

Center IDEAL Milestones Tracking Checklist

ASL & Spoken English

To track language skills, enter date child mastered stated skill. Mastered indicates when child has produced skill independently without prompts or models. Child should produce the skill consistently across a variety of environments.

Child's Name:	DOB:
0 – 3 months	
Skill:	Date Mastered:
Receptive Language	
Child will respond to your face and look attentively at your face (by 3 months).	
Expressive Language	
Child will cry to express hunger and/or anger.	
Child will begin to gurgle, laugh, and smile.	
Child will bring both hands to their mouth.	
Child will express basic feelings and needs.	
Receptive American Sign Language Skills	
Child will look in the direction the signer is pointing.	
Child will begin to focus on faces and hands.	
Child will begin to look at the visual environment with alertness.	
Receptive Spoken Language Skills	
Child will begin to search for the source of a sound.	
Child will respond to talking by quieting or smiling.	
Child will react differently to voices, sounds, and emotions.	
Child will startle to sudden noises.	
Child will quiet to a familiar voice.	
Expressive American Sign Language Skills	
Child will begin to play by holding hands and fingers.	
Child will begin to smile to express pleasure.	
Child will sometimes look in the direction of movements.	
Child will begin to express interest in movement.	
Expressive Spoken English Skills	
Child will begin to vocalize to express pleasure.	
Child will sometimes vocalize in response to sounds.	
Social Skills	
Child will begin to smile and respond to you.	
Child will look at your face and localize you with their eyes (3 months).	
Child will smile in response to your signing/talking.	
Child will give a true social smile and/or coo in response to a familiar face.	
Child will begin to imitate facial movements.	

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Child's Name:		DOB:
3 – 6 months		
Skill:		Date Mastered:
Receptive Language		
Child will discriminate between angry and friendly tones and facial expressions; cry in response to an angry voice/expression.		
Expressive Language		
Child will blow raspberries, coo, yell.		
Child will use non-verbal means to call attention to physical needs (e.g., toileting, hunger).		
Child will use non-verbal means to express personal reactions (e.g., curiosity, surprise, reluctance).		
Child will begin to express excitement and displeasure.		
Receptive American Sign Language Skills		
Child will follow the eye gaze and movement of the signer.		
Child will attend to sign presented with slow, repeated, large movements.		
Receptive Spoken Language Skills		
Child will localize a sound source with a head or eye turn.		
Child will sometimes respond to their own name.		
Child will often stop crying in response to voice.		
Child will vocalize when you talk to them.		
Expressive American Sign Language Skills		
Child will copy movements involving the arms, hands, head, and face.		
Child will hand/finger babble (e.g., open and close hands, wiggle fingers, twist wrists).		
Expressive Spoken English Skills		
Child will voice different sounds to express varied emotions (e.g., social intent, protest).		
Child will babble with a variety of sounds, vowels, and consonants.		
Child will try to imitate sounds.		
Child will vocalize for needs and wants, in response to others, and when alone.		
Social Skills		
Child will engage in play (e.g., peek-a-boo).		
Child will begin to enjoy finger play/finger games.		
Child will imitate facial expressions.		
Child will have joint attention (e.g., look at an object with you).		
Child will maintain eye contact.		

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Child's Name:	DOB:
6 – 9 months	
Skill:	Date Mastered:
Receptive Language	
Child will look at a toy you show them.	
Child will look attentively at a person's face.	
Child will begin to show attention to storytelling/storysigning.	
Child will respond with gestures to words (e.g., up, hi, bye-bye).	
Expressive Language	
Child will show objects by holding, pointing, reaching, or looking at them.	
Child will use some gestures (e.g., shakes head for no).	
Child will smile, make eye contact, and laugh.	
Child will show they are excited or upset.	
Child will use language to note the disappearance of objects (e.g., all gone).	
Receptive American Sign Language Skills	
Child will alertly track/follow the eye gaze of a signer.	
Child will understand emotions shown on your face (e.g., anger, friendliness).	
Receptive Spoken Language Skills	
Child will sometimes respond to family names, "no", and own name.	
Child will enjoy music or singing.	
Child will appear to listen to the whole conversation between others.	
Expressive American Sign Language Skills	
Child will hand/finger babble.	
Child will laugh when sees fingers approach to tickle.	
Expressive Spoken English Skills	
Child will appear to "sing".	
Child will repeat consonant-vowel syllables.	
Social Skills	
Child will use gesture and/or voice to initiate contact.	
Child will understand communicative turn-taking.	
Child will respond to social games (e.g., finger games, pat-a-cake).	
Child will show a desire to interact with people (e.g., call out or wave to get attention).	
Child will imitate the movements of others (e.g., nod, wave, and clap).	
Print Skills	
Child will attend to/vocalize and pat pictures.	
Child will begin to share a book with an adult.	
Child will reach for a book.	
Child will put books in their mouth.	

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Child's Name:	DOB:
9 – 12 months	
Skill:	Date Mastered:
Receptive Language	
Child will sometimes give toys/objects on request.	
Child will sometimes follow simple commands (e.g., put that down).	
Child will understand greetings.	
Child will understand about 50 signs and/or words.	
Expressive Language	
Child will use first words (e.g., bye-bye, mama).	
Our child will label objects without adult cues.	
Child will greet others (e.g., hi, bye-bye).	
Child will copy face movements (e.g., frown, smile).	
Receptive American Sign Language Skills	
Child will turn their head to attention-getting behaviors (e.g., hand waving, lights flashing).	
Child will recognize their own name sign.	
Child will use a negative headshake alone or with sign.	
Child will follow the gaze of the signer.	
Receptive Spoken Language Skills	
Child will respond to vocal intonation.	
Child will respond to songs.	
Child will understand some object names.	
Child will show increased attention to speech.	
Expressive American Sign Language Skills	
Child will use face movement, gestures, and/or signs to protest.	
Child will hand/finger babble to self or others.	
Child will point to self and objects in the environment.	
Child will sign wants (e.g., MILK, WATER, MOM, DAD).	
Expressive Spoken English Skills	
Child will use jargon of 4+ syllables sentence-like structures without true words.	
Child will produce many word-like one-syllable speech sounds (e.g., ma, pa).	
Child will imitate inflections and rhythms when vocalizing.	
Child will use voice and gestures to express (e.g., protest, call, tell feelings, and respond to others).	
Social Skills	
Child will respond to activities by laughing and repeating the action.	
Child will indicate a desire to change activities.	
Child will direct others by tugging and pushing.	
Child will complete activities with at least two turns.	
Child will enjoy storytelling/storysigning.	

