

Language Difference vs Language Disorder: Assessing English Learners

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Why ELs fail to acquire English Proficiency

Difficulty	Delay	Disorder
Some aspects of English make it more difficult to learn	Learning at reasonable pace, but amount/quality like younger L1	Intrinsic language impairment
Stress from environmental factors	Not sufficient time to learn	Neurologically based
	Conversational not academic language	

Language Acquisition or Learning Disability

To a large extent, determining whether an English learner has a learning disability is a process of elimination

- Many factors must be considered and ruled out as possible reasons for a child's struggles
- There are multiple possible explanations for every behavior


There are no tests that can definitely tell us whether the student has LD

It's important to


- Understand the second language acquisition process
 - Oral language
 - Written language
 - Literacy
- Know possible characteristics associated with Language Learning Disability (LLD)
- Look at the quality of instruction and students' opportunities to learn

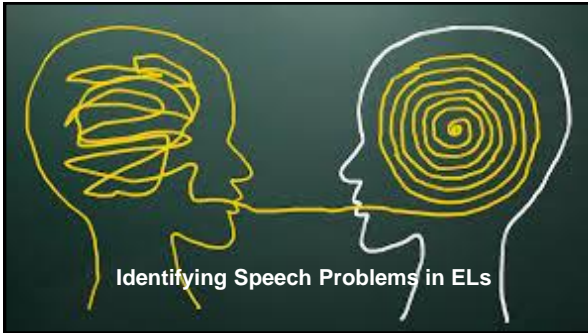
Purposes of Assessment of ELs

- To monitor progress
- To determine if the child has a language learning disability




Evidence-Based Practice





Speech Intelligibility

- For parents: (Lynch, Brookshire & Fox, 1980)
 - 18 months - ~25% intelligible
 - 2 year olds - 50-75% intelligible
 - 3 year olds - 75%-100% intelligible
- For unfamiliar: (Fipsen, 2006)
 - 18 months - ~25% intelligible
 - 2 year olds - ~50% intelligible
 - 3 year olds - 75% intelligible
 - 4 year olds - 100% intelligible



Intelligibility in Context Scale (ICS)

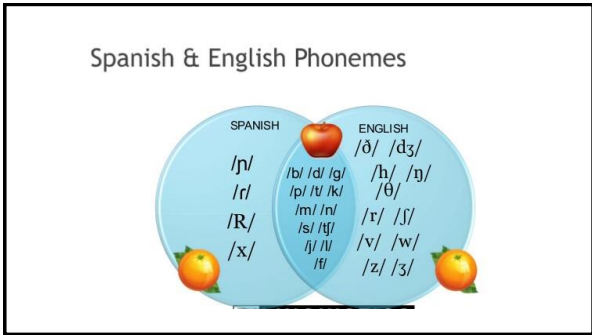
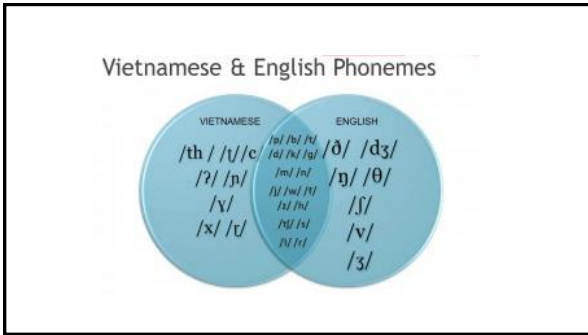
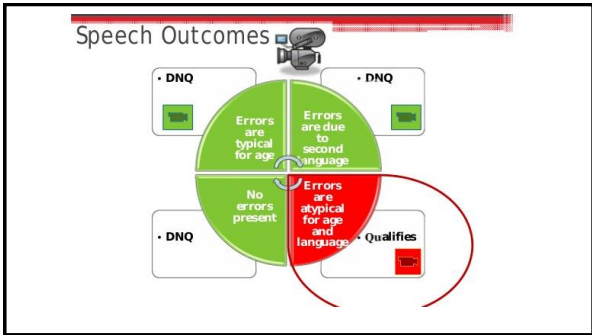
(National, Herman, & McCormick, 2012)

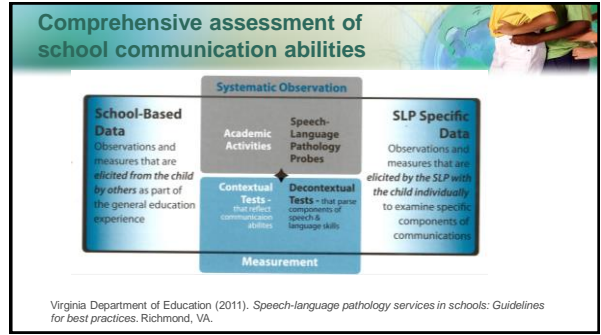
Child's name: _____
 Child's date of birth: _____ Male/Female: _____
 Language(s) spoken: _____
 Current date: _____ Child's age: _____
 Person completing the ICS: _____
 Relationship to child: _____

The following questions are about how much of your child's speech is understood by different people. Please think about your child's speech over the past month when answering each question. Circle one number for each question.

1. Do you understand your child?	Always	Usually	Sometimes	Rarely	Never
2. Do immediate members of your family understand your child?	5	4	3	2	1
3. Do extended members of your family understand your child?	5	4	3	2	1
4. Do your child's friends understand your child?	5	4	3	2	1
5. Do other acquaintances understand your child?	5	4	3	2	1
6. Do your child's teachers understand your child?	5	4	3	2	1
7. Do strangers understand your child?	5	4	3	2	1
TOTAL SCORE = _____ /26					
PERCENTILE SCORE = _____ /100					

<http://www.csu.edu.au/research/multilingual-speech/ics>





- ### Reasons for misidentification of students
- Poor instructional practices in general education
 - Evaluating professional lacks a knowledge base regarding second language development and disabilities
 - Intervention strategies were weak, e.g.,
 - too short/not sufficiently frequent
 - not intense enough
 - not administered with fidelity
 - not matched to student needs
 - Use of inappropriate assessment tools

- ### Myths Regarding ELs and Special Education
- If we label an EL as learning disabled, at least he will get some help.
 - We have to wait three (or five to seven) years for ELs to develop their English language skills before we can rule out language as a cause for the student's difficulty.
 - When an EL is identified as having a disability, instruction should be only in English, so as not to confuse the student.

- ### Challenges of LLD Identification
- Be careful with the 'wait and see' approach
 - Many clinicians believe that if it's a matter of lack of experience than the child will "catch up" given appropriate classroom support
 - Meanwhile children with language impairments will fall further and further behind
 - "The 'wait and see' period can be little more than the beginning or the extension of a cycle of communicative, academic, and/or social failure"
- Gillam, R.B., & Peña, E.D. (2004). Dynamic assessment of children from culturally diverse backgrounds. *Communication Disorders and Sciences in Culturally and Linguistically Diverse Populations*, 11(2), 2-5.

Student Difficulties Explained Through an ELL and Special Education Lens

Behaviour Observed in the Student	Reason the Difficulty may be Experienced by an ELL	Possible Special Education Explanation
Difficulty in reading and spelling words	Lack of exposure to English word reading and spelling; unfamiliarity with English words	Memory problems; phonological processing deficits; difficulties reading at the word-level (i.e., dyslexia)
Difficulty in comprehending text	Knowledge of English language skills (sentence structure, vocabulary, grammar, morphology, pragmatics) underdeveloped; lack of relevant background knowledge	Language processing problems; sequencing problems; memory problems; difficulty drawing inferences; difficulty with connectives
Poor writing skills	Develops in tandem with language; student does not have the language skills to express thinking	Organization or processing problems; memory problems; fine motor skills or motor-sequencing problems; slow processing speed; difficulty developing language skills
Easily distracted	Doesn't understand; requires more visual/concrete support; is overwhelmed & exhausted by language learning process	Auditory processing difficulty; attention problems, including ADHD; processing speed difficulty
Trouble following directions	Doesn't know the vocabulary used; needs time to comprehend an utterance in one language and translate into another	Sequencing or memory problems; attention problems; language processing problems
Can't remember information taught	Overwhelmed with multiple demands of language learning; may do better in their native language	Memory problem; language processing problems

Adelstein, V., Geva, E., & Fraser, C. (2014). Identification, assessment, and instruction of English language learners with learning difficulties in the elementary and intermediate grades: A guide for educators in Ontario school boards. <https://csterc.org/documents/resources/ELLs-with-special-needs.pdf>

Student difficulties: EL learning or LLD

Adds, deletes or replaces words; paraphrases when speaking	May not yet have learned the word, lacks the grammar to use the word correctly	Memory or oral language processing difficulties; word finding difficulties
Trouble retelling a story	Unfamiliar with the vocabulary or content of the story	Organization or processing problems; long-term memory problems
Difficulty with math word problems	Lacks the vocabulary and/or cultural context to understand the problem	Language processing or abstract/fluid reasoning problems; working memory difficulties; dyscalculia
Aggressive or withdrawn behaviour	Lack of educational experience; different cultures have different behavioural norms; withdrawn behaviour may be due to a 'silent period' which is normal for language learners	Self-regulation issues, social communication concerns; language processing problems; anxiety or depression
Social and emotional problems	Stress related to moving to a new country and culture often leads to social and emotional issues	Self-regulation issues; mental health concerns; learning difficulties and related frustration

Adelson, V., Geva, E., & Fraser, C. (2014). *Identification, assessment, and instruction of English language learners with learning difficulties in the elementary and intermediate grades: A guide for educators in Ontario school boards*. <https://ctserc.org/documents/resources/ELLS-with-special-needs.pdf>

Also see: English Learner Toolkit – particularly chapter 6 (<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>)

Referral Reasons

Academic Concerns <ul style="list-style-type: none"> Reading decoding Reading comprehension Oral fluency Written expression (organization, production) Writing mechanics (spelling, punctuation) Math problem Quality of in-class work Performance on assessments Computer skills 	Social Emotional Concerns <ul style="list-style-type: none"> Family concerns Non-compliance School anxiety Hyperactivity Physical aggression Verbal aggression Truancy Abuse/teism Difficulty retaining or processing information 	Task-Related Concerns <ul style="list-style-type: none"> Inattention In-class work completion Difficulty transitioning between tasks Understanding verbal directions Homework completion Lack of motivation Inability to verbally express thoughts Difficulty getting started
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- What supports does the student need?
- What are student's strengths and weaknesses?
- How has the student progressed over time?
- How do the student's language skills compare to those of his classmates?

