

PRAGMATIC LANGUAGE SMALL GROUP DATA SHEETS

A pragmatic language target list your team defines, a caseload roster, a peer interaction observation grid built for a small-group session, a pragmatic language skill checklist, a frequency tally sheet, an individual rating sheet, a group session log, a tracker and graph, session notes, a quarterly summary, a family note, and a filled example. Fillable PDF.

DATA Peer Interaction Observation Grid – Group Setting

One session, one group. Every student rated on every target from the same activity, against the scale on page 5.

GROUP / ACTIVITY	DATE	SETTING (PAGE 6 CODES)	OBSERVER					
STUDENT	TURNS	TOPIC	INITIATES	RESPONDS	CLARIFIES	GREETES	NOTES	

DATA Pragmatic Language Skill Checklist

One student, the week. Six pragmatic language targets, checked the day they were seen in the group. A blank day is a true answer, not a missed one.

STUDENT	WEEK OF	GROUP / OBSERVER						
			MON	TUE	WED	THU	FRI	NOTES
PRAGMATIC LANGUAGE TARGET (DEFINED FOR THIS STUDENT ON PAGE 5, IF NEEDED)								
Takes turns in a conversation without interrupting a peer								
Maintains a peer's topic across multiple exchanges								
Initiates an interaction or comment with a peer								
Responds to a peer's initiation (greeting, comment, question)								
Asks for clarification when a peer's message was not understood								
Greetes or says goodbye to a peer appropriately for the setting								
Targets checked this day (count)								
Check the day it was seen								
A check means the target was observed that day in the group, with or without a prompt; write the prompt code from page 6 in the Notes column if it								
Which target is easiest, and which is hardest, from the checks above								

DATA Frequency Tally Sheet

One student, one group session. Tally marks in real time for each target, and a total count — for when the goal asks how OFTEN, not just whether.

STUDENT	DATE	GROUP / ACTIVITY	SETTING (PAGE 6 CODES)		
PRAGMATIC LANGUAGE TARGET	TALLY MARKS (REAL TIME)	TOTAL COUNT			
Takes turns in a conversation without interrupting a peer					
Maintains a peer's topic across multiple exchanges					
Initiates an interaction or comment with a peer					
Responds to a peer's initiation (greeting, comment, question)					
Asks for clarification when a peer's message was not understood					
Greetes or says goodbye to a peer appropriately for the setting					

DATA Individual Pragmatic Language Rating Sheet

One student, eight sessions. The same six targets, rated session by session so a trend across the group shows on one line.

STUDENT	GOAL (SHORT)	CRITERION / AIM								
			S1	S2	S3	S4	S5	S6	S7	TREND
PRAGMATIC LANGUAGE TARGET										
Takes turns in a conversation without interrupting a peer										
Maintains a peer's topic across multiple exchanges										
Initiates an interaction or comment with a peer										
Responds to a peer's initiation (greeting, comment, question)										
Asks for clarification when a peer's message was not understood										

DATA Group Session Log

The activity, who was in the group, the setting, and the length of every small-group meeting — the record of what the group actually did.

GROUP NAME / NUMBER	SLP	EFFECTIVE				
DATE	ACTIVITY / TOPIC	SETTING (PAGE 6)	GROUP MEMBERS (INITIALS)	LENGTH	NOTES	

TRACKING Cumulative Tracker

One goal, thirty-six observations. The date, the setting, and the rating from each log, copied here so the trend is on one line.

STUDENT	GOAL (SHORT)	CRITERION / AIM										
OBSERVATIONS 1-12			1	2	3	4	5	6	7	8	9	10
Date												
Setting												
Rating												
OBSERVATIONS 13-24			1	2	3	4	5	6	7	8	9	10
Date												
Setting												
Rating												
OBSERVATIONS 25-36			1	2	3	4	5	6	7	8	9	10
Date												
Setting												

Fillable PDF

19 Pages

Observation Grid

Frequency Tally

Which Sheet, and What This File Is Not

Match the goal's wording to a sheet once, and write the page number on the roster. The bottom two rows say where a sound, structure or general social-skills goal belongs instead.