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Print Skills	
Child will look at books.	
Child will show interest in a familiar story or book.	
Child will attend to repetition of familiar signs and/or words, songs, and rhymes.	
Child will use a crayon to make marks on paper.	

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Child's Name:	DOB:
12-15 months	
Skill:	Date Mastered:
Receptive Language	
Child will point to self on request.	
Child will follow one-step directions.	
Child will identify pictures/objects on request.	
Child will begin to answer where and what questions.	
Expressive Language	
Child will use a single sign/word + a gesture/point.	
Child will imitate new signs/words.	
Receptive American Sign Language Skills	
Child will recognize their own name sign.	
Child will recognize the name signs of family members.	
Receptive Spoken Language Skills	
Child will understand new words.	
Child will search for objects named verbally that are not in the room.	
Child will identify an object from a group.	
Expressive American Sign Language Skills	
Child will use name signs to refer to others.	
Child will sign wants (e.g., SLEEPY, HUNGRY, THIRSTY).	
Child will produce signs that have the simple handshapes of C, A, S, 1, 5.	
Child will use gestures to communicate (e.g., COME HERE).	
Expressive Spoken English Skills	
Child will continue to use jargon with more true words developing.	
Child will use up to 7 spoken words all the time.	
Child will pause and use intonation when producing jargon.	
Child will produce early consonants: b, m, n, t, d, w.	
Social Skills	
Child will imitate actions of others.	
Child will take turns as language develops.	
Child will involve others by showing things during play.	
Child will use pointing, reaching, and single signs/words to request.	
Child will begin to use signs/words to request a turn (e.g., MY-TURN, "mine").	
Print Skills	
Child will scribble with a crayon or pencil.	

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Child's Name:	DOB:
15 – 18 months	
Skill:	Date Mastered:
Receptive Language	
Child will follow single step directions.	
Child will find familiar objects out of sight.	
Child will identify some clothing, toys, and food.	
Child will respond to yes/no questions with head nod/shake.	
Child will identify objects and actions in pictures.	
Expressive Language	
Child will respond to simple commands (e.g., sit down, COME HERE).	
Child will imitate signs/words.	
Child will use at least 10 meaningful signs/words.	
Child will say/sign functional words (e.g., no, more, mine).	
Receptive American Sign Language Skills	
Child will recognize the name signs of family members.	
Child will identify familiar pictures, animals, and objects in the room upon request.	
Child will answer WHERE, WHAT questions about items in the room.	
Receptive Spoken Language Skills	
Child will respond to simple requests for clarification.	
Child will identify some body parts.	
Child will develop category vocabulary (e.g., dishes, toys).	
Expressive American Sign Language Skills	
Child will use gestures to express.	
Child will form the first ASL signs using simple handshapes C, A, S, 1, 5 clearly.	
Child will sign 2-word phrases (e.g., EAT MORE).	
Child will repeat what others sign.	
Expressive Spoken English Skills	
Child will begin replacing gestures with the use of words or word-like sounds.	
Child will make the same sound in reference to a picture in a familiar book.	
Child will verbally request and protest.	
Child will initiate verbal turns.	
Social Skills	
Child will prefer to be with familiar people.	
Child will show caution with strangers.	
Child will imitate other children.	
Child will repeat what was just said/signed.	
Child will use language to get attention.	
Print Skills	
Child will carry a book.	
Child will hold a book with help and attempt to turn pages, usually several at a time.	
Child will turn the book right-side-up.	
Child will point to a picture in a book when asked, "where's the ___?"	

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Child's Name:	DOB:
18 – 24 months	
Skill:	Date Mastered:
Receptive Language	
Child will complete two requests with one object.	
Child will choose two familiar objects on request.	
Child will understand 250-300 signs/words (by 24 months).	
Child will understand personal pronouns (e.g., my, mine, you, your).	
Child will follow 2-step related commands on request (by 24 months).	
Expressive Language	
Child will attempt to tell stories about experiences.	
Child will use I, you, and mine, but still sometimes refers to self by name.	
Child will ask where and what questions.	
Child will use 2-word phrases with nouns, some verbs, and some describing words (by 24 months).	
Child will independently say/sign between 150-300 signs/words (by 24 months).	
Receptive American Sign Language Skills	
Child will imitate the actions or faces of people in a story.	
Child will answer questions (e.g., WHO, WHICH, FOR+FOR).	
Receptive Spoken Language Skills	
Child will point to at least 5 body parts.	
Child will listen to simple stories.	
Expressive American Sign Language Skills	
Child will use classifiers (CL) to describe things (e.g., CL:F for SPOTS).	
Child will use nonmanual markers (e.g., raised eyebrows, squints).	
Child will use headshake + sign for negation.	
Child will use lexicalized signs (e.g., #BUS, #ICE).	
Expressive Spoken English Skills	
Child will engage in word and sound play with adults.	
Child's single syllable words with early developing sounds will be understood 50% of the time.	
Child will sometimes use the word endings -ing and -s.	
Child will use the words <i>in</i> , <i>on</i> , and <i>up</i> .	
Social Skills	
Child will take 1-2 turns in a conversation.	
Child will use language to request help.	
Child will initiate pretend play.	
Child will tell about past events and future actions.	
Child will request information (e.g., What is this?).	

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Print Skills	
Child will tell the difference between words and pictures.	
Child will bring a book to an adult to read.	
Child will look at a book alone and pretend to read familiar books.	
Child will attend to pictures and written text for several minutes.	
With adult support, Child will respond to simple questions about a familiar story.	
Child will imitate drawing marks or scribbling.	
Child will explore drawing, painting, and writing as a way to communicate.	

