

Date	Client Name	Prepared By

Language Stage 1

At Stage 1, the individual is just starting to use single words and symbols to communicate. They're beginning to build a small vocabulary to express their needs, feelings, or interests. Even though most communication consists of single words, they can mean different things and represent longer ideas. For example, "Go" may represent "Make it go!" or "More" may represent "I want more." Mean (average) Length of Utterance (MLU) 1.0-2.0.

Select the frequency you observe each skill.

Stage 1	Regularly	Occasionally	Not Yet
Uses single words to protest or reject (No, stop, don't)			
Uses single words to express negation (No, all gone)			
Uses single words to request a recurrence of something (Again)			
Uses single words to request information (As a question, but does not necessarily use wh- question words such as who, what, where, etc.)			
Uses single words to comment or share information (Express existence/non-existence, express location, name/label, etc.)			
Uses single words to draw attention (Someone's name, hello, that)			
Uses 50-75 different words from a variety of parts of speech (Nouns, verbs, prepositions, adjectives, etc.)			
Uses pronouns 'I' (or other personal pronouns) and 'it'			

Language Stage 2

At Stage 2, the individual’s vocabulary continues to grow, and they start using words for more purposes. The individual begins to combine words to make phrases. The mean length of utterance in stage two is expected to be about 1.75, ranging from one to possibly three words. The smallest units of meaning (morphemes) begin to emerge, for example using -ing.

Select the frequency you observe each skill.

Stage 2	Regularly	Occasionally	Not Yet
Combines 2-3 single words to make comments or share information (Express existence, non-existence, express location, relay a simple story or experience, etc.)			
Combines 2-3 single words to make requests			
Combines 2-3 single words to express negation (No, not, can’t, don’t).			
Combines 2-3 single words to ask a question or gain information (but may or may not use wh- question forms)			
Combines 2-3 words into simple noun phrases (That happy dog)			
Combines 2-3 words into simple verb phrases to comment or direct actions (Dog run/running)			
Combines 2-3 words to communicate possession (That mine, Daddy sock, My book)			
Combines 2-3 single words that include present progressive ‘-ing’			
Uses plural nouns (Dogs)			
Demonstrates an increasing vocabulary/lexicon that includes attributes/ adjectives (for example; Big, little, fast, happy, sad, scared), verbs (Go, eat, drink, sleep, look), subjects (pronoun or noun), and prepositions (for example; in, on)			
Uses pronouns: my, me, mine, you			
Uses language in short sequences to tell a story			

Stage 2 (continued)	Regularly	Occasionally	Not Yet
Uses subject + copula + complement (Sky is blue, Dog is hungry)			
Uses 'where' and 'where + noun phrase + verb' to ask questions (Where mom go?)			
Begins to use subject + verb + object phrases (Dad watch TV, I read book)			
Uses question inversion (i.e., reversal) with what / where + copula verb + subject (Where is ball?' Versus 'ball is where?')			
Begins to use 'and' to combine/conjoin			

Language Stage 3

The individual's vocabulary continues to grow. They begin to create longer and more complex messages. This includes changing words, adding words, and putting words in the correct order in a sentence, for example syntax and grammatical markers. They participate in conversation for a variety of purposes. Average MLU is 2.5-3.0.

Select the frequency you observe each skill.

Stage 3	Regularly	Occasionally	Not Yet
Uses early prepositions (In, on, off, under, out, up)			
Uses language to communicate about the present, past, and future			
Begins to use verb tenses (past tense, present tense)			
Begins to indicate possession using possessive -'s			
Uses pronouns: your, yours, he, she, we (or personally relevant pronouns)			
Uses conjunctions (So, but, if)			

Stage 3 (continued)	Regularly	Occasionally	Not Yet
Uses subject + verb + object phrases (I read book, Mom go work)			
Uses auxiliary verbs (Can, do, have, will, be (am, is, are))			
Uses wh- question forms (what, where, who)			
In addition to other communicative purposes in Language Stage 2, uses language for a variety of increasing purposes (to indicate possession, to describe, justify, defend, negotiate, argue)			

Language Stage 4

The individual's vocabulary keeps getting bigger, and their sentences are becoming longer and more complex. MLU is 3.0 to 3.75.

Select the frequency you observe each skill.

Stage 4	Regularly	Occasionally	Not Yet
Uses pronouns: they, them, us, hers, his			
Uses articles 'the, a' (The dog, A big ball)			
Uses present tense -s (He likes it, The dog chews it, He draws)			
Uses negatives with auxiliary verbs (I am not going)			
Uses additional negative forms (Isn't, aren't, doesn't, didn't)			
Asks questions by reversing the word order (Can you ___?, Did you ___?, Will you ___?, Are you ___?, Am I ___?, etc.)			
Asks when and how questions (in addition to who, what, where)			

Stage 4 (continued)	Regularly	Occasionally	Not Yet
Uses conjunctions 'and' and 'because'			
Uses language for many different communicative purposes (ask a question, make a comment, tell a story, etc.)			
Uses language to talk about the future			
Uses chains of language to tell a story using characters, setting, and a topic. Stories may be told in logical order, but a communication partner may need additional knowledge to understand correctly.			

Language Stage 5

The individual's vocabulary keeps growing, with more diverse words and longer sentences. They are also starting to use more advanced grammar. Average MLU is 3.75-4.5.

Select the frequency you observe each skill.

Stage 5	Regularly	Occasionally	Not Yet
Uses pronouns: its, our, him, myself, yourself, ours, their, theirs			
Uses an indirect object in phrases/sentences (Give him the book)			
Uses negative: wasn't, wouldn't, couldn't, shouldn't; begins to use negative with copula in subject + copula + negative (He is not happy)			
Uses auxiliary verbs (can, should, could, may, might)			
Uses an inverted auxiliary in questions (Is it working?)			
Begins to use relative clauses (The boy who lives across the street rides the bus)			
Begins to use infinitive phrases with same subject as the main verb ("He wants to bake a cake", "She wants to do the puzzle")			

Stage 5 (continued)	Regularly	Occasionally	Not Yet
Uses language to compare (bigger, faster)			
Uses language in narrative form to tell or relay a story (Stories contain a true plot, including a problem which is resolved; it follows a logical sequence of events and includes character development by connecting the character to the plot.)			
Uses language to talk about the future			

Stage 6/Post Stage 5

The individual uses all types of words, has more advanced grammar, and their sentences are typically 4.5 words or longer, and uses an MLU of 4.5 +.

Select the frequency you observe each skill.

Stage 6/Post Stage 5	Regularly	Occasionally	Not Yet
Uses infinitive forms (To go, to read, to eat)			
Uses reflexive pronouns: herself, himself, itself, ourselves, yourselves, themselves			
Uses negative indefinite pronouns (Nobody, no one, none, and nothing)			
Asks 'why' questions			
Uses negative question forms (Haven't you, didn't you, etc.)			