Parent Questionnaires

- Alberta Language and Development Questionnaire for children in kindergarten-first grade
- Available from The Child English Second Language Center. Can be retrieved from: <https://www.ualberta.ca/linguistics/cheslocentre/questionnaires.html>

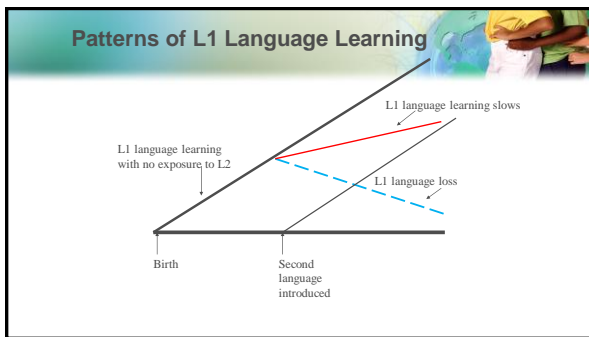
Contributes substantially to discrimination of EIs with SLI

Paradis, J., Emmerzaal, Lk, & Sorenson, D.T. (2010). Assessment of English language learners: Using parent report on first language development. *Journal of Communication Disorders*, 43, 474-479.

Alberta Language and Development Questionnaire (ALDQ)

Includes instructions and a sample questionnaire with a table of scores.

1. How old was your child when he/she began to walk?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
2. How old was your child when he/she began to speak?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
3. How old was your child when he/she began to play with blocks?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
4. How old was your child when he/she began to play with toys?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
5. How old was your child when he/she began to play with dolls?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
6. How old was your child when he/she began to play with puzzles?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
7. How old was your child when he/she began to play with crayons?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
8. How old was your child when he/she began to play with paper?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
9. How old was your child when he/she began to play with a ball?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
10. How old was your child when he/she began to play with a car?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
11. How old was your child when he/she began to play with a truck?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
12. How old was your child when he/she began to play with a train?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
13. How old was your child when he/she began to play with a boat?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
14. How old was your child when he/she began to play with a plane?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
15. How old was your child when he/she began to play with a helicopter?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
16. How old was your child when he/she began to play with a car that goes on wheels?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
17. How old was your child when he/she began to play with a car that goes on tracks?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
18. How old was your child when he/she began to play with a car that goes on wheels and tracks?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
19. How old was your child when he/she began to play with a car that goes on wheels and tracks and has a steering wheel?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
20. How old was your child when he/she began to play with a car that goes on wheels and tracks and has a steering wheel and a seat?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
21. How old was your child when he/she began to play with a car that goes on wheels and tracks and has a steering wheel, a seat, and a door?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
22. How old was your child when he/she began to play with a car that goes on wheels and tracks and has a steering wheel, a seat, a door, and a window?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
23. How old was your child when he/she began to play with a car that goes on wheels and tracks and has a steering wheel, a seat, a door, a window, and a radio?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
24. How old was your child when he/she began to play with a car that goes on wheels and tracks and has a steering wheel, a seat, a door, a window, a radio, and a horn?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
25. How old was your child when he/she began to play with a car that goes on wheels and tracks and has a steering wheel, a seat, a door, a window, a radio, a horn, and a windshield wiper?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
26. How old was your child when he/she began to play with a car that goes on wheels and tracks and has a steering wheel, a seat, a door, a window, a radio, a horn, a windshield wiper, and a rearview mirror?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
27. How old was your child when he/she began to play with a car that goes on wheels and tracks and has a steering wheel, a seat, a door, a window, a radio, a horn, a windshield wiper, a rearview mirror, and a seat belt?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
28. How old was your child when he/she began to play with a car that goes on wheels and tracks and has a steering wheel, a seat, a door, a window, a radio, a horn, a windshield wiper, a rearview mirror, a seat belt, and a spare tire?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
29. How old was your child when he/she began to play with a car that goes on wheels and tracks and has a steering wheel, a seat, a door, a window, a radio, a horn, a windshield wiper, a rearview mirror, a seat belt, a spare tire, and a spare wheel?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5
30. How old was your child when he/she began to play with a car that goes on wheels and tracks and has a steering wheel, a seat, a door, a window, a radio, a horn, a windshield wiper, a rearview mirror, a seat belt, a spare tire, a spare wheel, and a spare set of tires?	1 = 0-12 months 2 = 13-18 months 3 = 19-24 months 4 = 25-30 months 5 = 31-36 months	Score: /5



BESa BILINGUAL ENGLISH-SPANISH ASSESSMENT™ MANUAL

Figure 4.4 BESa Score Summary

	PROFICIENCY				SEMANTICS			
	SPAN.	ENGL.	SPAN.	ENGL.	SPAN.	ENGL.	SPAN.	ENGL.
RAW SCORE								
SCALED SCORE	6	5	5	7	6	4	6	6
SUM OF SCALED SCORES	12				10			
STANDARD SCORE	80	73	78	74	74	74	81	
PERCENTILE RANK	9	4	7	4	4	6	27	
AGE EQUIV.								
BEST STANDARD SCORE	80	78		74	74		81	
(order lang)	1	5	1	5	1	5	1	

Only for 4-6 year olds

Communication Expectations

Test Requirements

- Label objects
- Respond as quickly as possible
- Respond to questions for which adults know the answers
- Trial and error on unfamiliar tasks
- Initiate conversations with adults

Socialization in

Non-Mainstream Cultures

- Give functions for objects
- Take your time
- Adults do not ask questions to which they know the answer
- Do not try something unless you know how to do it
- Children are seen and not heard



"Through the hoop, Bobi Through the hoop!"

Strategies for Identifying Language Learning Impairments in EL Students

Process Assessments
Dynamic Assessments
RTI/MTSS
Dynamic Narrative Assessment



Inadequacy of Static Tests

- Static tests do not provide information about learning processes
 - Deficient cognitive functions that are responsible for learning difficulties
 - Sustained/selective attention
 - Speed of information processing
 - Working memory
 - Non-cognitive factors
 - Intrinsic motivation
 - Anxiety
 - Frustration tolerance
 - Self-confidence
- The low performance level of many children on ST does not reveal their learning potential.
 - Children may fail static tests because of lack of opportunities for learning experiences, cultural differences, or traumatic life experiences

Assessment Activities

- Process assessment
 - Nonword repetition
 - Word learning
 - Morpheme learning
- Dynamic assessment/measuring learnability
 - Word learning
 - Morpheme learning
 - Narrative retells/narrative generation



Non-word Repetition & LI

Gathercole, S.E., & Baddeley, A.D. (1990). The role of phonological memory in vocabulary acquisition: A study of young children learning arbitrary names of toys. *British Journal of Psychology*, 81, 439-454.

rubid
 prindl
 banifa
 glistering
 fenirazi
 stopigatik

Number of Syllables	Nonverbal	Verbal	LI
1	~85	~75	~70
2	~90	~85	~75
3	~90	~80	~65
4	~75	~70	~25

Advantages of Nonword Repetition Tasks

- Control for familiarity of the stimuli:
 - no long term lexical representations for non-words
- Suitable for use with young children:
 - repetition is a natural part of early language development
- Culturally unbiased:
 - largely independent of SES
- Largely independent of IQ in children with both typical and atypical language development

Selecting Stimuli

- Stimuli must be:
 - familiar enough that children will attend to them and attempt to respond
 - but different enough or difficult enough to allow for discrimination among children

Non-word repetition

Child with mild language impairment

Kate Crowley
<https://www.youtube.com/watch?v=ZABNUzpsa14>
 Module 33: Dynamic Assessment: Fast Mapping Example 3

Dollaghan, C., & Campbell, T. (1998). Nonword repetition and child language impairment. *JSHR*, 41, 1136-1146.

1 syllable	2 syllables	3 syllables	4 syllables
maib	tay vock	chee noy taub	vay tah chi doyp
ivope	cho vag	nai cho vabe	da vi noy cheeg
touge	va chipie	doy tau vab	nai choy tau vube
Doif	not towf	tae voy chaig	ta vah chee naig

Nonword repetition School age

Celeste Roseberry-McKibbin
 Differentiating Language Difference
<https://www.youtube.com/watch?v=Czbg78bFwYM>

Purposes of TILLS

- Identify language/literacy disorder
- Profile strengths and weaknesses
- Track change over time (6 month intervals or longer)

nonphonological language skills			
A	classic dyslexia	B	no impairment
		phonological skills	
C	classic SLI	D	poor comprehenders

4. Nonword Repetition

Test of Integrated Language and Literacy

Say, "I am going to play a voice recording for you. The person on the recording will say a pretend word that is not a real word. You will only hear the word once. Listen carefully so you can say the word just like the person you hear."

Start the recording.

Item	Actual/target spoken response	Imitation score
1. gid	/gɪ d/	0 1
2. stenders	/stɪndəz/	0 1
23. prodopla	/prɒdɒpiəl/	0 1
24. tranvathial	/trɛnzvθiəl/	0 1

Measuring Learnability

- Fast mapping
 - Exposure task: child given three objects (pen, fork, koob) to hide from puppet and a row of hiding places (box, cup, wrapping paper). Ask child to hide pen and fork, then koob.

Dollaghan, C. (1985). Child meets word: "Fast Mapping" in preschool children. *Journal of Speech and Hearing Research*, 28, 449-454.