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Child's Name:	DOB:
24 – 30 months	
Skill:	Date Mastered:
Receptive Language	
Child will understand big and little.	
Child will understand present and future (e.g., today, tomorrow).	
Child will understand quantity (e.g., one, all).	
Child will understand connected language.	
Expressive Language	
Child will use 2–3-word phrases consistently.	
Child will have a vocabulary range of over 250 signs/words.	
Child will ask and answer simple wh- questions (e.g., What? Who? Where?)	
Child will refer to self with pronouns (e.g., I, me).	
Child will use negation (e.g., don't like, don't know, no).	
Receptive American Sign Language Skills	
Child will recognize own name when fingerspelled.	
Child will answer questions by combining an object and a verb (e.g., FROG JUMP).	
Receptive Spoken Language Skills	
Child will identify objects by their functions.	
Child will repeat a 4-5-word sentence.	
Expressive American Sign Language Skills	
Child will use NOT-YET.	
Child will use descriptive classifiers (CL) (e.g., CL:O, CL:3).	
Child will use handshapes: B, F, O.	
Child will use pronouns and possessives (e.g., HE, SHE, IT, MY, YOUR, HIS, HERS).	
Expressive Spoken English Skills	
Child will say sentences that you understand 50-70% of the time.	
Child will use words to describe pictures or objects (e.g., big book, three cookies).	
Child will use -ing verbs and possessive -s.	
Child will use prepositions in and on.	
Social Skills	
Child will use language more in play (e.g., pretend to chat on the phone/text/videophone).	
Child will engage in parallel play (e.g., play beside other children using the same toys but not with the children).	
Child will share toys and join games.	
Child will complete actions (e.g., give me five).	
Child will tell their own age.	
Print Skills	
Child will recognize and identify a few letters in context (e.g., the first letter of their name).	
Child will recognize familiar books by their cover.	
Child will recite parts of well-known stories and songs.	
Child will hold books with two hands and turn pages one by one.	
Child will answer simple questions about a story.	

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Child's Name:		DOB:
30 – 36 months		
Skill:		Date Mastered:
Receptive Language		
Child will answer what, who, where, and what doing questions.		
Child will carry out 2-3 signed/spoken commands.		
Child will understand yesterday.		
Child will understand descriptive words.		
Child will identify parts of an object.		
Expressive Language		
Child will use 3-4-word simple sentences and questions.		
Child will use questions forms of yes/no, who, what, where, and when.		
Child will use simple descriptors (e.g., hot, cold, big, little).		
Child will use commands with two steps.		
Child will use negatives (e.g., don't like, don't know, not yet).		
Receptive American Sign Language Skills		
Child will understand familiar simple fingerspelled words.		
Receptive Spoken Language Skills		
Child will understand spatial concepts (e.g., in, on, under).		
Child will understand categories.		
Child will repeat 3 numbers in a sequence and/or a sentence of 6-7 words.		
Expressive American Sign Language Skills		
Child will use emotion signs (e.g., SAD, HAPPY, SCARED).		
Child will substitute simple handshapes for more complex handshapes (e.g., CL:5 in place of CL: W for WATER).		
Child will use classifier (CL) CL: 3 (e.g., CAR DRIVING FORWARD).		
Child will use simple descriptive classifiers (CL) CL: O (e.g., for POLE).		
Expressive Spoken English Skills		
Our child will use quantity words (e.g., something, nothing, none).		
Child will use unstressed words/sounds (e.g., plural -s, is).		
Child will use spoken language that everyone understands 75% of the time.		
Child will use at least 2 adverbs (e.g., fast, slowly, above, next to).		
Social Skills		
Child will take turns, share, and ask permission of others.		
Child will engage in make-believe activities.		
Child will express feelings (e.g., mad, happy, sad, scared).		
Child will begin to give directions (e.g., You do it, Don't touch it).		
Child will use questions to get information and request clarification.		

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Print Skills	
Child will recognize and identify some letters in context.	
Child will recognize that symbols have meaning (e.g., the golden arches symbolize McDonald's).	
Child will recognize familiar books by their cover.	
Child will recite parts of well-known stories, songs, and nursery rhymes.	
Child will tell a story from pictures.	
Child will imitate simple lines and shapes with a crayon.	
Child will tell a story for an adult to write.	

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Child's Name:	DOB:
36 – 42 months	
Skill:	Date Mastered:
Receptive Language	
Child will name an object when given the function (e.g., What do you see with?)	
Child will understand quality, texture, and quantity (e.g., nice, rough, smooth, some).	
Child will begin to understand concepts (e.g., full, empty, some, same, day).	
Child will correctly answer questions about a signed-/spoken-only message.	
Child will understand 900 words.	
Expressive Language	
Child will describe what objects are used for and identify items that do not belong.	
Child will ask when, how many, and who questions.	
Child will answer how many, who, whose, why, what if, and what is missing questions.	
Child will use 5-6-sign/word sentences.	
Receptive American Sign Language Skills	
Child will begin to understand part/whole relationships (e.g., ARM/BODY).	
Receptive Spoken Language Skills	
Child will follow 2-3- step unrelated spoken commands.	
Expressive American Sign Language Skills	
Child will use TWO-OF-US, THREE-OF-US.	
Child will begin to use plain verbs to connect the subject and object (e.g., HE LIKE ICE CREAM).	
Child will use verb modification (e.g., STROLLING, WALKING QUICKLY).	
Child will use topicalization (e.g., POPCORN, ME LIKE).	
Expressive Spoken English Skills	
Child will talk using many grammatical structures (e.g., plurals, pronouns, prepositions, adjectives, present progressive -ing).	
Child will combine sentences using <i>and</i> , <i>but</i> , <i>because</i> .	
Child will use past modals (e.g., could, would, should, must, might).	
Child will use <i>do</i> to ask yes/no questions.	
Social Skills	
Child will take 4-5 turns during conversation.	
Child will relay a message.	
Child will show understanding of others' feelings and needs.	
Child will make conversational repairs.	
Child will enjoy role-playing with others.	
Print Skills	
Child will identify some uppercase and lowercase letters.	
Child will respond to stories read aloud to a group.	
Child will attend to a 10–15-minute story.	
Child will answer some questions about a story.	
With adult support, Child will begin to retell familiar stories.	
Child will draw or copy two lines that cross (+).	

