

Classroom Language Interaction Checklist Form

Adapted from: Collier, C. (2016). *Classroom Language Interaction Checklist (CLIC) Administration Manual and Screening Form* (3rd ed.). Used with permission

Name of Student: _____ Date: _____

Completed By: _____ Title: _____

Please indicate with a check (✓) if the student is able perform the skill in English and/or the Home Language (if this information is available) and total the checks in the applicable boxes. For information about what scores mean and possible interventions/strategies to use while teaching, please see “Classroom Language Interaction Checklist (CLIC) Administration Manual and Screening Form” by Catherine Collier found at:

<https://www.davis.k12.ut.us/departments/special-education/educator-resources/spell>

A description of each item is on pp 6-11; interpretation information for total scores is on p. 12. Intervention suggestions for different language development stages are on page 18 with relevant intervention descriptions in the remainder of the manual.

SOCIAL CLASSROOM LANGUAGE	English	Home Language
1. Follows general directions.		
2. Performs common school activities.		
3. Points, draws, or gesture their responses.		
4. Verbalizes key words.		
5. Gives commands to peers.		
6. Exchanges common greetings.		
7. Uses limited vocabulary.		
8. Describes objects; describes people.		
9. Retells a familiar story.		
10. Initiates and responds to a conversation.		
11. Appears to attend to what is going on.		
12. Appropriately answers basic questions.		
13. Participates verbally by sharing information about their life.		
14. Narrates a simple story.		
15. Between 1000-6000 receptive vocabulary (adequate vocabulary to interact socially).		
Total social classroom interactions used in classroom	/15	/15

ACADEMIC CLASSROOM LANGUAGE	English	Home Language
1. Follows specific directions for academic task.		
2. Follows along during oral reading.		
3. Understands teacher's discussion.		
4. Uses sound/symbol association (basic phonics).		
5. Decodes words.		
6. Generates simple sentences (noun-verb).		

7. Completes simple unfinished sentences.		
8. Makes some pronunciation & basic grammatical errors but is understood.		
9. Asks for clarification during academic tasks.		
10. Asks/answers specific questions regarding topic.		
11. Actively participates in class discussions; volunteers to answer questions.		
12. Responds orally and in written form (to academic questions).		
13. Can explain simple instructional (academic) tasks to peers.		
14. Adds an appropriate ending after listening to a story.		
15. Initiates conversation and questions.		
16. Demonstrates an interest in reading.		
17. Understands and uses temporal (related to time) and spatial concepts.		
18. Distinguishes main ideas from supporting details.		
19. Understands rules of punctuation and capitalization for reading.		
20. Engages in and produces connected narrative.		
21. Can communicate thoughts.		
22. Makes complex grammatical errors.		
23. Writes from dictation.		
24. Understands and uses academic vocabulary appropriately.		
25. Reads for comprehension.		
26. Can discuss vocabulary.		
27. Uses glossary, index, appendix, etc.		
28. Uses expanded vocabulary.		
29. Functions on academic level with peers.		
30. Maintains two-way conversation.		
31. Writes short paragraphs.		
32. Writes in cursive.		
33. Uses correct punctuation, capitalization, paragraphing, margins.		
34. Demonstrates an interest in writing.		
35. Can discuss aspects of language/grammar.		
36. Initiates writing activities.		
37. Composes and edits over one-page papers.		
38. Can explain complex instructional tasks to others.		
39. Understands meaning without being given a context.		
40. Beyond 12,000 word vocabulary.		
Total academic language interactions used	/40	/40
Total classroom language interactions used (add social and academic interactions)	/55	/55