
ORAL LANGUAGE

ASSESSMENTS

- 1 Oral Language Assessment
- 2 Class Overview – Student Receptive and Expressive Language Checklist
- 3 Teacher Rating of Oral Language and Literacy (TROLL)

Oral Language Assessment

About This Assessment

The Oral Language Assessment provides a quick and easy way to determine what structures of oral English students understand and control. This assessment is appropriate for all students in grades K-3. The series of sentences in this assessment reflect *some* of the structures of adult English language that are common to school and classroom settings. The sentences increase in complexity within each set; sentences in Sets 2 and 3 use the identical five language structures as in Set 1, but with increasingly complicated phrases and clauses. This assessment measures a student's *receptive* language. As students repeat sentences of increasing structural complexity, the teacher notes any substitutions, omissions, transpositions, or expansions of words and phrases that occur when the sentences become too difficult. These observations become the basis for intensive oral-language development. They also help teachers tailor the instructional language used when working directly with these students.

The language structures in this assessment are vital for students to understand if they are to understand classroom instructions, discussions, and stories. In general, students whose first language is English should be able to repeat all 15 sentences correctly in every detail by the age of six.

How to Administer

1. Be certain that you have the student's full attention throughout this assessment. If the student loses focus, reestablish focus before continuing.
2. Read each sentence to the student using the phrasing indicated by the italics. Speak clearly, with natural tone and pace.
3. Familiarize the student with the testing procedure. Tell the student, *I am going to read some sentences and I would like you to say them after me. Let's begin.*
 - *Sally is walking to her house.* OK, try this one.
 - *Where are you going?* OK. Say these
4. Begin at Set 1. Administer the sentences in order from 1 to 5. Record the student's repetition of the sentences directly on the scoring sheet, much as one would record a reading record. Continue to Set 2 and Set 3 in the same way.

Scoring and Analyzing

Score one point for each sentence repeated correctly *in every detail*.

ORAL LANGUAGE ASSESSMENT

Score	Stage of language development in relation to reading
0-4	<p>Pre-emergent readers - indicates limited oral English</p> <p>Oral language development should be at the centre of work done with these students; need extended conversation with fluent language users; benefit from hearing simple stories read aloud in small group settings; need encouragement to draw on background knowledge to predict what will happen, follow a simple story line and check their predictions with what actually happens</p>
5-7	<p>Early emergent readers– are developing a stronger command of the structures of oral English</p> <p>Need opportunities to work with simple texts – will be relying mainly on memory and illustrations; need activities that help them articulate their thoughts, have them written down, and then reading their own constructions.</p>
8-12	<p>Emergent readers–</p> <p>need continued work in oral language development – need to read and reread familiar texts; are starting to match the written word with the spoken word; developing concepts about print and letter-sound relationships.</p>
13-15	<p>Beginning readers –</p> <p>Still require explicit oral language development; provide opportunities for prolonged discussions in small-group settings; the development of text comprehension is dependent on their growing listening comprehension; engage in reading stories to these students in small groups to encourage discussion about the text</p>

Implications for Instruction

Students with delays in oral English have difficulty because they have to learn so many new things about language at once. When students enter school with language delays as defined by assessment tools such as the Oral Language Assessment, a two-pronged approach is required.

1. One-to-One Conversations

Make sure these students have daily opportunities to engage with adults in two-way conversation. If these students do not have these opportunities, the likelihood of progressing sufficiently to support reading development is greatly diminished. These opportunities are vital to the development of language and learning. This non-threatening environment encourages the risk-taking and trial-and-error that are often impossible in whole-class situations.

2. Small-Group Language Instruction

Include regular opportunities for small-group instruction in story reading, shared reading and oral language activities.

ORAL LANGUAGE ASSESSMENT

Name: _____

Age: _____

Date: _____

Grade: _____

Set 1
TYPE

1

The puppy's tail is curly.

2

Mummy is making a cake.

3

The teacher told them a story.

4

There are the children.

5

She's eating her lunch slowly.

Set 2 Sub total

TYPE

1

That red bike over there used to be my uncle's.

2

The girl in the car is waving her hand.

3

Over the weekend Jade brought us some biscuits.

4

Here are the machines that dig the big holes.

5

The bird built a nest up in the tree.

Set 3 Sub total

TYPE

1

Be ready to come inside when the bell rings.

2

The car and the truck were carrying some large boxes.

3

The brave fireman showed our class the big red truck.

4

There are the men who clean the playground at our school.

5

My friend likes to sleep at my house in the Christmas holidays.

Sub total

TOTAL SCORE

Class Overview – Student Receptive and Expressive Language Checklist

Student Names																							
Recording Key																							
Y = Yes																							
S = Sometimes																							
N = No																							
Language /Cultural Background																							
Receptive Language Warning Signs																							
Has trouble concentrating during teacher talk																							
Does not initiate responses to instructions – follows what others do																							
Often looks 'blank' or confused																							
Only partially follows directions																							
Does not respond to questions appropriately																							
Responds in a very literal manner																							
Misinterprets information; confuses who did what to whom																							
Has difficulty remembering information																							
Copies from peers																							
Does not understand humour at same level as peers																							
Is disorganised; forgets items																							
Has difficulty remembering common sequences, such as days of the week																							
Takes longer than peers to learn new words																							
Mixes up long words to a greater degree than peers																							

This checklist was prepared by Linda Dawson (NT Literacy Achievement Adviser) to support principals and schools involved in the Principals as Literacy Leaders (PALL) Project managed by the Australian Primary Principals Association. The checklist is based on information from the following reference source:
 Konza, D.(2006) Teaching Students with Reading Difficulties, Second Edition, Thomson/Social Science Press, Australia, pages 133 & 134.