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Child's Name:	DOB:
42 – 48 months	
Skill:	Date Mastered:
Receptive Language	
Child will understand the difference between past/present/future and singular/plural.	
Child will understand opposites (e.g., cold/hot, big/little).	
Child will carry out 3 related commands in order.	
Child will recognize language absurdities (e.g., there's an elephant on your head).	
Child will understand 1,500-2,000 signs/words.	
Expressive Language	
Child will use <i>how much</i> and <i>how</i> questions.	
Child will provide a label when given a child-friendly definition of a familiar word (e.g., What is round and bounces? ... a ball).	
Child will use associations and comparisons.	
Child will use some basic qualitative concepts (e.g., more, less, full).	
Child will use 800-1500 words.	
Receptive American Sign Language Skills	
Child will understand quantity (e.g., FULL, EMPTY, SOME).	
Child will answer questions HOW, WHY, DO-DO.	
Receptive Spoken Language Skills	
Child will answer final word analogies (e.g., cow is to farm as giraffe is to...)	
Child will understand -er and -est endings.	
Expressive American Sign Language Skills	
Child will fingerspell own name on request.	
Child will show increased use of topicalization (e.g., BALL, BOY THROW).	
Child will use complex handshapes: W, D, P, 3, V, H, X, R, M, N, T, 8.	
Expressive Spoken English Skills	
Child will use negative modals (e.g., shouldn't, won't, can't).	
Child will use regular and irregular past tense and third person singular -s verbs.	
Child will use articles <i>a</i> and <i>the</i> .	
Child will be understood by everyone.	
Social Skills	
Child will follow topic changes and add comments without changing the subject.	
Child will use language to get and give details, tell needs/feelings, and make deals.	
Child will create and maintain worlds of make-believe.	
Child will ask or respond to questions for clarifications.	
Child will work in a small group for 10-15 minutes.	

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Print Skills	
Child will understand that books are made up of written words.	
Child will interact with books read aloud to a group.	
Child will hold books right-side-up and turn pages left to right.	
Child will answer questions about a story.	
Child will retell familiar stories.	
Child will draw pictures you can recognize.	
Child will draw pictures of people that have at least three parts (e.g., head, eyes, nose, arms, legs).	
Child will print a few letters or numbers.	

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Child's Name:	DOB:
4 – 5 years	
Skill:	Date Mastered:
Receptive Language	
Child will answer questions (e.g., what happened, why, how).	
Child will understand more difficult directions about a picture (e.g., point to the big dog that is not brown).	
You child will show the ability to think about and comment on language.	
Child will understand time concepts and parts (e.g., later/earlier, half/whole, etc.)	
Child will understand 13,000+ signs/words.	
Expressive Language	
Child will use 5–8-word sentences.	
Child will tell a simple story that includes a beginning, middle, and end.	
Child will use 2,500+ signs/words.	
Child will ask why, whose, and what does this word mean questions.	
Child will use two or more describing words in a sentence.	
Receptive American Sign Language Skills	
Child will demonstrate awareness that lexicalized signs are made up of handshapes.	
Child will distinguish nouns (double movement) from verbs (single movement) (e.g., CHAIR/SIT).	
Child will understand number distribution (e.g., LEAVES, FALL-singular; LEAVES FALL-plural).	
Child will understand handshape categories (e.g., hs:F BUTTON, FOX, CAT).	
Receptive Spoken Language Skills	
Child will comprehend verb tense (e.g., kicked/kick, ran/run).	
Child will follow directions using location words (e.g., on, top, beside, behind, under).	
Child will comprehend irreversible passive tense (e.g., The ball was kicked by the boy).	
Child will understand words for order (e.g., first, next, last).	
Expressive American Sign Language Skills	
Child will use conditionals (e.g., SUPPOSE TEACHER SHE SICK? CLASS NONE).	
Child will tell stories that include setting up absent people and objects in space.	
Child will use time indicators (e.g., FINISH, NOT-YET).	
Child will use WH bracketing (e.g., WHO GO WHO?)	
Expressive Spoken English Skills	
Child will use <i>because</i> , <i>if</i> , and <i>so</i> correctly in sentences.	
Child will use words to describe placement (e.g., to, from, up, by, with).	
Child will use irregular third person verbs (e.g., is, am, are).	
Child will ask negative tag questions (e.g., We went, didn't we?)	

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Social Skills	
Our child will join conversations. They will change the topic, nicely interrupt, and take at least 4 turns.	
Child will discuss make-believe things and places.	
Child will understand humor and points of view.	
Child will state their town, their birth month, and their parents' first names.	
Child will use words to invite others to play.	
Print Skills	
Child will identify most uppercase and some lowercase letters.	
For children that use phonics-based approach, Child will repeat a familiar rhyme and make rhymes to simple words.	
For children that use a phonics-based approach, Child will blend and segment syllables and tell the first sound in some words.	
With adult support, Child will track words in a book from left to right, top to bottom, and page to page.	
Child will retell familiar stories with structure and varying verb tense.	
Child will recognize their own name in print.	
Child will print their first name or at least four letters in their name.	
Child will draw pictures of people that have at least a head with eyes-nose-mouth, body, arms and legs, hands and feet.	
Child will draw and print in a planned and organized way.	

Center IDEAL Milestones Tracking Checklist

ASL & Spoken English

To track language skills, enter date child mastered stated skill. Mastered indicates when child has produced skill independently without prompts or models. Child should produce the skill consistently across a variety of environments.

Child's Name:	DOB:
5 – 6 years	
Skill:	Date Mastered:
Receptive Language	
Child will understand time sequences (e.g., what happened first, second).	
Child will classify items by material (e.g., cloth, glass).	
Child will understand who, what, when, where, why, and how questions.	
Child will understand verbs by demonstrating the action (e.g., walk, strut, march).	
Child will follow group discussions and instructions.	
Expressive Language	
Child will relate action and describing words to their opposites.	
Child will give and restate simple 1, 2, and 3-step directions.	
Child will describe familiar people, places, things, and events with details.	
Child will answer questions to get help, give information, or better explain something.	
Child will add drawings or other visuals to descriptions to show ideas and feelings.	
Receptive American Sign Language Skills	
Child will know basic classifier handshape and movement.	
Child will understand signing space and non-manual markers.	
Child will identify new meanings for similar signs (e.g., SAME/LIKE).	
Child will recognize common types of stories (e.g., storysigning, storytelling, poems).	
Receptive Spoken Language Skills	
Child will follow directions that include <i>ask</i> or <i>tell</i> .	
Child will understand passive tense (e.g., That song was sung by my Mom.)	
Child will understand irregular plurals (e.g., men, mice).	
Child will begin to understand non-literal meanings (e.g., make up your mind).	
Expressive American Sign Language Skills	
Child will use basic classifiers for description.	
Child will recite ASL poems, rhymes, and folklore with expression.	
Child will change sign movement or handshapes to make new words.	
Child will use role-shifting and/or non-manual markers (e.g., WANT/DON'T-WANT, WALK-quickly/WALK-slowly).	
Expressive Spoken English Skills	
Child will use <i>it</i> or <i>that</i> to represent an entire idea (e.g., That's not my fault).	
Child will use adverbs (e.g., We will go <i>for</i> lunch. I want the yellow shirt <i>instead</i>).	
Child will use clauses (e.g., as soon as, until, while, before, after).	
Child will use simple grammar correctly (e.g., pronouns, prepositions, and articles).	
Social Skills	
Child will follow agreed-upon rules for discussions (e.g., attend to others, taking turns).	
Child will engage in different kinds of conversations.	
Child will maintain a conversation and respond to comments.	
Child will ask questions to understand a topic.	
Child will tell a well-structured personal story.	

