

## LANGUAGE AND LITERACY ASSESSMENT CHECKLIST FOR YOUNG ADULTS

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## LANGUAGE AND LITERACY ASSESSMENT CHECKLIST FOR YOUNG ADULTS

**PURPOSE:** To determine primary areas of language and literacy weaknesses of young adults 18+ years of age for assessment and intervention purposes.

### I. CLIENT INFORMATION:

Date: \_\_\_\_\_ Client's Name: \_\_\_\_\_ Sex: \_\_\_\_ Age: \_\_\_\_\_ DOB: \_\_\_\_\_  
 Referred by: \_\_\_\_\_ Previous School Classifications (if applicable): \_\_\_\_\_  
 Language(s) spoken/understood by the client (please list): \_\_\_\_\_  
 Current Medical/Psychiatric Diagnoses: \_\_\_\_\_  
 Previous/Current Language Diagnoses: \_\_\_\_\_  
 Previous Speech and Language Services: \_\_\_\_ No \_\_\_\_ Yes If Yes, when? \_\_\_\_\_

### II. AT RISK FAMILY HISTORY (place next to applicable areas)

**If answered 'Yes' to any of the below, please specify details (family member/s and diagnoses)**

- Family history of speech-language delay
- Family history of learning deficits (e.g., reading problems, dyslexia, etc.)
- Family history of special education placements
- Family history of psychiatric impairments (e.g., ASD, ADHD, anxiety, depression, etc.)
- Family history of drug and/or alcohol abuse
- Family history of intellectual disability
- Other noteworthy family history
- Unknown family history

### III. AT RISK DEVELOPMENTAL HISTORY (place next to applicable areas as pertaining to self/client)

- Client is internationally adopted
- Client is domestically adopted
- Client has Intellectual disability
- Client received Early Intervention (EI) service provision
- Client received Preschool Disabled Program services provision
- Client presented with late language development**
- Client presented with language delay/disorder** (client may/may not have been classified in school setting)
- Client has language comprehension and expression difficulties**
- Client had/has (highlight one) speech impairment (mispronunciation of several or numerous sounds)
- Client had/has gross and fine motor delays (e.g., clumsiness, lack of coordination, inability to tie shoelaces, poor handwriting)
- Client had early onset difficulties recognizing letters and numbers
- Client took extensive time to learn to recognize/write letters
- Client displays organizational difficulties (observed socially and or academically)

**IV. PRESENT/PAST BEHAVIORAL MANIFESTATIONS (place  $\checkmark$  next to applicable areas)**

- Easily frustrates during reading/writing tasks
- Social immaturity**
- Social awkwardness (difficulty interpreting social cues/body language of others)**
- Acted as a class clown (attempts to entertain peers with antics)**
- Difficulty making and keeping friends (lacks or has few friends)
- Low self-esteem
- Low motivation (especially during literacy based tasks)
- Lacks confidence during learning tasks
- Poor/negative self-image
- Frequent somatic complaints (physical complaints such as stomachache, headache, fatigue, etc.)
- Aggression
- Anxiety
- Frequently distracted and unfocused
- Other

**V. LEARNING DEFICITS (place a  $\checkmark$  next to areas of difficulty and/or an \* next to most impaired areas)****A. Receptive Language (Listening)**

- Difficulty following directions on daily basis without repetition or simplification
- Difficulty responding to *abstract* questions (e.g., “What if \_\_\_\_”)
- Difficulty comprehending abstract language (vocabulary, concepts, etc.) during lectures (college) or in daily life
- Decreased metalinguistic abilities (reduced ability to think about and discuss language)
- Difficulty understanding coursework taught at college level (if applicable)
- Specify: \_\_\_\_\_
- Difficulty understanding main ideas of lectures/texts/conversations (highlight one or both)
- Difficulty remembering details from college text books (if applicable)
- Difficulty understanding verbal messages containing subtleties
- Other:

