

LLD 3: Communication and Use of Language (Expressive)

Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences

Mark the latest developmental level the child has mastered:

Responding		Exploring			Building			Integrating
Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Makes sounds spontaneously	Uses sounds, gestures, or facial expressions to communicate	Uses a few "first words," word-like sounds, or gestures to communicate	Uses a variety of single words to communicate	Uses two words together to communicate	Uses short phrases or sentences of more than two words to communicate	Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate	Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors	Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events
Possible Examples								
<ul style="list-style-type: none"> • Cries. • Coos. • Gurgles. 	<ul style="list-style-type: none"> • Smiles when a familiar person approaches. • Cries or looks at an adult when hungry. • Vocalizes or babbles while interacting with an adult. 	<ul style="list-style-type: none"> • Asks for food when hungry, by using a special word, sound, or gesture for food. • Communicates, "Mama," "Dada," "Baba," or similar word approximations. • Reaches for or gestures for an object. 	<ul style="list-style-type: none"> • Names familiar foods, toys, or family members. • Communicates ideas such as "No," "More," or "Up." • Indicates a picture of a ball when asked what the child wants to play with next. 	<ul style="list-style-type: none"> • Communicates, "Mommy come," when wanting a parent. • Communicates, "More juice," when thirsty. • Communicates, "我的卡车!" ["My truck!" in Chinese] after another child takes a toy truck. 	<ul style="list-style-type: none"> • Communicates, "A mí me toca," ["It's my turn," in Spanish] when an adult brings the pet rabbit for a visit. • Communicates, "I want mommy." • Communicates, "I like dogs," while looking at an animal book. 	<ul style="list-style-type: none"> • Communicates, "The rabbit is scared," when the pet rabbit snuggles into an adult's lap. ("Scared" is an adjective.) • Communicates using a communication board, "I need a tissue. My nose is runny." ("Tissue" is a noun and "runny" is an adjective.) • Communicates, "Malaking malaki ang aso namin," ["Our dog is huge," in Tagalog] after hearing a peer use the word "huge." ("Huge" is a recently encountered vocabulary word.) 	<ul style="list-style-type: none"> • Communicates to a peer, during play, "Yesterday we made vegetable soup." ("We" is a pronoun; "made" is past tense.) • Communicates, "His birthday is tomorrow. He will be five." ("His" is a possessive pronoun; "he" is a pronoun; "will be" is future tense.) • Communicates in sign language that the cat's feet are wet. ("Cat's" is possessive; "feet" is plural.) • Communicates, "He ran really fast," [He <i>ran</i> really fast]. ("Ran" is past tense with a grammatical error.) 	<ul style="list-style-type: none"> • Communicates, "Dragons don't need bikes 'cause they can fly. They have really big wings." • Communicates to a peer, "Let's hurry and clean up so we can go outside to ride bikes." • Communicates via spoken words, signs, or a communication device, "The dog ate the cat's food, and then he got in trouble. We put him outside and he was very sad." • Communicates, "Mi abuela es muy vieja. Tiene el cabello blanco y muchas arrugas," ["My grandma is really old. She has white hair and lots of wrinkles," in Spanish].

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

