

Name: \_\_\_\_\_

Site: \_\_\_\_\_

Age: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

# of adults: \_\_\_\_\_ # of children: \_\_\_\_\_

Observer: \_\_\_\_\_

## Speech and Language Checklist

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**Sounds:** Underline the ones that you hear. Circle if there is difficulty.

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p, w, h, m, n, (usually by 3 years)

b, k, g, d, y (usually by 4 years)

f, ng, t, r, l (usually by 6 years)

ch, sh, j, s, z, v, th, zh, br, tr (clear by 7–8 years)

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**Language:** Underline the ones that are present. Circle if there seems to be difficulty.

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Correct word order (by 2½)

Uses pronouns(he/she/it) (by 2½)

Gives name (by 3)

Uses plurals, some prepositions (over/under (by 3)

Tells day's schedule in sequence (by 4)

Can tell an imaginative story about a picture (by 4)

Speaks in adult-like sentences (by 4)

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**Note Language Behaviors:**

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Turn taking—displays understanding of conversational shift

Communication signals

eye contact

facial expression

gestures

tone of voice

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**Meaning:** What did the conversation tell you about the child's speech and language development?

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(Adapted from Machado, J. M. [1990] and Breyen & Gallagher [1983]) REPRODUCED WITH THE PERMISSION OF AUTHOR: Nilsen, B. (2008). *Week by Week: Plans for Documenting Children's Development*, 4<sup>th</sup> ed. Clifton Park, NY: Thomson Delmar Learning.