Center IDEAL Milestones Tracking Checklist

ASL & Spoken English

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Print Skills	
Child will identify and name all uppercase (capital) and lowercase letters of the alphabet.	
For children that use a phonics-based approach, Child will produce rhyming words, blend sounds, and segment words into syllables.	
Child will understand that print goes from left to right and top to bottom.	
Child will engage in a group reading with purpose and understanding.	
Child will write most uppercase and lowercase letters with correct spacing.	
Child will use words and pictures to tell an event or simple story in the right order.	
Child will print first and last name with letters facing the correct direction.	
Child will print all 26 letters of the alphabet by copying them from memory.	

Center IDEAL Milestones Tracking Checklist

ASL & Spoken English

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Child's Name:	DOB:
6 – 7 years	
Skill:	Date Mastered:
Receptive Language	
Child will be able to summarize a story after one exposure.	
Child will be able to identify things that do not make sense in a sentence, both in the meaning of words and in the grammar.	
Expressive Language	
Child will use well-formed narratives.	
Child will give and restate multi-step directions.	
Child will list objects of a category and give categories a name.	
Child will use <i>more</i> , <i>less</i> , and <i>most</i> in questions.	
Child will produce full explanations.	
Receptive American Sign Language Skills	
Child will recognize that signs are separated by movement and hold patterns.	
Child will recognize that inflective changes in signs influence their meanings (e.g., SIT-for-a-long-time, BOOK-give-you/me).	
Receptive Spoken Language Skills	
Child will understand reflexive pronouns (e.g., The girl fed herself.)	
Child will distinguish initial, medial, and final sounds in single-syllable words.	
Expressive American Sign Language Skills	
Child will use the features of a sentence (e.g., eye gaze, body tilt, ending hold).	
Child will use common conjunctions (e.g., KNOW, MOVE-ON, THAT; head nods, eye gazes).	
Expressive Spoken English Skills	
Child will use passive voice (e.g., The house was built in 1837.)	
Child will use comparatives (e.g., better, best, worse, worst).	
Social Skills	
Child will nicely gain attention and attend to others.	
Child will have discussions with different people.	
Child will tell jokes.	
Child will check on a listener's understanding.	
Child will respond nicely to praise and apologies.	
Print Skills	
Child will read grade appropriate texts with understanding.	
Child will know and use common word families to decode unknown single syllable words.	
For children who use a phonics-based approach, Child will blend sounds to produce single and multi-syllabic words. Child will segment individual sounds in one-syllable words, and add, deleted, or substitute sound to change single-syllable words.	
Child will print letters well.	
Child will be concerned with how their writing looks.	
Child will learn to spell one- and two-syllable words.	
Child will establish hand dominance and pencil grip.	
Child will add words and simple sentences to pictures to write a story.	

Center IDEAL Milestones Tracking Checklist

ASL & Spoken English

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Child's Name:	DOB:
7 – 8 years	
Skill:	Date Mastered:
Receptive Language	
Child will use context clues to learn the meaning of unknown words.	
Child will follow 3-4 signed/spoken directions in order (e.g., stay in your seat, wait for the bus to stop, and don't forget your backpack).	
Child will answer questions about a story.	
Expressive Language	
Child will provide a summary of a story after one telling.	
Child will answer complex yes/no questions (e.g., Was the boy telling the truth when he said he was going to a friend's house?)	
Child will form their own ideas and opinions.	
Child will use multi-word definitions.	
Receptive American Sign Language Skills	
Child will build on conversations by adding their own comments to others' comments.	
Child will ask for clarification of a topic.	
Receptive Spoken Language Skills	
Child will understand words about place and time (e.g., midnight, minute, beneath).	
Child will understand riddles and idioms.	
Expressive American Sign Language Skills	
Child will manipulate signs (e.g., UNDERSTAND with four fingers to show intensity).	
Child will describe how signs supply rhythm and meaning in a story, poem, or song.	
Child will sign narrative in which they recount a well-elaborated event.	
Expressive Spoken English Skills	
Child will use present and past perfect tense (e.g., Have you been there before? She had read the book.)	
Child will correctly use indefinite pronouns (e.g., Many come here, but some go down the street.)	
Child will use complex verb tenses (e.g., He had been swimming. She might have hidden.)	
Child will use up to 3 adjectives in the correct English order in a sentence.	
Social Skills	
Child will produce full explanations.	
Child will give multistep directions.	
Child will check for comprehension.	
Child will respond well to compliments.	

Center IDEAL Milestones Tracking Checklist

ASL & Spoken English

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Print Skills	
Child will read grade-level material and understand the text.	
Child will go back and re-read a sentence that does not make sense (self-monitor).	
Child will connect what they read to personal experiences and world events.	
For children using the phonics-based approach, Child will decode 1-2 syllable words and use context clues to help them sound out words.	
Child will write simple stories with short sentences in sequence with pictures.	
Child will write short journal entries.	
Child will summarize stories with one to two short sentences.	