**B. Memory, Attention and Cognition**

- Easily distracted
- Difficulty sustaining adequate attention to conversations/discussions
- Made careless mistakes on assignments because s/he is not paying close attention to details
- Difficulty remembering names of people/places
- Requires increased processing time to respond to questions
- Frequently forgets provided information
- Difficulty recalling the order of instructions/directions
- Difficulty setting goal to complete tasks
- Difficulty thinking in abstract, creative, flexible and imaginative ways
- Mental rigidity characterized by difficulty understanding issues from multiple points of view
- Difficulty thinking through ideas
- Difficulty organizing and integrating information

- \_\_\_ Difficulty thinking hypothetically
- \_\_\_ Inconsistent task performance (e.g., accuracy varies from day to day)
- \_\_\_ Difficulty with skill generalization across situations
- \_\_\_ Other: \_\_\_\_\_

### **C. Expressive Language**

- \_\_\_ Poor morphological awareness (manipulation of root words, prefixes, suffixes, and grammatical inflections to form words)
- \_\_\_ Avoids group discussions
- \_\_\_ Mishears and mispronounces novel words and/or names
- \_\_\_ Produces malapropisms (You are punctual → You are punctuated; Empire State Building → Entire State Building, New Hampshire → New Hamster; etc.)
- \_\_\_ Difficulty comprehending and using abstract nouns, verb and adjectives (e.g., *displeasure, aroma, duty*, etc.)
- \_\_\_ Difficulty comprehending and using low-frequency words (e.g., *agony, combustible, excavate*)
- \_\_\_ Frequent use of non-specific vocabulary words (thing, stuff, etc.)
- \_\_\_ Difficulty learning new vocabulary (mispronunciation, poor recall even after excessive repetition)
- \_\_\_ Difficulty providing appropriate definitions of words (definitions are vague, imprecise, inadequate, etc.)
- \_\_\_ Difficulty understanding and using technical subject-specific terms (e.g., *metamorphosis, carbon monoxide*, etc.)
- \_\_\_ Difficulty understanding morphologically complex words (e.g., *tactlessness, inconsolable, merciless*)
- \_\_\_ Difficulty comprehending and using figurative language (e.g., *idioms, metaphors, similes, personification, hyperboles, clichés*, etc.)
- \_\_\_ Difficulty “getting to the point” in conversational exchanges
- \_\_\_ Word-retrieval difficulties characterized by false starts, word fillers (e.g., *um, ah*), word and phrase revisions, and repetitions, word substitutions, and word distortions
- \_\_\_ Difficulty producing oral reports on familiar/researched topics
- \_\_\_ Difficulty producing original stories with adequate details (e.g., character referencing, event elaboration)
- \_\_\_ Poor use of expository discourse characterized by difficulty appropriately explaining/describing topics
- \_\_\_ Poor use of persuasive discourse characterized by difficulty appropriately convincing others to perform actions or adopt a certain position/stance (e.g., debate an issue)
- \_\_\_ Difficulty entertaining peers with amusing anecdotes
- \_\_\_ Other: \_\_\_\_\_

### **F. Speech**

- \_\_\_ Poor speech intelligibility (difficult to understand when speaking due to sound errors)
- \_\_\_ Has residual speech sound errors (e.g., distorts /r/ sounds)
- \_\_\_ Stutters (makes sound and syllable repetitions, prolongations, and blocks)
- \_\_\_ Clutters (excessive breaks in the normal flow of speech, disorganized speech planning, talking too fast or in spurts, etc.)
- \_\_\_ Lisps
  - \_\_\_ (Frontal) Protrudes tongue between teeth when making /s/ and /z/ sounds
  - \_\_\_ (Lateral) ‘Slushy’ sounding /s/ and /z/ sounds because air escapes on the sides of the mouth vs. center
- \_\_\_ Other: \_\_\_\_\_

### **G. Voice**

- \_\_\_ Deviation in vocal pitch
  - \_\_\_ Voice is too high for the student’s age

