only when teacher has simplified question or provided scaffolding for response.	C3 In group discussion the child follows the topic and makes relevant contribution, contribution, eg answers questions, comments, asks questions.	C3 Asks questions and makes comments that expand or add to topic in small group and class discussion.
C4 May respond appropriately to concrete, literal questions, but experiences difficulty making predictions and inferences.	C4 Responses to questions are relevant and demonstrate the ability to make simple predictions and inferences directly based on information presented.	C4 Draws on general world knowledge to interpret information, going beyond presented information to make own predictions and inferences.

Content and Organisation

Phase 1 Emergent	Phase 2 Early Developing	Phase 3 Developing
CO1 Does not initiate topics independently.	CO1 Talk is mostly associated with the "here and now" or familiar topics related to personal experience.	CO1 Presents information on known topic to the class (eg report, description) including world as well as personal knowledge.
CO2 In conversation, newstelling or stories constant prompts are required to elicit information. Newstelling consists at most of single statement; storytelling involves simple labelling of pictures.	CO2 In conversation, newstelling or stories some sequence is evident; not all key information components are included and teacher support is required for production.	CO2 In conversation, newstelling and stories most key information components are included with minimal need for support.
CO3 Lacks awareness of audience; does not orientate listener (eg who, where, when).	CO3 Beginning to include some orientation and explanation of events in oral texts but does not maintain consistently through the text.	CO3 Key events or information components are elaborated with detail. Sequence or cause-effect relationships are made clear and information that is critical for orientating the listener is consistently included.
CO4 If listener indicates they have not understood, the child repeats the message without alteration; sentence form is not modified; nor is additional information provided.	CO4 Monitors own communication and self-corrects to clarify form or meaning, eg "Then she runned ... no, I mean ran".	CO4 Plans spoken descriptions, recounts and reports identifying main ideas or information to be presented to the group.

Linguistic Structures

Phase 1 Emergent	Phase 2 Early Developing	Phase 3 Developing
LS1 Is not fully intelligible with errors in production of sounds.	LS1 Uses audible, intelligible speech.	LS1 In presentation situations experiments with use of voice to entertain audience or emphasise meaning.
LS2 Uses a limited range of simple sentence types; errors with articles (a, the), auxiliaries (is, have), pronouns (me/I) and word endings (ing, ed, 's) are common.	LS2 Uses well-formed grammatically correct sentences, eg statements, commands, questions.	LS2 Uses a wider range of connectors, eg if, while, although, unless, in case.
LS3 Limited or stereotyped use of descriptive vocabulary, eg colour, big/little, nice.	LS3 Uses a small range of descriptive vocabulary, eg scary, beautiful, fast.	LS3 Vocabulary use reflects a variety of influences, eg peer group, real-world experience, general knowledge, written language, media; experiments with choice of language to create more imaginative, story-like expression, eg vocabulary selection, rhyme, word play, idioms.

The skills rated in this profile reflect the child's ability to use Standard Australian English. It is important to remember that children from culturally and linguistically diverse backgrounds will also have valuable skills in their "home language" variety and these should not be discounted.

Some children may exhibit a level of shyness or reluctance to answer. Exercise caution in interpreting reluctance to respond, and seek appropriate advice if necessary.