

Language Development Profile for Preschool English Language Learners

This profile may be used to observe and gather information about a child's language environments and to estimate a child's language skills in their home language and in English. Having an understanding of the child's current language skills in their home language and in English over multiple environments will allow for better assessment and instructional planning and support.

Date: _____

Child's Name: _____

DOB: _____

Parents'/Guardians'

Name: _____

Phone: _____

I. CHILD'S LANGUAGE HISTORY

1. Child's age & place of birth:	
2. Siblings' and their ages:	
3. Language(s) of primary caregivers and siblings at home.	
4. <i>At what age</i> was child first exposed to English? <i>How</i> was child exposed to English (e.g. siblings, grocery store, TV, radio, preschool, etc.)? <i>In which environment(s)</i> and for <i>how long</i> ?	
5. Is the child best described as <i>monolingual</i> (in which language)? <i>Sequential bilingual</i> (learned L1 before introduced to L2—usually after age 3)? <i>Simultaneous bilingual</i> (introduced to L1 & L2 simultaneously and has received input in both languages since birth or starting within first year of life)?	

II. CHILD'S CURRENT LANGUAGE ENVIRONMENTS

Environment	How much time does the child spend in this environment?	What languages are spoken and by whom?	Describe how the child communicates in this environment?

III. HOW CHILD CURRENTLY APPEARS TO UNDERSTAND LANGUAGE (RECEPTIVE)

	Home Language	English
1. Understands <i>single words</i> commonly used in the environment? List examples.		
2. Understands <i>routine word combinations</i> ? List examples.		
3. Understands <i>new word combinations</i> ? List examples.		
4. Understands <i>simple sentences</i> ? List examples.		

Receptive Language (con.)	Home Language	English
5. Does the child follow <i>simple directions</i> ? List examples.		
6. Is the child's <i>receptive language comparable</i> to that of peers from similar linguistic/cultural backgrounds? If not, how is it different?		

IV. HOW CHILD CURRENTLY USES EXPRESSIVE LANGUAGE

	Home Language	English
1. Uses <i>single words</i> ? List examples.		
2. Uses <i>word combinations</i> ? List examples.		
3. Uses <i>simple sentences</i> ? List examples.		
4. Creates new and more complex sentences of 5-7 words? List examples.		
5. Is the child's <i>speech generally understandable</i> ?		
6. Is the child's <i>spoken language comparable</i> to that of peers of similar linguistic/cultural backgrounds? If not, how does it differ?		

References

Barrera, I., & Corso, R. with Macpherson, D. (2003). *Skilled dialogue: Strategies for responding to cultural diversity in early childhood*. Baltimore, MD: Paul Brookes Publishing.

(2007) *Assessing children with disabilities who are English learners: Guidance for the DRDP access and the PS DRDP-R for children with IEPs*. California Department of Education, Special Education Division.

Genesee, F., Paradis, J., & Crago, M. (2004). *Dual language development & disorders: A handbook on bilingualism & second language learning*. Baltimore, MD: Paul Brookes Publishing.