- Voice is unnaturally low for the student's age
- Deviation in intensity
  - Difficulty speaking loudly (voice unnaturally soft and whispery)
  - Speaks too loudly
- Deviation in quality
  - Hoarseness
  - Harshness
  - Breathiness
  - Vocal strain
  - Vocal fatigue
- Aphonia (frequent loss of voice)
- Pain or throat soreness during speaking tasks
- Habitual cough unrelated to an illness or a chronic condition (e.g., asthma)
- Other: \_\_\_\_\_

### **H. Prosody**

- Inappropriate word stress
- Inappropriate sentence stress
- Monotone (equal stress on words)
- Jerky speech
- Rapid and pressured speech
- Multisyllabic word stress
- Excessive and misplaced stress
- Slow and halting speech
- Rising intonation at the end of sentences (as though asking a question)
- Lack of rising intonation at the end of questions (unclear when asking a question)
- 'Sing-song' intonation
- Other: \_\_\_\_\_

### **I. Resonance**

- Speech sounds nasal all the time (airflow escapes through the nose on non-nasal sounds such as /b/, /s/)
- Speech sounds denasalized (as if the student is congested all the time; may be due to nasal obstruction)
- Voice sounds muffled and low in volume
- Other: \_\_\_\_\_

### **J. Reading**

- Avoids Reading
- Frequently loses place when reading
- Poor reading fluency (e.g., slow rate, halting word productions, invented words due to guessing)
- Substitutes/leaves out words when reading
- Poor lexical prosody when reading (places stress in wrong places on multisyllabic words)
- Lack of referential knowledge (difficulty recognizing previously learned words in print)
- Lack of relational knowledge (difficulty recognizing synonyms and antonyms in text)
- Difficulty differentiating homonyms (different meaning words)
- Difficulty decoding prefixes and suffixes
- Difficulty decoding novel words

- \_\_\_ Difficulty comprehending what is read
- \_\_\_ Difficulty coherently summarizing read stories and passages
- \_\_\_ Difficulty recognizing different uses of words in context (that word meaning is context dependent)
- \_\_\_ Difficulty using text based context clues to determine definitions of words
- \_\_\_ Difficulty understanding author's purpose
- \_\_\_ Difficulty drawing conclusions based on presented text
- \_\_\_ Dislikes/avoids reading
- \_\_\_ Other: \_\_\_\_\_

### **K. Writing**

- \_\_\_ Dislike and avoid writing
- \_\_\_ Difficulty with written productivity (e.g., reduced essay or composition length)
- \_\_\_ Difficulty selecting word choices when writing
- \_\_\_ Difficulty with grammatical complexity (e.g., grammatical errors in written work)
- \_\_\_ Difficulty with syntactic complexity (e.g., lacks/limited use of complex and compound sentences when writing)
- \_\_\_ Difficulty with writing mechanics (e.g., capitalization and punctuation errors)
- \_\_\_ Spells poorly and inconsistently (e.g., spells the same word differently throughout the same composition)
- \_\_\_ Difficulty with coherence and cohesion (lack of logical sequencing of events in a story)
- \_\_\_ Difficulty organizing and producing written composition (e.g., run-on sentences, disorganized topics & themes)
- \_\_\_ Difficulty drafting, revising, and editing written reports
- \_\_\_ Other: \_\_\_\_\_

### **L. Problem Solving:**

- \_\_\_ Difficulty making inferences (providing logical explanations about situations)
- \_\_\_ Difficulty identifying causes of events
- \_\_\_ Difficulty determining solutions to presenting scenarios
- \_\_\_ Difficulty problem-solving situations (recognizing conflicts, evaluating options to provide the best solution)
- \_\_\_ Difficulty determining perspectives (evaluating different points of view to reach appropriate conclusions)
- \_\_\_ Difficulty generalizing insights (comparing and evaluating analogous situations to learn from experience)
- \_\_\_ Easily influenced/instigated by others into causing trouble (does not think for him/herself, easily led, poor decision making, etc.)
- \_\_\_ Difficulty considering implications and consequences of actions
- \_\_\_ Difficulty forming opinions
- \_\_\_ Lack of caution and discrimination when providing personal information to others
- \_\_\_ Other: \_\_\_\_\_

