SPECIAL EDUCATION · SPEECH-LANGUAGE PATHOLOGY

EDITABLE

Language Screener



28 PAGES | 30 THINGS TO LISTEN FOR | FAMILY SUMMARY LETTER | FILLABLE PDF

✦ BRIGHT PATH SPED

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☆ START HERE Start Here — Three Steps

Ninety seconds of reading. Type the headers once; the marks themselves are faster with a pen during the screening.

1

Set up once

Open the file in Adobe Acrobat Reader (free) or Preview on a Mac, not a browser tab, which may fill fields and then not save them.

Write your district's rating scale and rules on page 6 and the roster on page 7. **Save As** once per student; the original stays blank.

2

Screen the student

For a fast look use the quick look (page 11) with the two student pages (pages 12–13).

For each area use its record: understanding (page 14), talking (page 15) and social language (page 16).

3

Summarize and share

Move the marks to the summary (page 20), then write the team's decision on page 21.

The family summary letter (page 24) is ready to send as soon as the summary is written.

WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription. Type the headers and the marks, or print it and use a pen.

WHAT THIS FILE IS NOT

It is not a Google Sheets file, a Google Doc or an Excel workbook, and it does not score anything. It has no age expectations, no cutoff scores and no labels.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

This is the working paper behind your screening, not the screening procedure. The things to listen for are printed and the blanks are yours. What counts as a concern, who is screened, and what happens next are your district's rules, and each has a blank line to write it on.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. Open it in Acrobat Reader and use Save As.
I need more rows. Print a second copy of that page.
Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

WHICH PAGE FOR WHICH SITUATION

IF YOU NEED TO…	GO TO PAGE
Look at a whole line of students fast	11
Give the student something to do	12–13
Record understanding, talking and social language	14–16
Report to the team or the family	20, 24
See a finished record first	27

STUDENT **Listen and Do**

My name _____

Listen. Do what I say.

1. Touch your nose.
2. Clap two times.
3. Stand up. Then sit down.
4. Put your hand on your head. Then on your knee.
5. Point to the door.
6. Pick up a pencil. Put it on the desk.

Color a star when you finish a box. ☆

SCREEN

Understanding Record

10 things to listen and look for. Marks are on page 6; the rating scale and the criterion are your district's.

STUDENT _____ DATE _____ SCREENER _____ GRADE / CLASS _____

WHAT I LISTEN AND LOOK FOR	WHERE I SAW OR HEARD IT	WHAT THE STUDENT SAID OR DID	MARK
Looks toward the speaker when called by name			
Follows a one-step direction given aloud			
Follows a direction with two parts			
Points to a named object or picture			
Answers yes/no questions about what was just said			
Answers who, what and where questions			
Shows understanding of place words like in, on, under			
Shows understanding of describing words like big, little, wet			
Asks for a repeat, or says "I don't know," when lost			
Stays with a short story or talk read aloud			

MY RATING FOR THIS AREA (DISTRICT'S SCALE)

_____

_____

DISTRICT CRITERION FOR THIS AREA

_____

_____

NOTES

_____

_____

REPORTING

Screening Summary

The page that turns the marks into something to report. The criterion and the next step are your district's, not this file's.

STUDENT _____ DATE _____ SCREENER _____ GRADE / CLASS _____

COUNT THE MARKS FROM EACH RECORD

AREA	THINGS LOOKED FOR	✓	S	N	–	RATING (DISTRICT'S SCALE)
Understanding	10					
Talking	10					
Social language	10					
Conversation sample	–					

MY DISTRICT'S CRITERION FOR THE NEXT STEP (WRITE IT IN)

_____

_____

_____

_____

RECOMMENDATION (CHECK ONE, OR WRITE YOUR DISTRICT'S WORDING)

- ☐ No further action at this time
- ☐ Rescreen on _____
- ☐ Refer under my district's process
- ☐ Other: _____

WHAT I NOTICED THAT THE MARKS DO NOT SHOW

_____

_____

_____

_____

PAGES I USED

- ☐ Quick look and student pages (pages 11–13)
- ☐ Area records (pages 14–16)
- ☐ Conversation sample (page 17)
- ☐ Observation log (page 18)

SCREENER SIGNATURE _____ DATE _____

NOTES

Family Summary Letter

> Goes home after the screening, as printed or typed. No marks, no counts, no jargon.

CHILD

DATE

FROM

TODAY I LISTENED TO YOUR CHILD

Talking, playing, following directions, or all three, in plain words.

THINGS YOUR CHILD DID WELL

THINGS I WILL LISTEN FOR AGAIN

WHAT HAPPENS NEXT (IN MY DISTRICT'S WORDS)

THINGS TO TRY TOGETHER AT HOME (2 MINUTES)

QUESTIONS? BEST WAY TO REACH ME

FAMILY SIGNATURE, IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

Filled-In Example

SAMPLE · INVENTED STUDENT

Mira is invented, and so is every mark on this page. Every count can be re-counted from the table on the left.

RECORD EXCERPT — MIRA T., INVENTED, 6 OF 10 ITEMS IN EACH AREA

AREA	WHAT I LISTENED AND LOOKED FOR	MARK
Understanding	Looks toward the speaker when called by name	✓
–	Follows a one-step direction given aloud	✓
–	Follows a direction with two parts	✓
–	Points to a named object or picture	✓
–	Answers yes/no questions about what was just said	S
–	Answers who, what and where questions	✓
Talking	Names common objects or pictures	✓
–	Uses action words	S
–	Puts words together in short sentences	S
–	Uses describing words	✓
–	Uses words that show more than one	N
–	Uses words that show something already happened	✓
Social language	Says hello and goodbye	✓
–	Takes turns talking	✓
–	Stays on the topic	S
–	Starts a conversation	✓
–	Asks for help or for something needed	✓
–	Says what they feel or want	✓

COUNTS BY AREA (INVENTED)

AREA	ITEMS	✓	S	N
Understanding	6	5	1	0
Talking	6	3	2	1
Social language	6	5	1	0
All three	18	13	4	1

CONVERSATION SAMPLE (INVENTED)

COUNT	NUMBER	WHERE IT COMES FROM
Things said	5	conversation record
Words in all	25	3 + 5 + 4 + 7 + 6

RECOMMENDATION

Left blank on purpose: this file does not know your district's criterion, so the example does not pretend to apply one.