

### Assessing Children's Use of Language (ACUL)

	<b>Playing with Sounds</b>	<b>Own Needs</b>	<b>Directing</b>
	<ul style="list-style-type: none"> <li>- Playing with sounds/words to accompany actions or feeling</li> </ul>	<ul style="list-style-type: none"> <li>- Describing own actions</li> <li>- Asking for assistance or information</li> <li>- Asserting ownership of object or space</li> <li>- Attempting to get others' attention</li> <li>- Expressing need or desire</li> <li>- Asserting own role</li> <li>- Seeking affirmation</li> <li>- Expressing emotion</li> </ul>	<ul style="list-style-type: none"> <li>- Telling or suggesting what a peer should or should not do</li> <li>- Assigning a role to others persisting or convincing others</li> </ul>
Tally			
Quotes			
	<b>Disagreeing</b>	<b>Getting Along</b>	<b>Connecting &amp; Explaining</b>
	<ul style="list-style-type: none"> <li>- Rejecting storyline, topic or role</li> <li>- Correcting peer's behaviour or showing disapproval</li> <li>- Rejecting help, advice or object</li> <li>- Excluding peers</li> </ul>	<ul style="list-style-type: none"> <li>- Inviting collaborative action</li> <li>- Negotiating to get object or turn</li> <li>- Offering or accepting help or advice</li> <li>- Complimenting peers</li> <li>- Accepting peer's correction</li> <li>- Showing interest by asking or answering questions</li> <li>- Affirming questions</li> <li>- Affirming the storyline or topic</li> <li>- Being polite</li> </ul>	<ul style="list-style-type: none"> <li>- Planning what to do or talking through problem</li> <li>- Drawing conclusions about situation</li> <li>- Giving information, explaining or elaborating</li> <li>- Giving rationale for actions or suggestions</li> <li>- Narrating real-life events while playing</li> <li>- Asking questions to make connections or elicit explanations</li> <li>- Adding to the storyline or topic</li> <li>- Introducing a new narrative or topic</li> </ul>
Tally			
Quotes			

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Reflections:

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