ORES Language Referral Process and Checklist

Teacher – When you suspect that a student is displaying a possible language delay or impairment, please complete this language referral to initiate the process. **Contact Ms. Holland via email to schedule a meeting with the PST Team ­BEFORE developing interventions in Tier 2 or Tier 3.** Please bring this checklist to your scheduled conference along with the following:

Most current iReady report Writing sample

**Student / Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ­ Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Vocabulary** | | |  |  |  | **Yes** | **NO** |
| Difficulty with understanding and using vocabulary. | | | | |  |  |  |  |
| Difficulty with understanding and using categories, antonyms, synonyms, affixes | | | | | | |  |  |
| Difficulty with the meaning multiple-meaning words and based on grade level | | | | | | |  |  |
| Difficulty with using sentence-level context as a clue to the meaning of a word | | | | | | |  |  |
|  |  |  |  |  |  |  |  |  |
|  | **Language- grammatical skills, oral/written sentence structure** | | | | | | **Yes** | **No** |
| Often experiences difficulty constructing sentences of appropriate length. | | | | | | |  |  |
| Uses improper word order in sentences. | | | |  |  |  |  |  |
| Displays immature sentence constructions in speech. | | | | |  |  |  |  |
| Frequently uses incorrect verb tenses and/ or pronouns in conversation | | | | | | |  |  |
|  |  |  |  |  |  |  |  |  |
| **The student's general language skills are significantly different from his peers.** | | | | | | | **Yes** | **No** |
|  |  |  |  |  |  |  |  |  |
| **Other Behaviors** | | | |  |  |  | **Yes** | **No** |
| Exhibits a short auditory memory span. Difficulty following auditory instructions | | | | | | |  |  |
| Experiences difficulty answering age appropriate 'why' questions. | | | | | |  |  |  |
| Appears to know the word he wants to say, but can't recall it . | | | | | |  |  |  |
| Often 'talk around' the word to describe the object (uses gestures) | | | | | | |  |  |
| In-class vocabulary substitution. ( Ex.- naming a spoon when looking at a fork). | | | | | | |  |  |
| Is frequently off-topic during classroom discussions. | | | | |  |  |  |  |
| **Other factors which impact language skills:** | | | | |  |  | **Yes** | **No** |
| Is there another Language spoken in home? | | | |  |  |  |  |  |
| Is this an ELL? | |  |  |  |  |  |  |  |
| Is this student diagnosed as ADD or ADHD? | | | |  |  |  |  |  |
| Is this student on any Medication? | | | |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **i-Ready Reading Report-review areas of difficulty, check vocabulary,& comprehension** | | | | | | | | |
| Look at the vocabulary for any listed skills- (multiple meaning words, affixes, figurative language etc.), as well as the reading comprehension area (answering inferential questions). | | | | | | |  |  |

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