### **M. Pragmatic Language Skills**

- \_\_\_ Reduced eye contact with speakers/listeners in conversational exchanges
- \_\_\_ Reduced/blunted affect (lack of/limited emotional reactivity in conversational exchanges)
- \_\_\_ Excessive affect in conversational exchanges (rapid shifts in mood and emotional expression - cry when upset or angry even though it is unwarranted by the situation)
- \_\_\_ Difficulty initiating and maintaining social interactions
- \_\_\_ Difficulty interrupting appropriately (taking turns and allowing others to speak)
- \_\_\_ Inability to make smooth transitions results in abrupt topic shifts
- \_\_\_ Unable to adjust the content and style of speech to thoughts and feelings of others.

- \_\_\_ Difficulty adjusting messages to different listeners (e.g., adults vs. children, social status, familiarity, etc)
- \_\_\_ Difficulty repairing communicative breakdowns (clarify own message to make it more coherent and cohesive)
- \_\_\_ Difficulty discussing topics in a logical, concise and relevant manner
- \_\_\_ Difficulty appropriately regulating language in a variety of contexts
- \_\_\_ Difficulty politely bargaining (e.g., uses whining and begging when unable to obtain something)
- \_\_\_ Difficulty requesting help when needed
- \_\_\_ Difficulty formulating questions when requires clarification
- \_\_\_ Difficulty understanding conflicting messages
- \_\_\_ Difficulty understanding and/or using humor irony and sarcasm (e.g., misses joke subtleties, unable to gauge if people laughing at or with them)
- \_\_\_ Difficulty detecting and responding appropriately to teasing
- \_\_\_ Other: \_\_\_\_\_

### **N. Social Emotional Development**

- \_\_\_ Difficulty identifying own and others emotions
- \_\_\_ Difficulty recognizing other people's moods
- \_\_\_ Difficulty recognizing and identifying facial expressions and body language of others
- \_\_\_ Difficulty understanding perspectives of others (e.g., recognizing that others have different feelings, ideas, intentions, beliefs, thoughts and desires from own)
- \_\_\_ Difficulty understanding social missteps (socially inappropriate actions)
- \_\_\_ Difficulty understanding and interpreting social messages
- \_\_\_ Difficulty independently functioning in large groups (needs direct supervision)
- \_\_\_ Difficulty predicting people's unstated plans and motives
- \_\_\_ Difficulty seeing the "big picture" of messages and conversations
- \_\_\_ Difficulty producing sympathetic responses to peers (blurts out inappropriate comments; considered rude by others)
- \_\_\_ Difficulty engaging in interpersonal negotiations (e.g., successful conflict resolution, social negotiations)
- \_\_\_ Difficulty with flexible thinking characterized by difficulty providing multiple interpretations of social situations
- \_\_\_ Difficulty making and keeping friends (e.g., has no friends, "everyone" is a friend, forms superficial friendships)
- \_\_\_ Lacks social adaptability (e.g., doesn't "go with the flow", difficulty adjusting to unexpected situations easily)
- \_\_\_ Lacks awareness of own strengths and challenges

### **O. Executive Functioning (place a check as well as underline specific behaviors):**

- \_\_\_ Difficulty inhibiting behavior (interrupts, blurts things out, talks at the wrong time, acts before thinking, etc)
- \_\_\_ Difficulty focusing/shifting attention (upset by changes in plans, doesn't understand that a problem can be solved in different ways, perseverates on same topic, easily distractible)
- \_\_\_ Difficulty with emotional self-control (over-reactive, gets upset too easily, mood fluctuates rapidly, low frustration tolerance, small events trigger disproportionate reactions, etc )
- \_\_\_ Difficulty with self-monitoring/self-regulating academic work/social behavior (doesn't check work for mistakes, makes careless errors, unaware how own behavior affects others/ causes negative reactions, poor understanding of own strengths and weaknesses, sloppy work, etc )
- \_\_\_ Difficulty with organization/ planning/execution of age-level tasks/activities (homework, projects, reports)
- \_\_\_ Difficulty with task initiation (homework, reports, chores, underestimates time needed to complete a task, becomes overwhelmed by large assignments, has trouble reaching set goals, lacks follow through, etc )
- \_\_\_ Difficulty with organization of materials/belongings (messy, unorganized,)
- \_\_\_ Difficulty regulating alertness levels ("too wired" or "too tired", gives up easily, difficulty sustaining long term effort)