Measuring Learnability

- Fast mapping
 - Comprehension task: two different unfamiliar objects added. Child asked to feed the puppet—the pen, then the koob, then the fork.
 - Production task: child asked to name pen, fork, koob
 - Recognition: administered if child doesn't attempt to label koob. Child asked to ID the correct label from three: koob, soob, and teed

Dollaghan, C. (1985). Child meets word: "Fast Mapping" in preschool children. *Journal of Speech and Hearing Research*, 28, 449-454.

Fast Mapping

Child with mild/moderate language impairment

<https://www.youtube.com/watch?v=ZABNUzpaal4>
 Module 33: Dynamic Assessment: Fast Mapping Example 3

Fast Mapping + teaching

Child with mild/moderate language impairment

<https://www.youtube.com/watch?v=ZABNUzpaal4>
 Module 33: Dynamic Assessment: Fast Mapping Example 3

Fast Mapping Verbs

Diagnostic Evaluation of Language Variations

The girl is zanning the apple to the clown. Which one is the zanner? Which one got zanned? Which one was zannable? Which one was zanning?

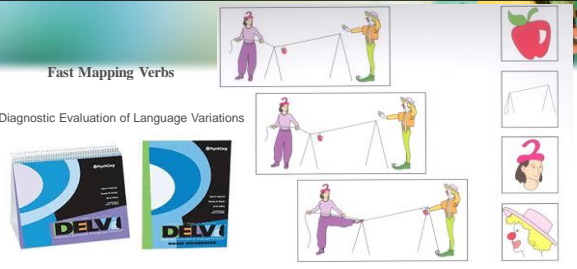
DELV Fast Mapping



<https://www.ventrislearning.com/delv/delv-case-studies/>

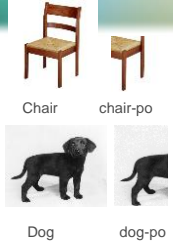
Fast Mapping Verbs

Diagnostic Evaluation of Language Variations



The girl is zapping the apple to the clown. Which one is the zapper? Which one got zapped? Which one was zappable? Which one was zapping?

Learning a morpheme




- Child shown 10 pictures; Ex labels: chair chair-po dog dog-po
- Receptive: Child shown 20 pictures; asked to point to -po word
- Child asked to label the -po pictures

Hwa-Froelick, D., & Matsuo, H. (2005). Vietnamese children and language-based processing tasks. *LSHSS*, 36, 230-243.

Dynamic Assessment MTSS/Performance Assessment



What is Dynamic Assessment?




Test

Teach

Retest

Dynamic Assessment: Basic Framework

- Pretest
 - Assess child's current performance
- Teach
 - Through mediated learning experience (MLE)
 - Help the child develop strategies
 - Observe the child's ability to modify
- Post Test
 - Compare performance to pretest
 - Assess transfer of strategies

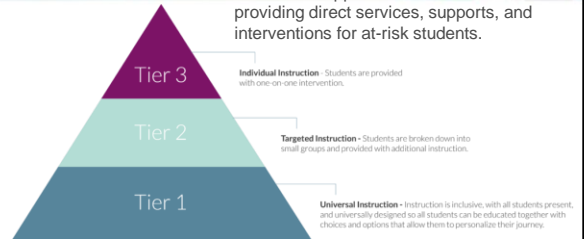


Dynamic Assessment

- Seeks to identify the skills that an individual child possesses as well as their learning potential
- Emphasizes the learning process
- Accounts for the amount and nature of examiner investment
- Highly interactive and process-oriented
- Helps distinguish between a language difference and a language disorder, especially for children from culturally and linguistically diverse backgrounds.
 - Children who are able to make significant changes in short term teaching sessions likely have a language difference.
 - Children who are unable to make these changes likely have a language impairment.

RTI (Response to Intervention)

- Multi-tiered approach focused on providing direct services, supports, and interventions for at-risk students.



RTI Shortcomings

- Educators and systems often supplant high-quality Tier 1 instruction with Tier 2 or Tier 3 instruction.
- RTI has a particular focus on the academic needs of the student and often times fails to consider the whole child or the systematic barriers that prevent this model from being successful.

RTI-Based SLD Identification Toolkit:

<http://www.rtinetwork.org/getstarted/sld-identification-toolkit>

MTSS (Multi-tiered System of Support)

- Built upon the original concept of tiered support, as with RTI, but is more pro-active.
- MTSS, unlike RTI, addresses systematic barriers and conditions for both students and educators.
- Provides tiered support, not only from an academic perspective, but also on a behavioral and social emotional level to promote equitable access.

Multi-tiered System of Support (MTSS)

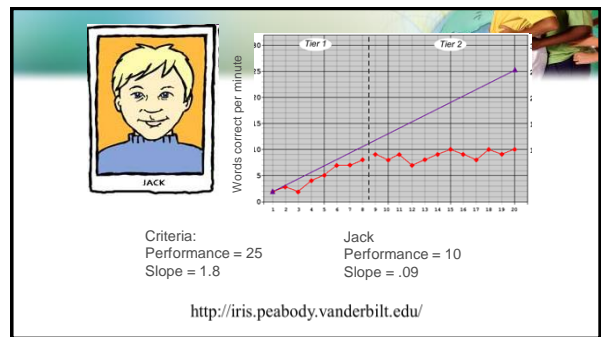
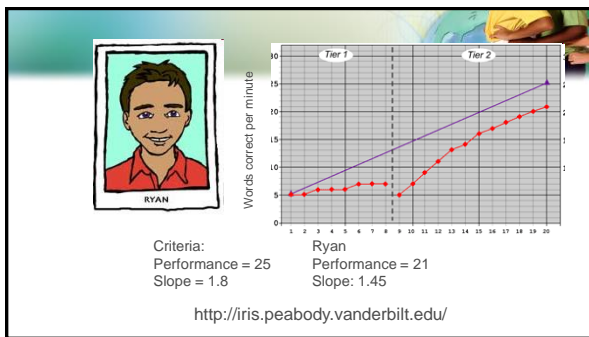
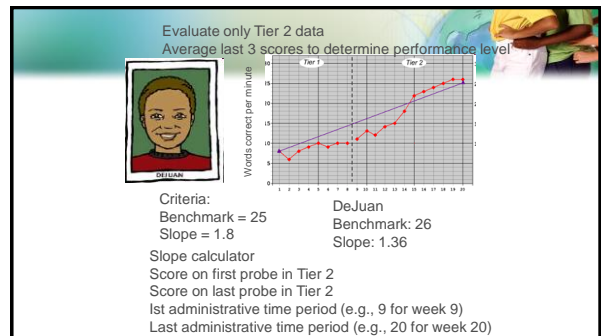
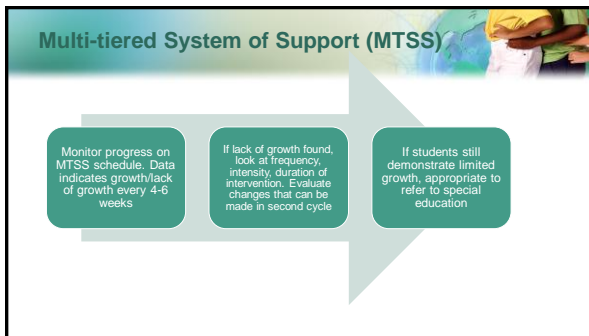
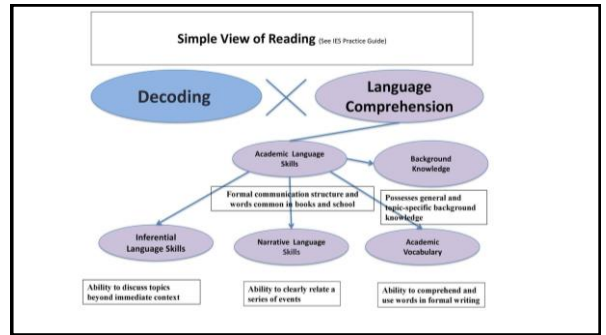
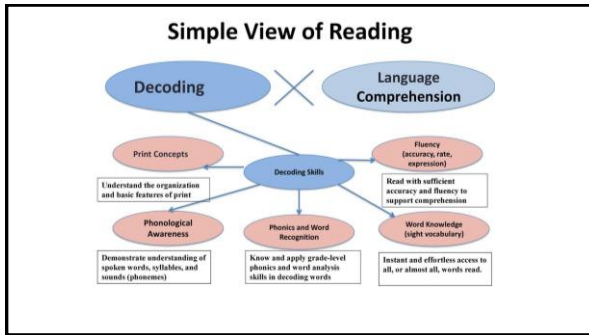
- A preventive approach rather than the "wait to fail" model. MTSS uses quick assessments as indicators of:
 - academic skills in reading, math, and writing
 - social skills and behavior
- The goal is for teachers to use the screening results to:
 - work together in order to problem-solve
 - develop better and responsive instructional practices in the classroom
 - design data-informed interventions
 - establish cycles of progress monitoring over the year
 - adjust instruction and intervention to address student needs and growth

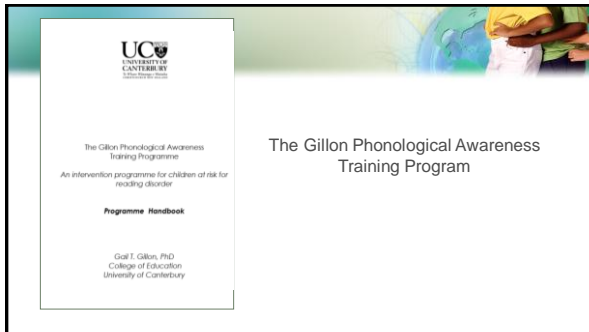
Performance-based assessments

- Based on classroom instruction and everyday tasks.
- Used to assess ELs' language proficiency and academic achievement through oral reports, presentations, demonstrations, written assignments, and portfolios.
- Can include:
 - content (e.g., familiarity or degree of abstraction of task)
 - processes (e.g., several drafts of a writing sample; amount and kind of support given)
 - products (e.g., oral, written, independent or team projects)
- Can use scoring rubrics and observation checklists to evaluate and grade.
- Used to document ELs' growth over a period of time.



