### Teachers’ Evaluation of Language Skill

**Appendix A**

#### Teacher

<table>
<thead>
<tr>
<th>Last name</th>
<th>First name</th>
<th>Date of Handing in</th>
<th>Name of Pupil</th>
</tr>
</thead>
</table>

**Teacher’s Evaluation of Language Skill**

Selecting the High and Low Groups in Language: Profile.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOW</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Please Check by Encircling the Number Appropriate

**EXAMPLE:** You consider a pupil just slightly better than average;

- Place in each case.

Please check by encircling the number appropriate.

**Appendix A**
necessary.

Schooling is over. What remains of language and development.

I. 4.3 4.5 organization in terms of a listener.

I. 4.3 4.5 attention, easily directed.

6. Quality of listening.

4. Accuracy, relative.

2. Activity.

1. Acquaintence with.

5. Vocabulary.

2. Use a rich variety of.

1. Languages, less.


4. Reading.

5. Knowledge.

4.6 Knowledge.

5. Knowledge.


I. Quality of listening.

3.3 4.5 experience.

2. Activity.

1. Acquaintence with.

5. Vocabulary.

4. Activity.

3. Activity.

2. Activity.

1. Knowledge.

4. Experience.

5. Experience.


I. Quality of listening.

3.3 4.5 experience.

2. Activity.

1. Acquaintence with.

5. Vocabulary.

4. Activity.

3. Activity.

2. Activity.

1. Knowledge.

4. Experience.

5. Experience.


I. Quality of listening.

3.3 4.5 experience.

2. Activity.

1. Acquaintence with.

5. Vocabulary.

4. Activity.

3. Activity.

2. Activity.

1. Knowledge.

4. Experience.

5. Experience.


I. Quality of listening.

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