IF THE GOAL SAYS	USE	WHERE
"will take turns in a conversation" or "will maintain a peer's topic for __ exchanges" — one student, across sessions	Individual pragmatic language rating sheet	Page 11
"will demonstrate pragmatic language skills in a small-group setting, rated __ or higher" — the whole group, one session	Peer interaction observation grid	Page 8
"will initiate or respond to a peer's initiation, or request clarification, __ times in a session" — a count, not a rating	Frequency tally sheet	Page 10
"will use pragmatic language skills (turn-taking, topic maintenance, greetings) across the week"	Pragmatic language skill checklist	Page 9
Any pragmatic language goal, across the quarter	Cumulative tracker and graph, then the quarterly summary	Pages 13, 14, 16
A goal about a speech sound, a receptive or expressive language structure, fluency or voice — not pragmatics	Not this file. Use this store's Speech Therapy Data Collection Sheets Editable instead	Elsewhere in the store
A general friendship, conflict-resolution or cooperative-play goal not written as an SLP pragmatic-language goal	Not this file. Use this store's Social Skills Progress Monitoring and Peer Interaction Data Sheets Editable instead	Elsewhere in the store

Not the same as this store's nearby tools

Speech Therapy Data Collection Sheets Editable is the general SLP caseload packet across every goal area. Social Skills Progress Monitoring and Peer Interaction Data Sheets Editable tracks a general friendship or conflict-resolution skill, not an SLP or language-specific goal. This file covers only pragmatic language, observed the way it actually happens: in a small group.

What this file is not

Not a therapy program, not a curriculum of pragmatic language activities, not a screener, and not a tool that names a condition. Nothing here says what a rating level means or which prompt to use; you write those in, from the IEP goal and your own judgment. The sheets only make sure the number gets written down.

How the paper moves

WHEN	WHAT
Every group session	Peer interaction observation grid (8), or a frequency tally (10) for a count; session log (12) for the group
Every day the group meets	Pragmatic language skill checklist (9) for the students on that goal; half of a notes page (15)
Every week	Ratings onto the tracker (13); individual rating sheet (11) updated; family note (17) for whoever needs one
Every quarter	Graph (14) plotted, quarterly summary (16) written from it

Pragmatic Language Target List and Rating Scale

Six pragmatic language targets, and a four-level rating scale your team defines. Nothing here decides what a level means or labels a student.

The six targets this file tracks

Every log in this file (the observation grid, the checklist, the tally sheet and the individual rating sheet) uses these six pragmatic language targets. Write what each one looks like FOR THIS STUDENT in a small group, in behavior someone else could see, before the first rating.

PRAGMATIC LANGUAGE TARGET LIST (PAGES 8, 9, 10, 11)

TARGET	WHAT IT LOOKS LIKE FOR THIS STUDENT IN A SMALL GROUP (WRITE IT BEFORE OBSERVING)
Takes turns in a conversation without interrupting a peer	
Maintains a peer's topic across multiple exchanges	
Initiates an interaction or comment with a peer	
Responds to a peer's initiation (greeting, comment, question)	
Asks for clarification when a peer's message was not understood	
Greets or says goodbye to a peer appropriately for the setting	

RATING SCALE (PAGES 8, 11)

LEVEL	WHAT THIS LEVEL LOOKS LIKE ACROSS THE TARGETS ABOVE
1	
2	
3	
4	

Why the levels are written first

A rating a second adult cannot reproduce within a point is not data. Define the four levels against observable behavior, not against how the group felt, and keep the definitions the same all year.

Two adults rating the same session should land within one point; if they do not, rewrite the level definitions above

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Peer Interaction Observation Grid – Group Setting

One session, one group. Every student rated on every target from the same activity, against the scale on page 5.

GROUP / ACTIVITY

DATE

SETTING (PAGE 6 CODES)

OBSERVER

[illegible]

One session, the whole group

Rate every student in the group on every target the group worked on that session, against the scale on page 5. A blank cell means the target did not come up for that student, not a zero.

Patterns noticed this session (same target, same student, same setting)

Pragmatic Language Skill Checklist

One student, the week. Six pragmatic language targets, checked the day they were seen in the group. A blank day is a true answer, not a missed one.

STUDENT

WEEK OF

GROUP / OBSERVER

PRAGMATIC LANGUAGE TARGET (DEFINED FOR THIS STUDENT ON PAGE 5, IF NEEDED)	MON	TUE	WED	THU	FRI	NOTES
Takes turns in a conversation without interrupting a peer						
Maintains a peer's topic across multiple exchanges						
Initiates an interaction or comment with a peer						
Responds to a peer's initiation (greeting, comment, question)						
Asks for clarification when a peer's message was not understood						
Greets or says goodbye to a peer appropriately for the setting						
Targets checked this day (count)						

Check the day it was seen

A check means the target was observed that day in the group, with or without a prompt; write the prompt code from page 6 in the Notes column if it took one. A blank day is a true answer — the target was not seen — not a skipped observation. Totals across the week go on the tracker (page 13).