Center IDEAL Milestones Tracking Checklist

ASL & Spoken English

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Child's Name:	DOB:
8 – 9 years	
Skill:	Date Mastered:
Receptive Language	
Child will understand what is taught in class.	
Child will retell, paraphrase, and explain the main ideas and supporting details of a lesson.	
Child will follow 4-step and higher directions.	
Expressive Language	
Child will share their own ideas and opinions.	
Child will ask complex questions to gain information.	
Child will use words taught in subjects like science, math, and social studies.	
Child will clearly explain classroom vocabulary.	
Child will ask and answer questions about information from a speaker.	
Receptive American Sign Language Skills	
Child will determine the meaning of fingerspelled words and signs in context.	
Child will decode unknown signs out of context.	
Receptive Spoken Language Skills	
Child will understand jokes and riddles that have similar-sounding words.	
Child will understand direction words (e.g., north, south, longitude).	
Expressive American Sign Language Skills	
Child will express location through eye gaze and locative signs (e.g., VEHICLE-cl NEXT-TO-HOUSE, HURT-ON-TUMMY).	
Child will use descriptive classifiers.	
Child will use linking signs (e.g., CL: 3-LIST, FOR-FOR-Q) to connect opinions and reasons.	
Child will use temporal and inflection verbs to show event order (e.g., WAIT-a-long-time).	
Expressive Spoken English Skills	
Child will use passive sentences (e.g., Anita was driven to the theater by Carla.)	
Child will ask and answer factual questions.	
Social Skills	
Child will use language to attain and maintain social status.	
Child will understand others' viewpoints.	
Child will give background details.	
Child will perform chores that take 15-20 minutes and run errands that involve time delays (e.g., remembering to bring something home from a friend's house).	
Child will bring books and assignments from school to home and return them to school.	

Center IDEAL Milestones Tracking Checklist

ASL & Spoken English

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Print Skills	
Child will be able to identify the setting, characters, theme, and plot of a story.	
Child will describe characters in a story and explain how their actions impact the plot.	
Child will retell folklore, fables, and tall tales.	
Child will begin to move from 'learning to read' to 'reading to learn' (by third grade).	
Child will use capitalization, punctuation, syntax, and grammar.	
Child will use writing to relate experiences.	
Child will begin revising their work.	

Center IDEAL Milestones Tracking Checklist

ASL & Spoken English

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Child's Name:	DOB:
9 – 10 years	
Skill:	Date Mastered:
Receptive Language	
Child will base opinions on facts.	
Child will use details from a speaker to support their viewpoint.	
Child will summarize major ideas and details from text read aloud.	
Expressive Language	
Our child will use language for many reasons in different situations.	
Child will retell information in the right order.	
Child will give an organized speech in front of a group of people.	
Child will join group discussions. Child will add to others' ideas and express their own ideas.	
Receptive American Sign Language Skills	
Child will know when to use formal and informal ASL.	
Child will understand sign families (e.g., index finger signs often mean a type of thought [WONDER, THOUGHT+DISAPPEAR]).	
Receptive Spoken Language Skills	
Child will listen for key details in conversations and stories.	
Child will know the psychological meaning of double-function terms (e.g., sweet).	
Child will solve second-order analogies (e.g., hot: cold :: warm: cool).	
Expressive American Sign Language Skills	
Child will link opinion and reasons (e.g., ALSO, IDEA-SAME, ADD).	
Child will link ideas and information using signs (e.g., OTHER, ALSO, RH-Q WHY, list referents).	
Child will use role-shifting and description to tell events or show the emotion of characters.	
Expressive Spoken English Skills	
Child will use figures of speech (e.g., it's raining cats and dogs).	
Child will explain the meaning of common idioms (e.g., skating on thin ice).	
Child will use complex conjunctions (e.g., therefore, moreover).	
Social Skills	
Child will sign/tell complex and interactive stories.	
Child will understand jokes and riddles based on signs/words that can have different meanings.	
Child will inhibit responses.	
Child will show mature attention.	

Center IDEAL Milestones Tracking Checklist

ASL & Spoken English

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Print Skills	
Child will read for different purposes (e.g., for enjoyment, to learn something new, to get directions).	
Child will make inferences (read between the lines) by using clues from the text and prior knowledge.	
Child will answer questions by looking at information in the text.	
Child will tell fact from opinion in text.	
Child will compare and contrast different texts.	
Child will write narratives and descriptive texts.	
Child will learn to write in challenging genres (e.g., expository, persuasive).	
Child will spell long, complex words.	

Center IDEAL Milestones Tracking Checklist

ASL & Spoken English

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Child's Name:	DOB:
10 – 11 years	
Skill:	Date Mastered:
Receptive Language	
Child will attend/listen and make conclusions about school concepts.	
Child will know the meaning of 20,000 words.	
Expressive Language	
Child will summarize a speaker's points and show how claims are supported by reasons and evidence.	
Child will tell about details gathered in group activities.	
Child will give a clear and organized presentation.	
Receptive American Sign Language Skills	
Child will contrast different forms of ASL (e.g., regional accents, registers).	
Child will be able to determine the theme of a signed story, drama, or poem.	
Receptive Spoken Language Skills	
Child will know the meaning of common prefixes and suffixes (e.g., un-, -er, pro-).	
Child will understand sentences that may have more than one meaning (e.g., The duck was ready to eat.)	
Child will explain some jokes and riddles that contain idioms.	
Child will use context and nonverbal clues to understand sarcasm.	
Expressive American Sign Language Skills	
Child will sign complex sentences.	
Child will use role-shifting, description, and pacing to share personal stories.	
Child will link opinion and reasons (e.g., THEREFORE, HAPPEN, SPECIFICALLY).	
Expressive Spoken English Skills	
Child will use inviting gestures and voice when presenting.	
Child will understand and use proverbs (e.g., A leopard cannot change its spots.)	
Child will use adverbial conjunctions (e.g., also, then, so, besides).	
Social Skills	
Child will adjust politeness of request based on the age and status of the listener.	
Child will negotiate with peers to resolve conflicts.	
Child will give specific, clear route-finding directions.	
Child will know that their partner may not understand the message.	
Child will explain rules of game or sport in an accurate but simple way.	
Print Skills	
Child will quote from a text and draw inferences of meaning.	
Child will determine the meaning of content-specific words.	
Child will explain how a narrator's point of view influenced the events.	
Child will learn to write in stages by doing outlines and multiple drafts.	
Child will start writing at a level equivalent to their own speech.	