Teacher Rating of Oral Language and Literacy

Teacher Rating of Oral Language and Literacy

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LANGUAGE USE:

1. How would you describe this child's willingness to **start a conversation** with adults and peers and continue trying to communicate when he/she is not understood on the first attempt? Select the statement that best describes how hard the child works to be understood by others.

Child almost never begins a conversation with peers or the teacher and never keeps trying if unsuccessful at first.	Child sometimes begins conversation with either peers or the teacher. If initial efforts fail he/she often gives up quickly.	Child begins conversations with both peers and teachers on occasions. If initial efforts fail, he/she will sometimes keep trying.	Child begins conversations with both peers and teachers. If initial efforts fail, he/she will work hard to be understood.
1	2	3	4

2. How well does the child **communicate personal experiences** in a clear and logical way? Assign the score that best describes this child when he/she is attempting to tell an adult about events that happened at home or some other place where you were not present.

Child is very tentative, only offers a few words, requires you to ask questions. Has difficulty responding to questions you ask.	Child offers some information, but information needed to really understand the event is missing (e.g., where or when it happened, who was present, the sequence of what happened).	Child offers information and sometimes includes the necessary information to really understand the event.	Child freely offers information and tells experiences in a way that is nearly always complete, well sequenced, and comprehensible.
1	2	3	4

3. How would you describe this child's pattern of **asking questions** about topics that interest him/her (e.g., why things happen, why people act the way they do)? Assign the score that best describes the child's approach to displaying curiosity by asking adults questions.

To your knowledge, the child has never asked an adult a question reflecting curiosity about why things happen or why people do things.	On a few occasions the child has asked adults some questions. The discussion that resulted was brief and limited in depth.	On several occasions the child has asked interesting questions. On occasion these have led to an interesting conversation.	Child often asks adults questions reflecting curiosity. These often lead to interesting, extended conversations.
<i>English competence:</i> 1	2	3	4

4. How would you describe this child's use of talk while **pretending** in the house area, when playing with blocks, etc.? Consider the child's use of talk with peers to start pretending and to carry it out. Assign the score that best applies.

Child rarely or never engages in pretend play or else never talks while pretending.	On occasion the child engages in pretending that includes some talk. Talk is brief, may only be used when starting the play, and is of limited importance to the on-going play activity.	Child engages in pretending often and conversations are sometimes important to the play. On occasion child engages in some back-and-forth pretend dialogue with another child.	Child often talks in elaborate ways while pretending. Conversations that are carried out "in role" are common and are an important part of the play. Child sometimes steps out of pretend play to give directions to another.
<i>English competence:</i> 1	2	3	4

5. How would you describe the child's ability to **recognize and produce rhymes**?

Child cannot ever say if two words rhyme and cannot produce a rhyme when given examples (e.g., rat, cat, ____).	Child occasionally produces or identifies rhymes when given help.	Child spontaneously produces rhymes and can sometimes tell when word pairs rhyme.	Child spontaneously rhymes words of more than one syllable and always identifies whether words rhyme.
<i>English:</i> 1	2	3	4

6. How often does (CHILD) use a **varied vocabulary** or try out new words (e.g. heard in stories or from teacher)?

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4
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7. When (CHILD) speaks to adults other than you or the teaching assistant **is he/she understandable**?

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4
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8. How often does (CHILD) **express curiosity** about how and why things happen?

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4
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LANGUAGE SUBTOTAL: _____

READING:

9. How often does (CHILD) like to hear books read in the full group?

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4
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10. How often does (CHILD) attend to stories read in full or small groups and react in a way that indicates comprehension?

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4
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11. Is (CHILD) able to read story books on his/her own?

Does not pretend to read 1	Pretends to read 2	Pretends to read and reads some words 3	Reads the written words 4
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12. How often does (CHILD) remember the story line or characters in books that he/she heard before either at home or in class?

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4
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13. How often does (CHILD) look at or read books alone or with friends?

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4
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14. Can (CHILD) recognize letters? (choose one answer)

- None of the letters of the alphabet.....01
- Some of them (up to 10).....02
- Most of them (up to 20).....03
- All of them.....04

15. Does (CHILD) recognize his/her own first name in print?

NO 1	YES 2
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16. Does (CHILD) recognize other names?

No 1	One or two 2	A few (up to 4 or 5) 3	Several (6 or more) 4
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17. Can (CHILD) read any other words?

No 1	One or two 2	A few (up to 4 or 5) 3	Several (6 or more) 4
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18. Does (CHILD) have a beginning understanding of the relationship between sounds and letters (e.g. the letter B makes a "buh" sound)?

No 1	One or two 2	A few (up to 4 or 5) 3	Several (6 or more) 4
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19. Can (CHILD) sound out words that he/she has not read before?

No 1	Once or twice 2	One syllable words often 3	Many words 4
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READING SUBTOTAL: _____

WRITING

20. What does (CHILD's) writing look like?

Only draws or scribbles 1	Some letter-like marks 2	Many conventional letters 3	Conventional letters and words 4
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21. How often does (CHILD) like to write or pretend to write?

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4
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22. Can (CHILD) write his/her first name, even if some of the letters are backwards?

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4
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23. Does (CHILD) write other names or real words?

No 1	One or two 2	A few (up to 4 or 5) 3	Several (6 or more) 4
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24. How often does (CHILD) write signs or labels?

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4
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25. Does (CHILD) write stories, songs, poems, or lists?

NEVER 1	RARELY 2	SOMETIMES 3	OFTEN 4
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WRITING SUBTOTAL: _____ (out of 24 possible)

ORAL LANGUAGE SUBTOTAL: _____ (out of 32 possible)

READING SUBTOTAL: _____ (out of 42 possible)

TOTAL TROLL SCORE: _____ (out of 98 Possible)