

If you are unsure how to rate a skill or behavior, ask the student's teachers, parents, or other informants who know the student for their input. Discuss examples of each listed skill with the informant.

Many aspects of pragmatics are culturally influenced. As in all language evaluation, it is imperative that the examiner be familiar with expected and culturally appropriate pragmatic behaviors of the student being assessed. Be sure to consider cultural influences in rating the student's nonverbal and verbal communication skills. You may need to ask the student's parent/guardian if the student's behaviors are commonly observed and accepted within their culture. If you are rating a two-part skill (e.g., Item 9, asking for/responding to...) and you think the student's behavior is not consistent across both parts, circle the skill you are rating (e.g., asking for). See the Examiner's Manual for complete instructions.

For each item, circle the number that best describes how often the student demonstrates that skill or behavior:

- 1 = never or almost never
2 = sometimes
3 = often
4 = always or almost always

Rituals and Conversational Skills

The student demonstrates culturally appropriate use of language when

1. making/responding to greetings to/from others
2. beginning/ending conversations (face-to-face, phone, etc.)
3. observing turn-taking rules in the classroom or in social interactions
4. maintaining eye contact/gaze
5. introducing appropriate topics of conversation
6. maintaining topics using typical responses (e.g., nods, responds with "hmmm...")
7. making relevant contributions to a topic during conversation/discussion
8. avoiding use of repetitive/redundant information
9. asking for/responding to requests for clarification during conversations
10. adjusting/modifying language based on the communication situation (communication partner[s], topic, place)
11. telling/understanding jokes/stories that are related to the situation
12. showing sense of humor during communication situations
13. joining or leaving an ongoing communicative interaction
14. participating/interacting in structured group activities
15. participating/interacting in unstructured group activities
16. responding to introductions and introducing others
17. using strategies for getting attention
18. using strategies for responding to interruptions and interrupting others

Asks For, Gives, and Responds to Information

The student demonstrates culturally appropriate use of language when

19. giving/asking for directions
20. giving/asking for the time of events
21. giving/asking for reasons and causes for actions/conditions/choices
22. asking for help from others
23. offering to help others
24. giving/responding to advice or suggestions
25. asking others for permission when required

Days of Month	Days of Month	Days of Month	Days of Month	Days of Month
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
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Pragmatics Profile Teacher Albuquerque Public Schools

Barry E. McNamara



Pragmatics Profile Teacher Albuquerque Public Schools:

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