<https://www.colorcolorado.org/article/using-informal-assessments-english-language-learners>





UC
UNIVERSITY OF
CAMBRIDGE

The Gillon Phonological Awareness Training Programme
An intervention programme for children at risk for reading disorder

Programme Handbook

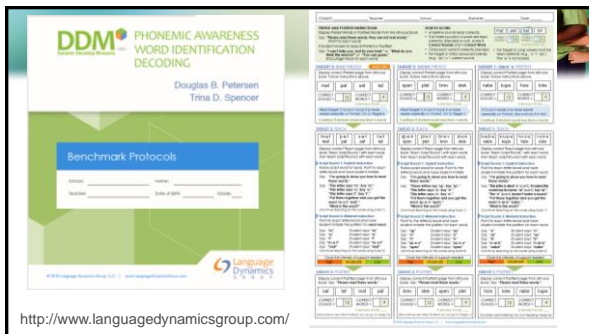
Gail T. Gillon, PhD
College of Education
University of Canterbury

2. Phonemic Awareness

*"If the word is **lip**, and we take away the first sound, the word becomes [hesitate]... **ip**."*

*"If the word is **stip**, and we take away the first sound, the word becomes... **tip**."*

Item	Phonemic spelling	Spoken response
lip → ip	/stɪp/ → /tɪp/	
stip → tip	/stɪp/ → /tɪp/	



DDM PHONEMIC AWARENESS
WORD IDENTIFICATION
DECODING

Douglas B. Petersen
Trina D. Spencer

Benchmark Protocols

<http://www.languagedynamicsgroup.com/>

Dynamic Assessment: Questions to ask yourself


- How much structure and individual attention is needed for the student to acquire new language skills?
 - Students with language learning disabilities usually need more prompts, modeling, and repetition than their peers.
- During instructional activities, to what extent does the student exhibit off-task behaviors or inappropriate responses?
 - Language learning disabled students may give responses that are off-topic or inappropriate. Because their problems make learning difficult, they also may show off-task behaviors such as fidgeting, annoying other students, and generally not attending to task.
- To what extent does the student require instructional strategies that differ from those that have been used effectively with peers?
 - There are strategies that have worked very effectively with students with LLD.
 - Many times students with LLD will not respond appropriately when these strategies are used and will require a most customized approach to instruction

Dynamic Assessment: Questions to ask

- Is there appropriate attention to task?
- Does the child attempt to use taught strategies
- Is the child generalizing and applying skills to new tasks
 - Immediately
 - Over time
- How much effort is the teacher/SLP using?

Levels of Support

Minimum support	Repetition Rephrasing Slowed rate 1-2 presentations
Moderate support	Modeling correct response Providing a demonstration Multi-sensory input 3-4 prompts
Maximum support	Direct imitation Physically prompted Reduced content Performs task for child

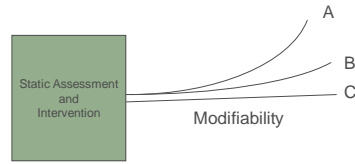


Modifiability Rating Form (rate 0, 1, 2)

1. Response to prompts
 2. Degree of transfer
 3. Attention to the teaching
 4. Easy to teach
 5. Frustration
 6. Disruptions
 7. What is your overall judgment of the student's potential to learn narrative language? (0 considerable difficulty; 1 some difficulty, 2 little difficulty)
- Total Modifiability Index (TMI)

Peterson, D.B., et al (2017). Dynamic assessment of narratives: Efficient, accurate identification of language impairment in bilingual students. *Journal of Speech, Language, and Hearing Research*, 60, 983-998.

Dynamic Assessment Results

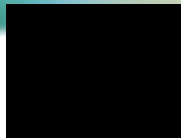


ORAL RECOUNT RUBRIC Retelling a Class Activity			
Student's Name _____		Year Level _____ Topic _____	
STARTING	EVOLVING	BEGINNING	ADVANCING
ORAL TEXT <ul style="list-style-type: none"> • Gives very little information and needs the teacher or other students to ask questions to keep talking • The recount is told out of order • Just shows the picture or object without telling much about it 	ORAL TEXT <ul style="list-style-type: none"> • Able to give some information but needs others to ask questions • May only tell the 'who' and the subject of the 'what' • Some words told in order, others are out of order 	ORAL TEXT <ul style="list-style-type: none"> • Uses the correct structure for recount: <ul style="list-style-type: none"> - Orientation - when, who, where - Events - in time sequence - Comment - evaluation 	ORAL TEXT <ul style="list-style-type: none"> • Tells an interesting account including all the parts of a good account • Uses words that let the listeners know how they feel about the events all the way through • Can make the account funny or exciting or sad etc.
VOCABULARY <ul style="list-style-type: none"> • Uses simple words • Limited range of words • Uses a few verbs (went, sat) • Doesn't give many details or much information 	VOCABULARY <ul style="list-style-type: none"> • Confirms to use everyday words • 3 or 2 bigger words • Includes some words about where something happened (in the playground, on the beach) • Uses some adjectives • Uses some adverbs • Uses some phrases (I sat next to...) • Uses verbs other than 'went' and 'sat' in recounts 	VOCABULARY <ul style="list-style-type: none"> • Uses more words correctly in recounts • Uses more adjectives including size, color and shape • Uses words that tell how (slowly, quickly, with a gasp/sigh) and why (because...) • Includes special words (think, I wonder, really) • Includes some interesting ideas 	VOCABULARY <ul style="list-style-type: none"> • Uses correct names of things • Uses the language of opinion (in my opinion, as someone thinks/feels about that...) • Uses language that describes feelings or emotions about the events that are being described
SENTENCE STRUCTURE <ul style="list-style-type: none"> • Uses basic and fixed expressions to get meaning across • Gives information in one or two words • Uses simple conjunctions (and, then) • Often uses the wrong verb 	SENTENCE STRUCTURE <ul style="list-style-type: none"> • Gives information in short sentences and uses fixed or basic expressions to get meaning across • In beginning to some verb forms correctly (sat, jump, ate, jumped) • Begins to use other conjunctions (but, because, both) 	SENTENCE STRUCTURE <ul style="list-style-type: none"> • Uses longer sentences • Uses <i>going to</i>, <i>being</i> verbs correctly • They (she) • Uses <i>used to</i> and <i>was/were</i> correctly (she, with, were) • May include direct speech • Uses some more interesting conjunctions (because, as, if, etc) 	SENTENCE STRUCTURE <ul style="list-style-type: none"> • Uses longer and shorter sentences to make listening to the recount more interesting • Can explain or add information to make the recount more interesting • Begins sentences in a variety of ways

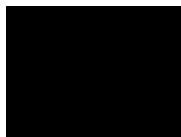
Oral Recount Rubric

AUDIENCE	AUDIENCE	AUDIENCE	AUDIENCE
<ul style="list-style-type: none"> • Uses same account for all listeners 	<ul style="list-style-type: none"> • Begins to choose information that will be interesting to the group 	<ul style="list-style-type: none"> • Changes the account to suit the listeners • Able to answer questions about the account • Can say the same things in different ways to make the meaning clearer 	<ul style="list-style-type: none"> • Chooses words that suit the listeners • Uses humor appropriately • Uses words such as <i>just</i>, <i>might</i>, <i>some</i>, <i>mostly</i> correctly • Can explain words in the account that the listeners don't understand
PRESENTATION SKILLS	PRESENTATION SKILLS	PRESENTATION SKILLS	PRESENTATION SKILLS
<ul style="list-style-type: none"> • May move around while speaking • May speak too quietly • Recount told in jumbled up order 	<ul style="list-style-type: none"> • Speaks clearly enough to be understood • May be nervous or themselves or nervous • Faces audience, makes eye contact some of the time • Volume may be too loud or too quiet sometimes 	<ul style="list-style-type: none"> • Shows more confidence • Tells the recount in sentences – not just one run-on speech • Speaks clearly and can be understood most times • Stands appropriately, makes eye contact • Speaks at appropriate volume • Uses cue cards to help them remember everything they want to say 	<ul style="list-style-type: none"> • Shows confidence, stands appropriately, uses eye contact to include everyone • Watches to see that the audience is still listening and is interested • Speaks clearly, changes the volume to affect • Speaks not too quickly and not too slowly • Finishes off their talk so that the listeners know it is the end!

SCUMPS for Object Based News



Describing phone



Describing object when not present

SCUMPS	
Size	
Colour	
Use	
Materials	
Parts	
Shape	

Event-based News: Describing an Experience

The Beginning of my Story

Who?	Where?	When?
Finding a millipede		

My Story Plan

When? Who? Where?

Beginning

Middle

End

What happened? Feelings? 😊 😐 😞

What happened at the end? Feelings?

Taking a doll home

Event-Based News



BICS

Cognitively Undemanding

Exchanges greetings
Uses language to request & command
Carries on conversation
Follows spoken directions with contextual supports
Describes classroom objects & persons
Gives directions to peers

Context-Embedded

Follows directions for academic tasks
Understands contextualized academic content
Talks about less familiar topics with contextual support

Context-Reduced

Relates personal experiences
Talks about familiar topics without contextual support
Reads notes, signs, directions
Writes from dictation
Answers questions about stories/text with familiar content

Understands lectures on academic content
Uses language to predict, reason, analyze, synthesize, evaluate
Tells/ writes imaginary stories
Tells/writes explanations, persuasions
Engages in deductive thought experiments

CALP

Cognitively Demanding

Features of Academic Grammar

- Dependent clauses
 - Adverbial: **Although several precautions were taken**, the key was lost.
 - Adjectival (relative): The colonists, **who felt they did not have representation**, dumped the tea into Boston Harbor.
 - Noun: **Where the rebels were going** was unknown.

Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms*. Newark, DE: International Reading Association.