Center IDEAL Milestones Tracking Checklist

ASL & Spoken English

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Child's Name:	DOB:
Middle School	
Skill:	Date Mastered:
Receptive Language	
Use context cues to interpret vague, humorous, or sarcastic signed/spoken messages.	
Understand that body language and facial expressions can change the meaning of a message.	
Understands and participates in their case conference.	
Understands logical steps required to arrive at a solution to a problem.	
Expressive Language	
Retells a story from a witnessed event, book, or movie with the correct sequence, character, emotions, and dialogue.	
Uses abstract vocabulary learned in school every day signed/spoken conversation.	
Provides adequate background knowledge to ensure their audience/communication partner understands the signed/spoken message.	
Proficiently uses mental state vocabulary (e.g., promise, wonder, believe, etc.) in discourse.	
Receptive American Sign Language Skills	
Uses relationships between particular sign choices (e.g., synonym/antonym/analogy) to better understand each of the concepts/signs.	
Distinguishes among the connotations (associations) of signs with similar denotations (definitions) (e.g., RESPECT, HONOR, LOOK-UP).	
Receptive Spoken Language Skills	
Understands jokes and riddles based on deep structure ambiguity (e.g., The fish was ready to eat.)	
Interprets the meaning behind the changes in vocal intonation (e.g., saying "stop it" with a quiet friendly voice or a loud, deep voice).	
Expressive American Sign Language Skills	
Adapts signs to a variety of contexts and tasks, demonstrating command of formal ASL when indicated or appropriate.	
Expressive Spoken English Skills	
Tells jokes and riddles based on different types of linguistic ambiguity (e.g., The fisherman when to the bank.)	
Expressive grammar is consistently accurate and adult-like.	
Uses appropriate vocabulary and explains how to use, maintain (cleaning, checking, charging, etc.), and troubleshoot amplification and HAT equipment.	

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ASL & Spoken English

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Social Skills	
May enjoy chatting and interacting with friends more than adults.	
Request repetition/clarification and appropriate accommodations.	
Independently navigates demands of school, home, and extracurricular activities (e.g., supplies needed, schedule, preparation, etc.)	
Negotiates using language to resolve conflicts but may need guidance for more difficult situations.	
Consistently aware of communication partner's potential confusion or disinterest and adjusts accordingly.	
Advocates for needs politely at school and home.	
Uses a wide variety of emotional descriptive terms (e.g., frustrated, disappointed, etc.)	
Discusses with family members and friends their feelings associated with their hearing levels.	
Has developed an identity that includes their hearing status (e.g., deaf, Deaf, hard of hearing, etc.)	
Print Skills	
Distinguishes fact from opinion when reading.	
Comprehends and identifies inferred information within text.	
Spends less time reading for pleasure and more time reading for school.	
Reads quickly and accurately and can decode thousands of different words.	
Reads charts and graphs related to topics of interest/study proficiently.	
Writes effectively in narrative and descriptive genres.	
Can take class notes but may need guidance on what is most important to place in notes.	

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ASL & Spoken English

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Child's Name:	DOB:
High School	
Skill:	Date Mastered:
Receptive Language	
Knows meaning of 30,000 words.	
Solves second order analogy problems (A:B::C:D).	
Understands what assistive technology they need, where to find it, and how to use each item (e.g., visual alarm system, access settings on phone, etc.)	
Identifies and discusses deaf and hard of hearing community services.	
Expressive Language	
Defines abstract nouns by mentioning key features or functions.	
Understand and produces slang terms during peer interaction.	
Uses sarcasm or has humorous exchanges with peers, parents, and siblings and can change style of communication based on audience (e.g., would not be sarcastic to boss).	
Conducts an in-service about their access needs.	
Describes course of action when accessibility is denied or when accommodations are not readily available.	
Receptive American Sign Language Skills	
Uses context (e.g., the overall meaning of a sentence, paragraph, or text; a sign's position or function in a sentence) as a clue to the meaning of a sign or phrase.	
Receptive Spoken Language Skills	
Understands how the physical and psychological meanings of double-function terms are interrelated (e.g., an advertisement for a pie using the term 'upper crust' to mean the pie crust, the physical meaning, and wealthy social class, the psychological meaning).	
Understands difficult opaque idioms (e.g., paint the town red).	
Understands some abstract proverbs (e.g., expectation is better than realization).	
Expressive American Sign Language Skills	
Identifies and correctly uses patterns of sign changes that indicate different meanings or parts of speech (e.g., DCL in describing a plush chair, DCL in describing a person sitting comfortably in a plush chair).	
Identifies and correctly uses patterns of sign changes that indicate different meanings or parts of speech (e.g., inflections in ANALYZE, ANALYSIS).	
Expressive Spoken English Skills	
Explains the meanings of predicative metaphors that express abstract concepts (e.g., jealousy is a green-eyed monster).	
Uses moderately difficult subordinate (e.g., even though) and adverbial (e.g., furthermore) conjunctions.	
Explains the ambiguity contained in some commercial advertisements.	

Center IDEAL Milestones Tracking Checklist

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Social Skills	
Spends free time talking and socializing with friends with language used to maintain social bonds.	
Manages schoolwork effectively on a day-to-day basis, including completing and handing in assignments on time, studying for tests, creating and following timelines for long-term projects, and making adjustments in effort and quality of work in response to feedback.	
Identifies intrapersonal/interpersonal behaviors (e.g., shut down, dominate conversation, avoidance, etc.) across environments (e.g., large gatherings, noisy restaurants, etc.) that are a result of elevated hearing levels.	
Identifies how others perceive one's behavior as a result of their hearing levels (e.g., someone says "hello" and one is unaware and unresponsive due to no hearing the individual).	
Navigates subtle sarcasm in peer interaction (e.g., understands when communication, such as "I just LOVE peanut butter" is sarcastic or serious by attending to eye gaze, body language, and sign/vocal intonation.	
Asks for clarification of meaning beyond factual details (e.g., asking if a person does not like clothes if feel the vocal intonation or eye gaze conflicts with words signed/spoken).	
Print Skills	
Reads and comprehends technical material well.	
Recognizes different author's conflicting point of view.	
Critically evaluates passages of text.	
Completes an essay independently using an outline to paper method.	
Writes essays that are longer, containing more idea units and literate words; sentences are 12 words or longer.	
Uses knowledge of morphology to spell difficult words.	
Takes essay exams successfully.	

