

**Cobb County School District
Speech-Language Program
PRAGMATIC LANGUAGE CHECKLIST**

Student:	Evaluator:	School:	Date:
Grade: _____	Age: _____	Academic Achievement: CRCT Reading: _____ CRCT Math: _____	
ITBS %ile Reading: _____		Math: _____	GKAP: _____
GHSGT ELA: _____		GHSGT Math: _____	EOCT (subject areas): _____
Indicate how often behaviors are observed.		Consistently demonstrates	Inconsistently demonstrates
		Does not demonstrate	
NONVERBAL COMMUNICATION SKILLS			
1. Looks at speaker when conversing.			
2. Understands others' use of body language.			
3. Uses appropriate body language.			
4. Uses appropriate physical space boundaries.			
5. Responds appropriately to changes in tone of voice and facial expression			
GENERAL CONVERSATION SKILLS			
6. Basic Social Language			
a. Greets, says goodbye			
b. Uses polite forms (i.e., please, thank you, excuse me, etc)			
c. Uses introductions			
7. Interrupts appropriately			
8. Provides sufficient information for listener comprehension/describes events.			
9. Takes turns appropriately in conversations.			
10. Revises messages when listener misunderstands.			
11. Asks appropriately for repetition and clarification.			
12. Provides relevant answers to questions.			
13. Tells wants, needs and preferences.			
14. Asks appropriately for help, assistance and permission			
15. Asks questions appropriately.			
16. Expresses feelings appropriately.			
17. Shares information in a socially appropriate manner.			
18. In a conversation, does the student appropriately:			
a. begin the conversation?			
b. join an on-going conversation?			
c. respond to others?			
d. shift topic?			
e. end the conversation?			
19. Acknowledges and uses compliments appropriately.			
20. Expresses willingness to assist others.			
21. Understands and uses humor appropriately.			
22. Provides appropriate explanations of actions/describes problems/solutions.			
23. Interacts appropriately with adults.			
24. Interacts appropriately with peers.			
25. Comments/remarks indicate an awareness of others' feelings.			
In your opinion, is the student using language to manipulate situations, i.e.: draw attention to self, cause a disruption, divert attention or create a power struggle?		YES	NO
Please add any comments			