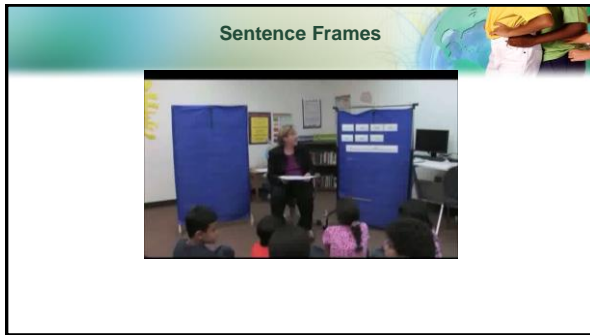
Videos of sentence frames/adverbial clauses

Harvesting Hope
THE STORY OF CESAR CHAVEZ
KATHLEEN KRULL
ILLUSTRATED BY YUTU MORALES

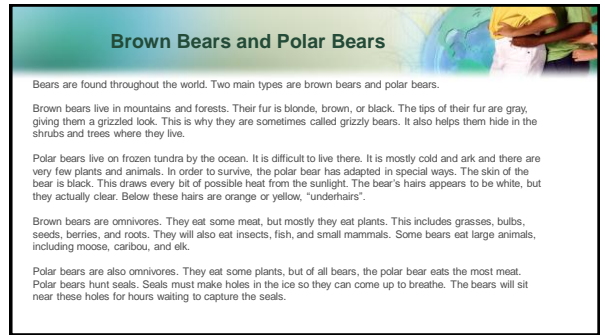
Migrant workers worked hard, **while** they didn't get paid a lot.
Migrant workers worked hard, **although** they didn't get paid a lot.

Syntactic Patterns

Character	When	Feeling	Why
Cesar	The family arrived at their home in the migrant camp in California	Disturbed, unsettled, homesick	Because his old life had vanished and the camp was cold, damp, filthy, overcrowded and noisy
Cesar	When Cesar worked in the fields	Powerless, fearful, discouraged	Because the landowners provided no cleaning drinking water or access to bathrooms and fired or beat those who complained
Farm workers	When Cesar signed the first contract for farm workers	Relieved, joyous, exhilarated	Because they would receive raises and better working conditions



Sentence Frames



Brown Bears and Polar Bears

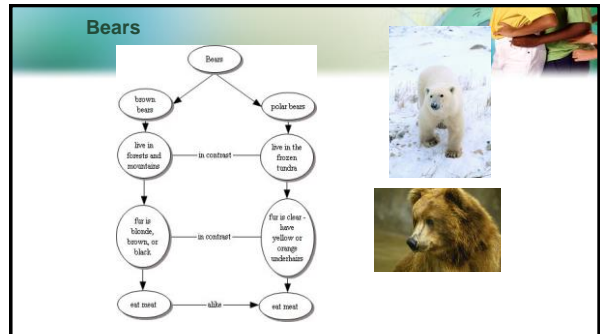
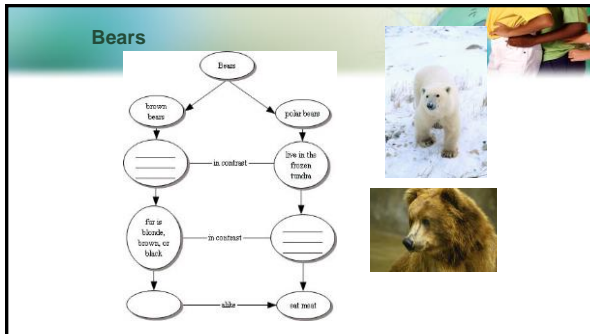
Bears are found throughout the world. Two main types are brown bears and polar bears.

Brown bears live in mountains and forests. Their fur is blonde, brown, or black. The tips of their fur are gray, giving them a grizzled look. This is why they are sometimes called grizzly bears. It also helps them hide in the shrubs and trees where they live.

Polar bears live on frozen tundra by the ocean. It is difficult to live there. It is mostly cold and dark and there are very few plants and animals. In order to survive, the polar bear has adapted in special ways. The skin of the bear is black. This draws every bit of possible heat from the sunlight. The bear's hairs appear to be white, but they actually clear. Below these hairs are orange or yellow, "underhairs".

Brown bears are omnivores. They eat some meat, but mostly they eat plants. This includes grasses, bulbs, seeds, berries, and roots. They will also eat insects, fish, and small mammals. Some bears eat large animals, including moose, caribou, and elk.

Polar bears are also omnivores. They eat some plants, but of all bears, the polar bear eats the most meat. Polar bears hunt seals. Seals must make holes in the ice so they can come up to breathe. The bears will sit near these holes for hours waiting to capture the seals.



Trait	Score 0 (None)	Score 4 (Best)
A. Gist, topic/key sentence, main idea	Statements do not link to a central topic.	Introductory sentence (topic/key) provides an accurate overview of how the passage is organized (e.g., <i>Lifeland was very advanced, and its developments in inventions, ship building, written language & architecture helped to change other parts of the world.</i>)
B. Text structure	Ideas are randomly presented and do not link to each other.	Passage is organized using more complex language to represent relationships within & between ideas/main points.
C. Content (quantity, accuracy, & relevance)	Statements are not related to the passage or do not communicate information from the passage.	All relevant/key ideas from the passage are clearly and accurately represented and appropriately elaborated.
D. Conjunctions and signal words to indicate subtype	Uses no conjunctions or signal words.	Uses a variety (>1) of more advanced signal words, different from those stated in the passage (e.g., <i>similarly, whereas, however</i>).
E. Sentence structure	No complete sentences are included; includes only random phrases.	Uses complete, complex sentences with dependent clauses that appropriately express relationships.

	1	2	3	4
Main idea	Statements do not link to a central topic.	Ideas link to central topic, but no topic/key sentence brings ideas together.	Topic key sentence states some aspect of the content but does not provide a signal to the organization (e.g., <i>This passage is about bears.</i>)	Has a topic key sentence that states the main idea from which one can infer the organization.
Text structure	Ideas are randomly presented and do not link to each other.	Some ideas link to each other.	Most ideas are logically presented to reflect the overall organization of the text.	All ideas are logically presented to reflect the overall organization of the text.
Content (quantity, accuracy, & relevance)	Statements are not related to the passage or do not communicate information from the passage.	Some information from the passage is included, but some important ideas are missing; some ideas may be irrelevant or inaccurate.	Most information from the passage is included; some ideas may be irrelevant or inaccurate; some information/ideas are missing.	All relevant information in the passage is included.
Conjunctions and signal words to indicate subtype	Uses no conjunctions or signal words.	Uses only the simplest signal words such as "and."	Uses only the signal words in the GO or simple conjunctions (e.g., <i>and, then, but</i>).	Uses signal words appropriately, and has at least one that is different from those in the GO.
Sentence structure	No complete sentences are included; includes only random phrases.	Uses some complete sentences, and some fragments; may include some awkward phrases.	Sentences are complete or nearly complete, but there is little or no elaboration and few or no dependent clauses.	All sentences are complete with some elaboration and/or some dependent clauses that appropriately express relationships.

Wesby, C.E., Oulata, B., Lawrence, B., & Kemyon, K. (2019). Summarizing expository texts. *Topics in Language Disorders, 30*, 275-287.

Brown Bears live in mountains and forests. Their fur is blonde, brown, or black. They eat meat. Polar Bears live in the frozen tundra. Their fur is black or white. They eat meat like the Brown Bears

Gist - 1
Text Structure - 1
Content - 2
Conjunctions - 1
Sentence Structure - 2

Polar Bears and Brown bears are both alike in some ways but they are also both different in some ways. Brown bears live in the mountains and desserts. Polar bears lie in the frozen tundra. Brown bears fur is blond, brown, or black. Polar bears fur is white. But brown bears and Polar bears both eat meat.

Gist - 3
Text Structure - 3
Content - 2
Conjunctions - 2
Sentence structure - 2

"Help Me Write"
Frames and Rubrics for Classroom Writing Success
Grades 4 - 5
Thinking Publications
Peg Killion, Headbook

Informational Page
ARE PENGUINS BIRDS?

Are penguins birds? Most people would say that penguins are birds. Penguins, like other birds, build nests, lay eggs, and have bills or no sense of smell or taste. But most birds fly, and penguins don't fly. Birds have large wings for flying, while penguins have small wings, which act like flippers when they are swimming. Birds have light, hollow bones, which make their bodies airborne. Penguins have heavy, solid bones, which act like a diver's weighted belt, to keep them underwater. Some birds migrate by flying to a warmer climate. Penguins are the only birds that migrate by swimming. Penguins are considered to be the most social birds. Even in the water, penguins swim and feed in groups. So penguins are a type of bird, but they have many unique characteristics.

"Help me Write"
Graphic Organizer
ARE PENGUINS BIRDS?

Directions: Fill in this organizer comparing and contrasting penguins and birds. Write at least three ways in which penguins and birds are the same in the part of the circle that overlaps. Write at least three ways that penguins are different in the left circle. Write at least three ways in which birds are different in the right circle. Show the work on separate sheets.

Informational Page
ARE PENGUINS BIRDS?

Are penguins birds? Most people would say that penguins are birds. Penguins, like other birds, build nests, lay eggs, and have bills or no sense of smell or taste. But most birds fly, and penguins don't fly. Birds have large wings for flying, while penguins have small wings, which act like flippers when they are swimming. Birds have light, hollow bones, which make their bodies airborne. Penguins have heavy, solid bones, which act like a diver's weighted belt, to keep them underwater. Some birds migrate by flying to a warmer climate. Penguins are the only birds that migrate by swimming. Penguins are considered to be the most social birds. Even in the water, penguins swim and feed in groups. So penguins are a type of bird, but they have many unique characteristics.

Comparative Writing Frame
ARE PENGUINS BIRDS?

Directions: Use your notes from the Graphic Organizer to fill in this writing frame comparing and contrasting penguins and birds.

Name: _____ Date: _____

I wonder if penguins are birds, _____ are alike and different in these ways: _____ and _____.