Which target is easiest, and which is hardest, from the checks above

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What made a target harder to use this week (a new peer, a new group, a bad morning)

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Adjustments to try next week (a prompt, a smaller group, a scripted opener)

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Frequency Tally Sheet

One student, one group session. Tally marks in real time for each target, and a total count — for when the goal asks how OFTEN, not just whether.

STUDENT

DATE

GROUP / ACTIVITY

SETTING (PAGE 6 CODES)

PRAGMATIC LANGUAGE TARGET	TALLY MARKS (REAL TIME)	TOTAL COUNT
Takes turns in a conversation without interrupting a peer		
Maintains a peer's topic across multiple exchanges		
Initiates an interaction or comment with a peer		
Responds to a peer's initiation (greeting, comment, question)		
Asks for clarification when a peer's message was not understood		
Greets or says goodbye to a peer appropriately for the setting		
Total, all targets, this session		

For a goal that asks how OFTEN

Make one tally mark every time the target happens during the session, then write the total. This is a count, not a rating — use the individual rating sheet (page 11) instead when the goal asks for a level, not a number.

What made a target more or less frequent this session (a new peer, a new activity, group size)

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Individual Pragmatic Language Rating Sheet

One student, eight sessions. The same six targets, rated session by session so a trend across the group shows on one line.

STUDENT

GOAL (SHORT)

CRITERION / AIM

PRAGMATIC LANGUAGE TARGET	S1	S2	S3	S4	S5	S6	S7	S8	TREND
Takes turns in a conversation without interrupting a peer									
Maintains a peer's topic across multiple exchanges									
Initiates an interaction or comment with a peer									
Responds to a peer's initiation (greeting, comment, question)									
Asks for clarification when a peer's message was not understood									
Greets or says goodbye to a peer appropriately for the setting									
Date									

One number per session, from the same scale as pages 8 and 9

Rate against the definitions on page 5, not against how the session felt. A single target can be the whole goal, or track several and let the trend column show which one is furthest along.

Which target moved first, and which needs a different group or prompt

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EXAMPLE

A Group Session, a Tally and Eight Ratings, Filled In

R.T. is invented, and so is every number. Notice that the status and the plan came from cells already written, not from how the group felt.

Individual rating sheet (page 11) — R.T., grade 3, small group “Lunch Bunch” (invented)

Goal (short): will use pragmatic language targets in a small-group setting, rated 1 to 4 against the levels on page 5 ·

Criterion: rated 4, the top level, on three consecutive observations · **Aim line:** 4 (plotted at 40 on page 14, a rating x10)

OBSERVATION	1	2	3	4	5	6	7	8
Date	9/9	9/11	9/16	9/18	9/23	9/25	9/30	10/2
Setting	STR	STR	UNS	STR	LUN	STR	UNS	STR
Rating	2	3	2	3	3	4	3	4

Ratings add to 24 over 8 observations. Two observations (6 and 8) reach the top level, but they are not consecutive, and the last three (4, 3, 4) are not three 4s in a row, so the criterion is not yet met and the status reads SP, not MET. Observation 3 dipped to 2 in an unstructured group, the same setting the tally below flags as harder.

Frequency tally sheet (page 10), group session 10/2, and the quarterly summary row (page 16)

PRAGMATIC LANGUAGE TARGET	TALLY MARKS (REAL TIME)	TOTAL COUNT
Turn-taking		5
Topic maintenance		3
Initiating		2
Responding		4
Clarification requests		1
Greetings/farewells		2
Total, all targets, this session		17

Turn-taking was tallied most often (5 of 17 total instances); clarification requests were tallied once, which is the target the SLP flagged for the plan below. Combined with the tracker’s two observations at level 4, the quarterly summary reads: baseline 9/9 (rating 2), current 10/2 (rating 4, two of the last three observations at the top level), status SP, one more structured-group session added before calling turn-taking met.

Session note (page 15) — 10/2

Targeted, and the data: group of four, structured activity (a barrier game), rated 4 on turn-taking and topic maintenance: waited for a turn with no reminder, kept the topic the whole activity. **Plan:** one more session before calling turn-taking met; target clarification requests directly next time.

Family note (page 17) — why this is enough

Home: took turns with three peers in a game, no reminder needed — the same skill rated above. The status comes from two ratings at the top level, not yet three in a row; the plan comes from the lowest tally count. Nothing here explains why the game was easier — only whether the target was used, and how.