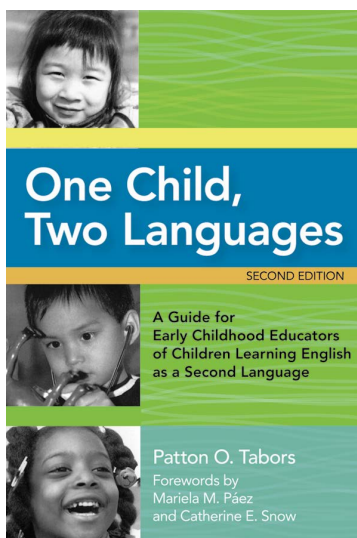


One Child, Two Languages

SECOND EDITION

**A Guide for
Early Childhood Educators of
Children Learning English as a
Second Language**



Observing Children Learning English (OCLE)

This checklist is a tool for keeping track of the progress of young children learning English as a second language **over time**. In the checklist, *understands* means that the child responds nonverbally to a word or phrase, *repeats* means that the child repeats a word or phrase used by another person, and *uses* means that the child produces a word or phrase without anyone having recently used the same word or phrase. To collect accurate information, particularly concerning what a child understands, it is important to make sure that the child isn't responding to other cues in the context (e.g., gestures, eye gaze, what other children are doing, what is expected in a given situation). For example, a child who sees other children sitting down at a table and complies when asked to sit down may be demonstrating a reading of the situation rather than actual word comprehension. Items may be completed when observed in naturally occurring communication or may be elicited. Place the date and any other notes in the blank space provided after each item.

Child's name _____ Teacher's name _____
Start date _____ Completion date _____

Vocabulary	UNDERSTANDS	REPEATS	USES
Names			
Own			
Teacher:			
Teacher:			
Other adult:			
Other adult:			
Child:			
Child:			
Child:			
Child:			
Other:			
Body parts			
Hand(s)			
Eye(s)			
Nose			
Mouth			

(continued)

Observing Children Learning English (OCLE) *(continued)*

Vocabulary	UNDERSTANDS	REPEATS	USES
Arm(s)			
Leg(s)			
Foot/feet			
<i>Clothing</i>			
Coat/jacket			
Shoe(s)			
Hat			
Mitten(s)			
Boot(s)			
Smock			
Other:			
Other:			
<i>Toys</i>			
LEGOs			
Blocks			
Puzzles			
Playdough			
Book(s)			
Other:			
<i>Locations</i>			
Here			
There			
In(side)			
Out(side)			
Under			
Above			
<i>Art or writing</i>			
Paper			
Crayon			
Marker			
Paint			
(Paint)brush			
Other:			
<i>Social relations</i>			
Mom(my)			
Dad(dy)			

(continued)

Observing Children Learning English (OCLE) *(continued)*

Vocabulary	UNDERSTANDS	REPEATS	USES
Sister			
Brother			
Friend			
Other:			
Areas			
Bathroom			
House			
Rug/circle			
Mealtimes			
Milk			
Juice			
Cup			
Plate			
Napkin			
Eat			
Drink			
Fork			
Spoon			
Garbage			
Other:			
Other:			
Colors (list 4)			
Shapes (list 2)			
Numbers 1–10			
Formulaic/social interactive		REPEATS	USES
Yes			
No			
Hi			

(continued)

Observing Children Learning English (OCLE) *(continued)*

Formulaic/social interactive	REPEATS	USES
Good (bye) bye		
Okay		
Hey		
Uh-oh		
Stop		
My turn		
Me too		
Excuse me		
I don't know		
Please		
Thank you		
More		
Mine		
I want (it) (that) (this) (some)		
Give me (it) (that) (this) (some)		
Look at (this) (it)		
Other:		
Other:		
Other:		
Other:		
Other:		
Other:		
Other:		
Other:		
Productive language	USES	
<i>"Frames and slots"</i>		
I want/wanna + (noun) or (verb)		
I've got(ta) + (noun) or (verb)		
I need + (noun) or (verb)		
Let's do (noun) or (verb)		
Give me (a) (the) + (noun)		
Other:		
Other:		
Other:		
Other:		

(continued)

Observing Children Learning English (OCLE) (continued)

	USES
Negatives	
(Pronoun/noun) no (verb)	
(Pronoun/noun) don't (doesn't) (verb)	
Questions	
Pronoun/noun (auxiliary) verb (? word)*? +	
(? word) pronoun/noun (auxiliary) verb? ++	
(? word) auxiliary pronoun/noun verb? +++	
Other original phrases (list)	

Key:* = what, why, who, when, where, or how; + example: I do what?; ++ example: What I do?;
+++ example: What do I do?

Other notes concerning these observations

Date	Notes