First, they are alike because _____ but they are different because _____.

Secondly, in that they both _____.

Another difference is that _____.

While they are alike because _____ but different because _____.

I think that penguins are not/were birds because _____.

HAZEL TIME

Directions: Collect three real-world examples and explain them. Then explain what they have in common for each text in the graphic organizer for feedback from another person you trust. Do this before class you are finished.

☐ No, I checked on web.
Mark the box below when someone else checks your work and gives you feedback.
☐ No, I got feedback.

Structure of Science Reports


```

    graph TD
      Lab[Lab] --> Purpose([Purpose])
      Purpose --> Procedure([Procedure])
      Procedure --> Results([Results])
      Results --> Conclusions([Conclusions])
      WhatDidWeDo([What did we do?]) --- Procedure
      WhatHappened([What happened?]) --- Results
      WhyDidItHappen([Why did it happen?]) --- Conclusions
  
```

Several activities to teach the concept

- **First experiment:** teacher modeled each genre of the report by giving the procedures, results, and explanation
- **Second experiment:** teacher and students jointly constructed the procedures, results, and explanation of the report while the teacher writes it on an overhead projector
- **Third experiment:** students wrote the report independently in their journals

Water Tension Examples



How many pennies can you put in a cup of pure water?

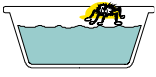
How many pennies can you put in a cup of soapy water?

How many drops of pure water can you put on a penny?




How many drops of soapy water can you put on a penny?

3 experiments on each topic

Put a drop of detergent behind the bug. What happens? Why?




Water Tension

Procedural


First, we filled the cups with pure water to the rim. Then we carefully dropped pennies into the cup one by one. We counted each penny we dropped into the cup. We watched until we saw a drop of water flow over the rim of the cup. We recorded the number of pennies we had put in the cup before the water overflowed.

Next, we filled cups with water that had a little soap in it. We carefully dropped pennies into the cup one by one. We counted each penny we dropped into the cup. We watched until we saw the water overflow. We recorded the number of pennies we had put in the cup before the water overflowed.



Results Report


The cup of pure water held 66 pennies before it overflowed. The meniscus of the water got higher and higher until a little water began to spill over the rim of the cup. The cup of water with detergent held only 18 pennies before the water overflowed. The meniscus of the water with detergent didn't get as high as the meniscus of the pure water.



Explanation

Soap reduces the surface tension of water so the water molecules don't hold together as tightly. The cup with soapy water couldn't hold as many pennies as the cup of pure water because the soap reduced the water tension. Therefore, the soapy water overflowed sooner than the pure water.

Video: co-constructing a lesson




Co-constructing the lesson



Proposed Rubric for Scientific Reports

Level	Procedure Component	Results Component	Explanation Component
1	Steps of experiment not in order; or important steps omitted; irrelevant information included.	Many reported observations not relevant to the experiment or not accurate. Major important observations omitted.	No apparent understanding of why the event occurred.
2	Steps in order; major steps included, some irrelevant information included, likely to also have ambiguous reference.	Most reported observations relevant to the experiment, but some irrelevant comments included; some important observations may be omitted; may also include ambiguous reference.	Some understanding of the event, but the principle is not clearly stated, or it is not linked to the event, or there is additional erroneous information included in the explanation.
3	Steps in order and only relevant information included, but non-specific language used resulting in ambiguous reference (e.g., "She gave us some to put in there.")	All reported observations are relevant to the experiment; all major relevant observations included, may be some ambiguity in reference.	Student conveys an understanding of the principle and links it to the event, but does not use precise scientific language.
4	Steps in order, only relevant information included, and little or no ambiguity of reference.	All important observations clearly described; little or no ambiguity of reference; use of scientific vocabulary. (If the experiment has involved a comparison, the comparison is explicitly described).	Student states the rule or principle that applies, the event that happened, and how the rule or principle is related to the event; little or no ambiguity of reference; use of scientific terms.
5	Steps in order; only relevant information included, and scientific vocabulary used.		


Westby, C. E. & Clauser, P. (2005). The right stuff for writing: Assessing and facilitating written language. In H. Catts & A. Kamhi (Eds.), *Language and reading disabilities*. 3rd Ed. (pp. 274-345). Boston: Allyn & Bacon.



What did you do?
Well, we dropped the pennies in carefully until it overflowed and then we wrote first we wrote our prediction, then we dropped them in until it overflowed and then we wrote the correct answer and then we tried the experiment with the soap and we also dropped those in and we wrote the correct answer and we talked more about what happened, how it happened, why it happened.

What happened?
Before it overflowed, we had a bubble sitting on top of the cup and we dropped a penny and the drops of water came out.

Why did it happen? Why could you put more pennies in the cup of pure water than in the cup of soapy water?
I think it was because the bubbles popped it, it overflowed



What did you do?
I got two cups and two bowls and we put 'em in and then Ms. Smyer put some plain water into a cup and then she put it all the way to the top of the rim and then we puttin' pennies in until and we have to keep track of counting to see how many pennies could go to it to see if it fall over. (anything else) and then if one dropped over then then it showed us like how what makes it go


What Happened?
Well if you put the pennies in, well then it will it it makes it more weightful cause it's getting lesser well not like lesser but it's getting heavier cause it's just plain water and it's filled to the top so it's just like helping it go over and so if you go into a bunch of penny it's just making it heavier and bringing it up and it's call the muscular thing I think it is and if you it's making it go up and it can't take any more and so it has to flow over


Why did that happen?
Because it was too much weight for it. Because if the pennies it was light for it because it was just plain water but if you put the pennies in it was too much weight for it cause it goes all to the bottom and it's making all the water from the bottom go up and it's going on top of the pennies because it's trying to stay away from the bottom from the pennies because it's trying to separate. You keep making it pile up because it's just separating





Supporting Knowledge in Language and Literacy (SKILL)


Sandra Laing Gillam, PhD
Ron Gillam, PhD



Character



Setting



Take-off



Feelings


Plan


Action


Complication


Plan Again


Wrap-up



Landing

<https://research.usu.edu/techtransfer/skill/>

Story Grammar Analysis


- For a whole month there had been a real big giant that has been throwing things in the houses, and smashing homes and getting people, and throwing them.
- But one day there was one man that wanted to solve the problem.
- So he got all the men. And they started up the mountain with torches to see what they can do about it. So they were about 10 feet from him. One of the men threw a torch at him and lit the giant on fire.
- And the giant fell down the mountain.
- And they never see him again.

- Setting, character, initiating event
- Internal response
- Goal, attempts
- Consequence/outcome
- Ending



COST: Multilingual Assessment Instrument for Narratives

- Series of pictures that tells a story from two perspectives (e.g., boy and dog)
- Evaluates episode structure and signaling of goals, cause-effect, and enabling behaviors
- Incorporates inferring comprehension questions (about goals, feelings, etc.)



COST – Multilingual Assessment Instrument for Narratives



<http://www.zas.gwz-berlin.de/zaspil56.html>

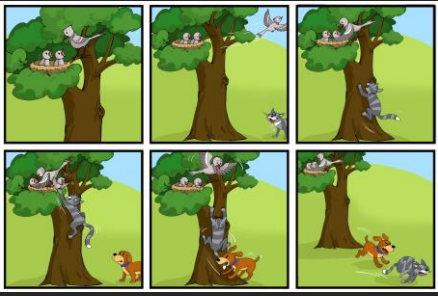
COST Dog Story

One day there was a **playful** dog that **saw** a mouse sitting near a tree. He jumped forward because he **wanted** to catch it. A **cheerful** boy was coming from the shops with sausages in a bag and a balloon in his hand. He **saw** that the dog was chasing the mouse.

The dog wasn't quick enough and the mouse escaped. The boy was **surprised** and the balloon slipped from his hands. He **shouted**: "Oh no! There goes my balloon!" The boy was **sad** and **wanted** his balloon back. Meanwhile, the dog **noticed** the sausages in the boy's shopping bag and **wanted** to eat it. He **thought** "That is going to be **delicious!**"

The dog grabbed the sausages that the boy had left in the bag. At the same time, boy **began** pulling his ball out of the tree. The boy was **glad** that he had his balloon **again**. He did **not notice** that the dog was eating the tasty sausages.

<http://www.zas.gwz-berlin.de/zaspil56.html>



		Response			Score
		Correct	Incorrect	Omitted	
1	Setting	Time and/or place reference, e.g. once upon a time/one day/long ago in a forest/in a meadow/by the road...			0 1 2
Episode 1: Dog					
2	Mental state as initiating event	Dog was playful/saw a mouse/wanted to play			0 1
3	Goal	Dog wanted to catch/get/the mouse.....			0 1
4	Attempt	Dog jumped forward/up ...			0 1
5	Outcome	The mouse escaped/ran behind the trees....			0 1
6	Mental state as reaction	The dog was disappointed/angry			0 1

<http://www.zas.gwz-berlin.de/zaspil56.html>

Episode 2: Boy			
7	Mental state as initiating event	The boy got surprised/scared /disturbed / was sad about his balloon	0 1
8	Goal	Boy decided/wanted to get his balloon back	0 1
9	Attempt	The boy was pulling/trying to pull the balloon down from the tree	0 1
10	Outcome	The boy got his balloon back/again	0 1
11	Mental state as reaction	The boy was glad/happy/satisfied to get his balloon back	0 1

<http://www.zas.gwz-berlin.de/zaspil56.html>

Episode 3: Dog				
12	Mental state as initiating event	Dog saw / noticed the sausages in the bag / was hungry / curious	0 1	
13	Goal	Dog wanted/decided to get/grab/eat the sausages	0 1	
14	Attempt	The dog was reaching for the sausages/took sausages out of the bag	0 1	
15	Outcome	The dog was eating the sausages/got the sausages	0 1	
16	Mental state as reaction	The dog was satisfied/glad	0 1	
17	Total score Story Structure /17			