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ASL & Spoken English

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Child's Name:	DOB:
Young Adult	
Skill:	Date Mastered:
Receptive Language	
Uses analogical reasoning to understand complex problems.	
Continues to use morphological analysis and context clues to learn new words.	
Knows the meaning of at least 50,000 different words.	
Understand the subtle differences between semantically similar adverbs of magnitude (e.g., severe, considerable).	
Expressive Language	
Explains solutions to abstract analogy problems by using proportional reasoning.	
Defines abstract nouns completely.	
Mean T-unit length in expository discourse = 11+ words. Mean T-unit length in conversational discourse = 9+ words.	
Contacts and requests DHH community-based services (including audiological services).	
Receptive American Sign Language Skills	
Understands a variety of styles and formality of signed presentations using complex ASL grammar constructs and language levels (e.g., college lecture, business interview, etc.)	
Receptive Spoken Language Skills	
Uses context clues to understand sarcasm in the absence of intonational clues.	
Understands the functions of sarcasm in humor and in muted criticism.	
Expressive American Sign Language Skills	
Independently uses ASL appropriate to the situation to give presentations (virtually, recorded, or live).	
Explains the meaning of ASL humor, ASL idioms, and other ASL sign modifications used as humor or sarcasm.	
Expressive Spoken English Skills	
Uses difficult subordinate conjunctions (e.g., provided that, in case, etc.)	
Explains the meanings of complex psychological metaphors (e.g., genius is perseverance in action).	
Describes detailed mental images of idioms that are well understood (e.g., being able to explain that 'throw caution to the wind' means taking a risk).	
Uses difficult adverbial conjunctions (e.g., conversely, similarly, moreover, etc.)	

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Social Skills	
Stays on conversational topic for extended periods of time.	
Gives accurate, clear, and informative directions in efficient manner.	
Provides elaborate, detailed explanations of a game or sport.	
Knows rights about disclosure of hearing levels, when it is appropriate to disclose deafness, and the pros/cons of disclosure.	
Is capable of high-level conflict resolution.	
Saves money and/or plans for future equipment needs.	
Tells long and complex narratives.	
Print Skills	
Reads with strong inferential and theme comprehension.	
Balances and integrates conflicting points of view.	
Uses morphological analysis proficiently to decode and comprehend difficult new words encountered in text.	
Reads and understands a wide variety of topics.	
Shows greater flexibility of thought in persuasive writing.	
Persuasive writing T-units = 15+ words.	
Writes essays that continue to increase in length, number of idea units, and number of literate words.	
Demonstrates skill with expository writing.	
Spells thousands of morphologically complex words.	

Center IDEAL Milestones Tracking Checklist

ASL & Spoken English

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Child's Name:	DOB:
College-Ready Language Skills	
Skill:	Date Mastered:
Receptive Language	
Attends/Listens to lectures about topics of study and grasps the information taught.	
Understands historical perspectives involved with topic of study and how impacts current information.	
Understands how to navigate the campus facilities and resources.	
Expressive Language	
Participates in group discussion and study groups.	
Answers questions related to the topic of study fluently and on point.	
Gives organized and technical presentations fluently.	
Request needed accommodations from the appropriate individuals within the correct time frame.	
Utilizes language for thinking to complete projects independently or with groups.	
Social Skills	
Meets new people regularly and generates new friendships independently.	
Uses telephone, videophone, or online live chat functions to make appointments, navigate daily living needs, and gain clarification.	
Engages in leadership and/or mentoring roles.	
Maintains contact with family and friends appropriately.	
Manages schedules, studying, coursework, social events, and stress effectively.	
Uses explanations that reflect growing knowledge base of topic.	
Print Skills	
Reads technical materials/ college course materials and uses available resources to learn unfamiliar words.	
Reads and understands class scheduling and degree requirement information.	
Understands fee and tuition notices.	
Notifies information in the text that is likely to be topics of discussion or included on the examination.	
Communicates effectively and appropriately through email or text message by adjusting the tone depending on the reader.	
Writes essay, term, and research papers using effective organizational strategies.	
Revises written work incorporating feedback and direction.	
Self-corrects written work and accepts feedback from professors and peers.	

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Child's Name:	DOB:
Functional Language Skills – Young Adult	
Skill:	Date Mastered:
Receptive Language	
Knows values of coins and currency; performs basic math.	
Knows name and use of everyday daily living items (e.g., cooking utensils, transportation, workplace items, etc.)	
Uses the internet or other appropriate means to obtain information.	
Demonstrates transportation safety skills and appropriate behavior.	
Demonstrates problem solving skills needed to complete daily living and job tasks.	
Demonstrates appropriate home safety skills (e.g., locking the door, not opening the door to strangers, managing home key, etc.)	
Demonstrates the ability to follow directions/instructions from multiple people.	
Understands safety and how to keep themselves and others safe (personal, kitchen, workplace, community).	
Expressive Language	
Makes a transaction at a local store and counts change.	
Orders independently in a cafeteria or restaurant.	
Asks for help using clear and appropriate language.	
Completes a job interview.	
Indicates support needs for hearing and other accommodations to family, friends, coworkers, and employers.	
Demonstrates the ability to ask conversationally/contextually appropriate questions.	
Asks supervisor "what is next?" after completing a task.	
States identifying information appropriate to the situation (name, date of birth, address, emergency contact, etc.) and knows when not to share this information.	
Social Skills	
Labels and expresses anger or other strong feelings appropriately and uses language to address problems.	
Demonstrates appropriate use of conversational social conventions for their language community.	
Demonstrates socially appropriate use of conversational social conventions for their language community.	
Demonstrates appropriate work habits (e.g., punctuality, task completion, ability to accept redirection and correction).	
Describes the relationship between actions and consequences.	
Demonstrates the ability to say 'no' to peers.	

Center IDEAL Milestones Tracking Checklist

ASL & Spoken English

To track language skills, enter date child mastered stated skill. Mastered indicates when child has produced skill independently without prompts or models. Child should produce the skill consistently across a variety of environments.

Print Skills	
Follows written directions but may need key words pictures (e.g., steps to complete a task at work, taking medications, following recipes, etc.)	
Identifies warning signs, labels, environmental signs, and workplace signs.	
Completes a written list of tasks.	
Reads building/area maps for exit, restroom, offices, etc.	
Follows a printed schedule.	
Knows when and how to send written notes typed and/or handwritten.	
Sends an email to communicate a clear message.	
Completes job application/fact sheet to take on a job interview.	
Sends appropriate text messages.	
Utilizes a computer to perform daily tasks.	
Fills out a timesheet.	