Oral Expression Worksheet

# Purpose

The purpose of this worksheet is to document that a student has received appropriate instruction and intervention in oral expression. Educators should ensure that sufficient data exists to paint a meaningful picture of a student’s needs to set up the rest of the Evaluation Process for success. Lack of access to that data or completion of any intervention prior to referral is not a rationale for delaying a student evaluation.

Oral expression is the use of spoken language to convey an individual’s wants, needs, thoughts, and ideas meaningfully while using appropriate syntactic, pragmatic, semantic, and phonological language structures. Oral expression skills are essential to learning and some characteristics of students demonstrating difficulties with oral expression might include difficulties with grammatical inflection; difficulty learning and using both academic and conversational vocabulary; difficulty formulating complete, semantically, and grammatically correct sentences, either spoken or written; difficulty explaining word associations; and difficulty with retelling and making inferences and predictions.

Oral expression is not synonymous with reading aloud or reading fluently however, difficulties in expressing language might impact literacy and academic success across subject and skill areas. Students with deficits in oral expression may not perform at grade level because of their struggle with reading, difficulty understanding and expressing language, and the fact that they may misunderstand social cues.

It is necessary that a Speech Language Pathologist is involved in assessing and analyzing data related to oral expression. Language development, including oral expression, is foundational for literacy development and involves syntax, grammar, morphology, pragmatics, semantics, phonology, and metalinguistics. Oral expression is integral to how language is developed and including individuals with expertise related to speech and language development is critical when determining appropriate instruction, progress monitoring, and intervention.

This checklist is traditionally completed for all elementary, middle, and high school students who have been referred to special education due to a suspected learning disability in the basic skill area of listening comprehension.

# Use of Assessment Data to Guide Instruction by General Education Teacher (Tier I)

[ ]  The student has participated in daily general education instruction across disciplines using evidence-based practices provided to the entire class by the general education teacher. Please visit the [Levels of Evidence and Research-Based Practices](https://education.vermont.gov/documents/levels-of-evidence-and-research-based-practices) guidance document when considering expectations related to research-based practices and special education eligibility.

[ ]  Evidence that assessment data has been used to guide instruction, that the student’s concerns have been documented (i.e., concerns were discussed at building level EST meeting), and that if language concerns have arisen, those concerns have been shared with the speech language pathologist.

# Differentiated Instruction by General Education Teacher (Tier I)

[ ]  Student instruction has been differentiated as part of Tier I general education instruction (i.e., for all students). When appropriate, a speech language pathologist has been included to support guidance in differentiating instruction for language-based needs.

Description – How Core Curriculum was Differentiated to Meet Individual Student Needs in Small Group Setting:

# Progress Monitoring Assessments (Tier I)

[ ]  Continuous progress monitoring has been provided to establish a basis for instructional decisions and to document a student’s response to instruction. When appropriate, a speech language pathologist has been included to provide guidance on selecting tools to monitor progress.

In the table below, describe and provide evidence of Progress Monitoring. Please use extra lines for additional data points.

| **Skills/Competencies Targeted**(e.g., background knowledge, vocabulary, language structure, verbal reasoning, literacy knowledge) | **Tier I Assessments**(e.g. curriculum-based measurement, curriculum-based assessments, diagnostic assessments) | **Baseline Date** | **Baseline Results** | **Benchmark/ Grade-Level Expectation** | **Progress Monitoring Date** | **Progress Monitoring Results** | **Current Performance Date** | **Current Performance Results** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|       |       |       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |       |       |
|       |       |       |       |       |       |       |       |       |

[ ]  Results attached.

# Supplemental evidence-based interventions (Tier II – targeted interventions; Tier III – more targeted and intensive interventions)

[ ]  Language-based interventions have been implemented based on specific student needs. Students experiencing difficulties with oral expression might exhibit the following needs: challenges recalling stories and answering comprehension questions related to text, struggling to predict or make inferences, difficulty expressing opinions, trouble with summarizing what has been read, and delays in identifying main idea and sequencing events in text.

[ ]  The student was referred to Speech Language Pathologist for a possible language screening.

[ ]  Appropriately qualified and trained staff have provided the interventions, and decisions have been made in consultation with experts in language development. Interventions have been implemented with fidelity (i.e., delivered in the way they were designed and intended to be used). Documentation indicating frequency, duration and type of intervention is either listed on this form or attached.

[ ]  The teachers have systematically collected progress monitoring data, using valid and reliable measures, to determine the student’s response to the interventions provided.

# Lack of sufficient progress to meet age or State-approved grade-level standards (Tiers II/III)

[ ]  The student has not made sufficient progress in the supplemental intervention(s) implemented above despite attempts to improve, individualize, and intensify the intervention.

Source of Evidence: Attach teacher support and/or intervention team information (including data in numeric and graphic formats) AND complete chart below:

| **Student’s baseline data**Data measurements that were collected prior to the evidence-based interventions used as supplemental and/or intensive interventions | **Evidence-based interventions used as supplemental and/or intensive interventions**These interventions are in addition to what is provided for all students (i.e., Tier I) | **Student’s response to interventions**Progress monitoring measurements for each intervention (Curriculum-Based Measurement (CBM) or other appropriate measure) | **Dates**of intervention implementation | **Current Performance**of intervention implementation |
| --- | --- | --- | --- | --- |
|       |       |       |       |       |
|       |       |       |       |       |
|       |       |       |       |       |
|       |       |       |       |       |
|       |       |       |       |       |

Teacher Date

Person(s) responsible for checklist item #5 Date

.