Please write a descriptive summary of the client’s **most significant** present difficulties:

**ADDITIONAL INFORMATION**

Does the individual have any medical concerns: \_\_\_\_\_ If so, please list:

Are the communication difficulties affecting the individual on daily basis? \_\_\_\_ Yes \_\_\_\_ No

If so, how? \_\_\_\_\_

Do you suspect the individual may have other delays? \_\_\_\_\_

If so, in what area(s)? (Please circle below)

Intellectual/Cognitive

Academic Achievement (reading, math, writing)

Motor

Social/Emotional

Behavioral

Other (specify)\_\_\_\_\_

## Select Tests of Language, Reading, Spelling and Writing for Young Adults

### General Language Assessment

- **TOAL-4 Test of Adolescent and Adult Language Fourth Edition** Ages 7-24

### Phonological Awareness and Word Fluency (Rapid Naming)

- Comprehensive Test of Phonological Processing-2 (CTOPP-2) Ages 4-24
- Rapid Automatized Naming and Rapid Alternating Stimulus Test RAN/RAS Ages 5-19

### Tests of Reading

- Gray Oral Reading Test-Fifth Edition (GORT-5) Ages 7-23
- Test of Word Reading Efficiency, Second Edition (TOWRE-2) Ages 7- 24
- Test of Reading Comprehension, Fourth Edition (TORC-4) Ages 7-17
- TOSWRF-2: Test of Silent Word Reading Fluency–Second Edition Ages 6:3-24

### Tests of Spelling

- Spelling Performance Evaluation for Language and Literacy (SPELL-2<sup>1</sup>) Ages 7-Adult

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<sup>1</sup> Prescriptive rather than standardized test

## Helpful Smart Speech Therapy Resources

- [Editable TILLS Report Template](#)
- [Editable SLDTE Report Template](#)
- [Editable SLDTA Report Template](#)
- [Editable CELF-5M Report Template](#)
- [Editable TOPS-3 Report Template](#)
- [Editable TOPS-2 Report Template](#)
- [Best Practices in Bilingual Literacy Assessments and Interventions](#)
- [Comprehensive Literacy Checklist For School-Aged Children](#)
- [Dynamic Assessment of Bilingual and Multicultural Learners in Speech Language Pathology](#)
- [Differential Assessment and Treatment of Processing Disorders in Speech Language Pathology](#)
- [Practical Strategies for Monolingual SLPs Assessing and Treating Bilingual Children](#)
- [The Checklists Bundle](#)
- [General Assessment and Treatment Start Up Bundle](#)
- [Multicultural Assessment Bundle](#)
- [Narrative Assessment and Treatment Bundle](#)
- [Introduction to Prevalent Disorders Bundle](#)
- [Social Pragmatic Assessment and Treatment Bundle](#)
- [Psychiatric Disorders Bundle](#)
- [Fetal Alcohol Spectrum Disorders Assessment and Treatment Bundle](#)
- [Assessment Checklist for Preschool Aged Children](#)
- [Assessment Checklist for School Aged Children](#)
- [Speech Language Assessment Checklist for Adolescents](#)
- [Differential Diagnosis of ADHD in Speech Language Pathology](#)
- [Creating Functional Therapy Plan](#)
- [Selecting Clinical Materials for Pediatric Therapy](#)
- [Social Pragmatic Deficits Checklist for Preschool Children](#)
- [Social Pragmatic Deficits Checklist for School Aged Children](#)
- [Language Processing Deficits Checklist for School Aged Children](#)