<http://www.zas.gwz-berlin.de/zaspil56.html>

Table 1: Macrostructural framework of the MAIN protocols

Story structure element	Description	Example
Setting	Reference to time and place (considered to be outside the episode itself).	<i>One day in the forest, there was a mother bird with three little babies.</i>
IST as initiating event (IST as IE)	An event or an internal state that sets the events of the story in motion.	<i>The baby birds were crying and the mother bird saw that the babies were hungry.</i>
Goal (G)	A statement of an idea of the protagonist to deal with the initiating event (an indication of goal-directed planning).	<i>"Oh my babies are so hungry," said the mother bird and decided to get some worms.</i>
Attempt (A)	An indication of action to obtain the goal.	<i>The mother bird flew away to look for food.</i>
Outcome (O)	The event(s) following the attempt and causally linked to it (either one or several outcomes, either successful or not).	<i>The mother bird came back with a big worm and the baby birds got some food.</i>
IST as reaction	A statement defining how the protagonist(s) feel or think about the outcome. It can also include an action resulting from an emotional response.	<i>And the baby birds were so happy.</i>

Section II: Comprehension (Telling)

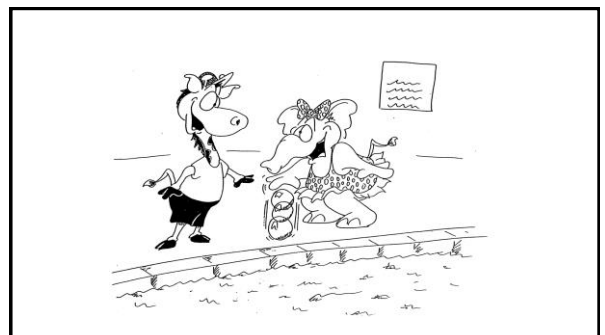
	Examples of correct responses	Examples of wrong responses	Score	Comment
0	Warm-up question, not scored			
D1	Why does the mother bird fly away? Wants to get food/ worms to feed baby birds/ baby birds are hungry.	Is leaving/ going to work	0 1	to get food (1 point)
D2	How do the baby birds feel? (point to picture 1) (IST as initiating event)	Bad/ hungry	0 1	correct (0 points)
D3	(Only ask D3 if the child gives a correct response without an explanation/ rationale in D2. If a correct explanation is provided in D2, then give a point in D3 and proceed to D4.) Why do you think that the baby birds are feeling bad/ hungry etc.?	Because their mouths are open/ asking for food/ the mother want to get food/ the mother come back with a worm to feed the baby birds are always hungry.	0 1	because they are afraid of the cat (0 points)
D4	Why is the cat	Wants to get/ To play with	0 1	the cat

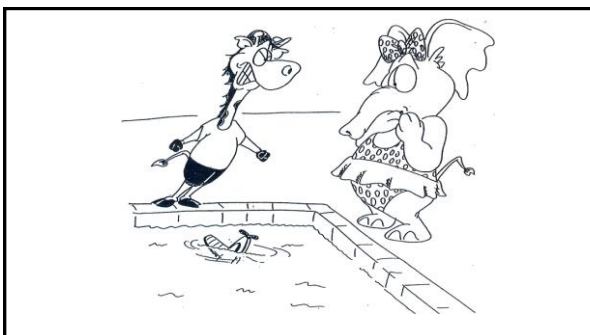
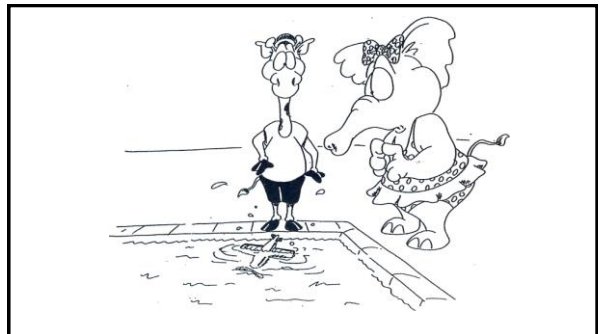
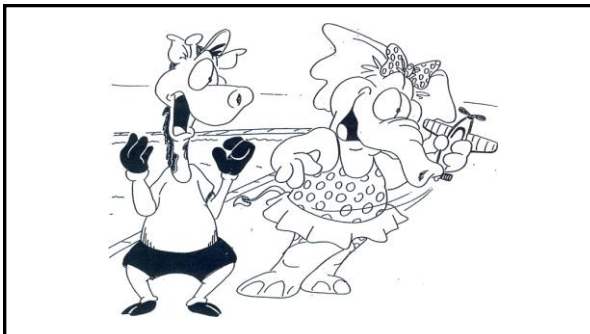
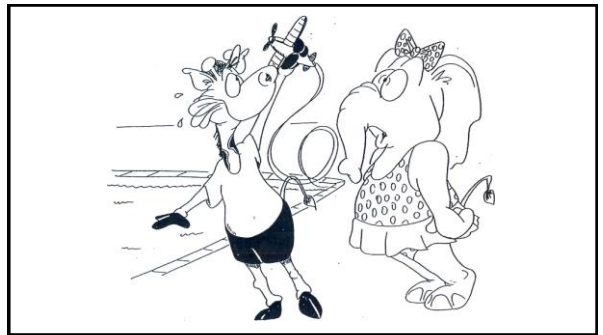
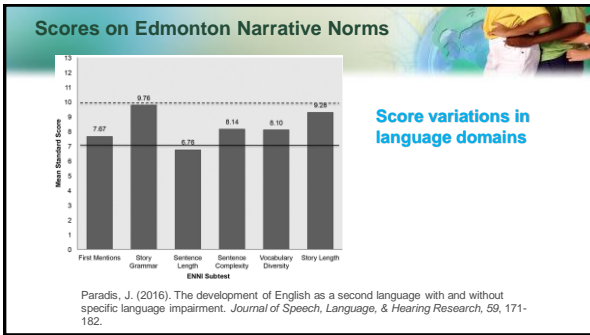
Edmonton Narrative Norms (ENNI) Instrument

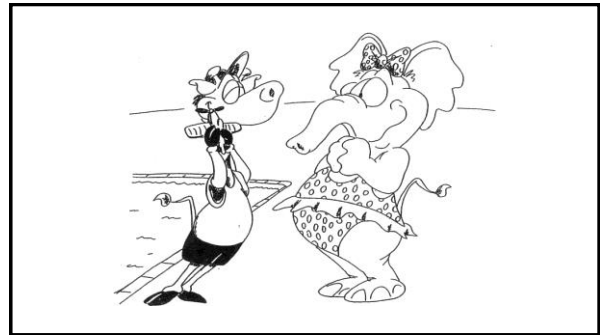
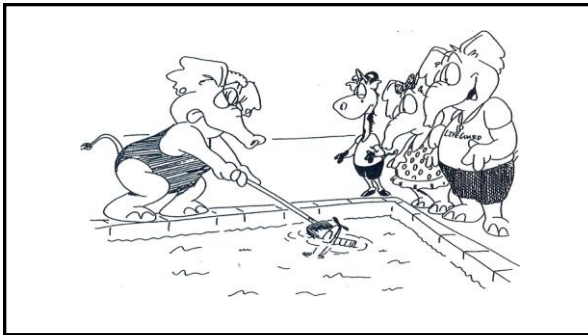
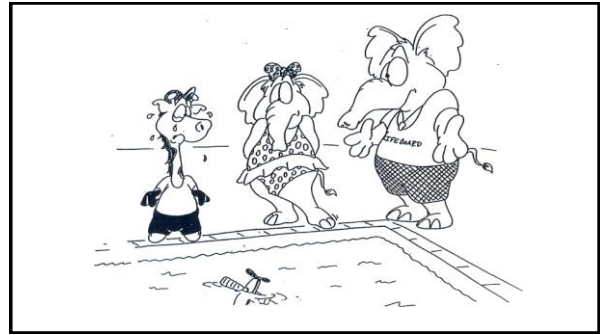
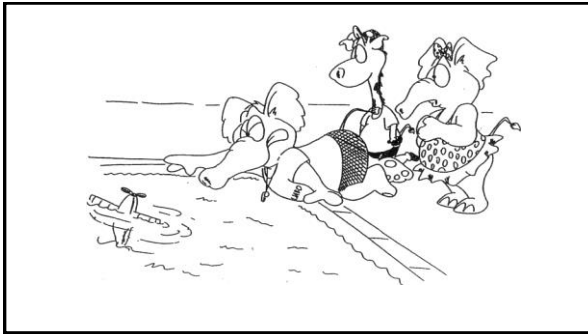
The Edmonton Narrative Norms Instrument (ENNI)

Phyllis Schneider, University of Alberta
Rita Vis Dubé, Calgary
Derynne Hayward, University of Alberta

<http://www.rehabmed.ualberta.ca/spa/enni/>







Education Narrative Norms Instrument
Story Grammar Scoring Sheet for Story A3

Child's Name: _____ Age: _____ Date: _____

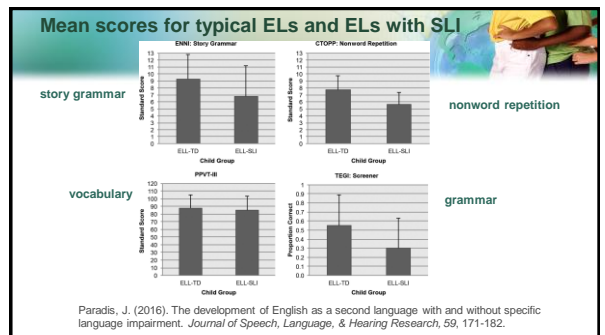
Please mark the sections of the Manual on scoring SD units below using this sheet.

SD Unit	Acceptable (child need only have one alternative per unit to get credit for that unit)	Score
Character 1	girl's / male (or any type of animal such as horse) (not descriptive - animals)	0 - 1
Character 2	teacher's / female / girl (or any type of animal such as cow) (not descriptive)	0 - 1
Setting	at swimming pool / going swimming / one playing / near / having someone / one asks other to play	0 - 1
Initiating Event	is playing with someone/going swimming / is	0 - 1
Internal Response	is excited / is interested in someone	0 - 1
Internal Plan	is decides to take someone	0 - 1
Attempt	if takes someone / someone someone around / makes someone fly / if goes to take	0 - 2
Outcome	someone falls in pool / if throws plane in pool	0 - 2
Reaction of Goals	is angry/yells/shouts at plane	0 - 1
Reaction of Emotion	is happy / happy/laughes/sings / is excited at plane/stop / stop	0 - 1
Reaction of Behavior	they are unhappy / only one alternative for Reaction of Character 1 or 2 / there should not be more than 2 reactions total	0 - 1
Character 3 (CG)	husband / other / someone / other male / her / father / her / mother	0 - 1
Initiating Event	CG speaks someone over / if sees CG / CG sees plane in water / CG asks what happened	0 - 2
Internal Response	CG looks CG goes away / CG wants to help	0 - 1

Internal Plan	CG decides to ask for help/someone what happened / asks / if	0 - 1
Internal Response	CG goes to get plane / someone to plane	0 - 2
Outcome	CG can't reach plane / plane was too far/away	0 - 2
Reaction CG	is upset / not / worried / cries / starts at plane	0 - 1
Reaction CG	is upset / starts not / looks angry / looks thoughtful / angry/happy	0 - 1
Reaction CG	CG someone's / someone / says to get / says to	0 - 1
Reaction of someone	they are disappointed/looks sad / plane flys in background / Reaction of another / teacher / there should not be more than 3 reactions total	0 - 1
Character 4 (CG)	John / Richard / other neighbor / other female / her mother /	0 - 1
Initiating Event	CG comes over / I see her	0 - 1
Internal Response	CG wants to help / someone how to get plane / offers to help	0 - 1
Internal Plan	CG decides to try / her / other / says she will get it / if CG can't get it	0 - 1
Attempt	CG reaches for plane / on going to get it / tries to get it / CG gets plane	0 - 2
Outcome	CG gives plane to CG / CG has plane	0 - 2
Reaction of Goals	CG keeps / catches / catches / hugs plane / says thanks	0 - 1
Reaction of Emotion	CG happy / interested / looks happy / says happy	0 - 1
Reaction of Behavior	CG happy / interested / someone / someone	0 - 1
Reaction of CG	CG happy / interested / someone / someone	0 - 1
Reaction of someone	they are happy/happy / says thanks / looks only in background for Reaction of another / Character / there should not be more than 3 reactions total	0 - 1

Standard Scores

*For this SD unit to be scored, there must be attention to the plane to be actually getting it, usually in the attempt when the Character 4 is trying to get the plane to the plane. However, for part of the plane to get the plane back to the plane.



Language Profile of L2 Learners

Exposure to English	Narrative (%)	Vocabulary (%)	Grammar (%)
1 Year	~55	~35	~15
2 Years	~85	~65	~45
3 Years	~95	~85	~65

% of English L2 children meeting native-speaker expectation of performance on tests of narrative ability, vocabulary and grammar

Paradis, J., Genesee, F., & Crago, M. (2011). *Dual language development & disorders*. Baltimore: Brookes.

Verbs and verb morphology in ELs

- General all purpose (GAP) Verbs
 - Examples: *Do, Put, Get, Come, Go, Make*
 - GAP verbs can be used in place of a diverse number of verbs with specific meanings without affecting the general meaning that the child is trying to convey.
 - Used longer by monolingual children with SLI
 - Common in ELs, but also used longer by ELs with SLI
 - He *do* a baseball (for He throws a baseball)
 - I *did* some loud (for I blew a horn)
- Acquire *be* morphemes in advance of other morphology, but insert them in sentences with no context for *be*
 - I *m* got sevens.
 - But sometimes we *are* try something.
 - Yes, but if I *was* hurt my teeth.
- **Children from languages with rich morphologies typically have less difficulty learning the morphology of their first language than from language with less morphology.**

Dynamic Narrative Assessment

CUBED

Narrative Language Measures

- Listening
- Reading
- Decoding

<http://www.languagedynamicsgroup.com/>

Preschool

LISTENING **RETELL**

Examiner says, "I'm going to tell you a story. Please listen carefully. When I'm done, you are going to tell me the same story. Are you ready?" Examiner reads the story word for word at a moderate pace with normal intonation. Pictures No Pictures

Last week, Morgan was **walling** in the doctor's office. She was **there** because she was sick. Morgan's throat hurt. She had a **ferrible** cough. She was **sad** because she did not like being sick. When the **nice** doctor came into the room, Morgan said, "I **need** help. Can I get some medicine to make me feel better?" The doctor gave her some medicine. Then Morgan was better. Her cough **quickly** went away.

Examiner says, "Thanks for listening. Now you tell me that story." After child appears to be done, examiner says, "Are you finished?" Prompt (up to 3). "It's OK. Just do your best." and/or "I can help, but you can just tell the parts you remember."

<http://www.languagedynamicsgroup.com/>

<http://www.languagedynamicsgroup.com/>

Preschool

STORY GRAMMAR (SG)		2 POINTS	1 POINT	0	LANGUAGE COMPLEXITY (LC)	EPISODE (E)
Character	Morgan / any name	2	a girl / the girl	1 0	Word # (used / used)	FA @ PFC @ AHC 2
Setting	sitting in the doctor's office	2	waiting / doctor's office / at the doctor	1 0	because 1 2 3	PFC @ PFAE 3
Problem	was sick / throat hurt / had a bad cough	2 [P]	felt bad / throat	1 0	when 1 2 3	PFAHC 4
Feeling	sad / mad / angry	2	didn't like it / cried	1 0	after 1 2 3	PFAHC 5
Attempt	asked for medicine / said, "Can I get medicine?"	2 [A]	said to doctor / asked for help	1 0	LC SUBTOTAL	E SUBTOTAL
Consequence	doctor gave her some medicine	2 [C]	helped her / medicine	1 0	OTHER TARGETS	
Ending	felt better / cough went away	2 [E]	did it / good job	1 0	Target # (used / used)	
				SG SUBTOTAL	LISTENING RETELL SCORE (SG+LC+E)	

<http://www.languagedynamicsgroup.com/>

3rd grade

LISTENING RETELL
 Examiner says, "I'm going to tell you a story. Please listen carefully. When I'm done, you are going to tell me the same story. Are you ready?" Examiner reads the story word for word at a moderate pace with normal intonation.

One day, **Chloe** was walking around a zoo. She was with her class that was studying wild animals. Chloe didn't pay attention to her class because she was staring at a strange, colorful monkey that slowly swayed in circles. She eventually looked up from the wailing monkey. But her class was gone. Chloe was **shocked** because she was alone. So then she decided to look by the **huge** elephants. Although Chloe carefully searched the exhibit, she couldn't find anyone who she knew. **She was lost**. So then she felt **anxious**. After Chloe looked around some more, she **decided** to ask a kind, attentive man, an employee who was watching everyone, if he knew where her class was. Chloe nicely said, "I need help so that I can find my class." He said, "They are probably in the snake exhibit." The polite employee led Chloe to the room full of snakes and she was reunited with her class. When Chloe found them, she felt **relieved** since she wasn't alone. Then she stayed with her class.

Examiner says, "Thanks for listening. Now you tell me that story." After student appears to be done, examiner says, "Are you finished?" Prompts (up to 3): "It's OK. Just do your best." and/or "I can't help, but you can just tell the parts you remember."

3rd grade

STORY GRAMMAR (SG)		2 POINTS	1 POINT	0	LANGUAGE COMPLEXITY (LC)	EPISODE (E1)
Character	Chloe / any name	2	a girl / the girl	1 0	Word # (used / used)	PPL @ PL+CP 2
Setting	walking around a zoo	2	walking / zoo	1 0	because 1 2 3	PFA @ PFC @ AHC 2
Problem	class was gone / she was alone	2 [P]	didn't know what to do	1 0	so that 1 2 3	PFAHC @ PL+CP 4
Feeling	sad / mad / angry	2	didn't like it / cried	1 0	when 1 2 3	E1 SUBTOTAL
Plan	decided to look for them	2 [A]	decided to go	1 0	after 1 2 3	CP+P2 @ PL+CP 2
Attempt	looked by the elephants	2 [A]	she left / walked	1 0	although 1 2 3	CP+P2 @ PL+CP 2
Consequence / Same Problem	couldn't find anyone / was still lost	2 [C]	didn't work / wanted them	1 0	LC SUBTOTAL	CP+P2 @ PL+CP 2
Emotion-2	sad / mad / scared / anxious	2	didn't like it / cried	1 0	OTHER TARGETS	CP+P2 @ PL+CP 2
Plan-2	decided to ask a man for help	2 [P2]	decided to get help	1 0	Target # (used / used)	CP+P2 @ PL+CP 2
Attempt-2	said "have you seen my class?"	2 [A2]	talked to someone	1 0	CP+P2 @ PL+CP 2	CP+P2 @ PL+CP 2
Consequence	he said where they were / she found her class	2 [C]	helped her / showed her	1 0	CP+P2 @ PL+CP 2	CP+P2 @ PL+CP 2
Ending	she stayed with her class	2 [E]	they got together / was with them	1 0	CP+P2 @ PL+CP 2	CP+P2 @ PL+CP 2
End Feeling	happy / excited / fortunate	2	liked it / smiled	1 0	E2 SUBTOTAL	
				SG SUBTOTAL	LISTENING RETELL SCORE (SG+LC+E1+E2)	

Sample Story

Character/Setting	One day, John was riding his bike down a rocky street because he wanted to go to a friend's house that was far away.
Problem	But John accidentally crashed into a rock and cut his knee.
Feeling	John was sad because of the cut hurt.
Plan/attempt	When he got up he decided to get help at home. John quickly ran home and said to his mom, "I need a Band-Aid."
Consequence and emotion	Then his mom said, "I have just what you need." She put a big blue Band-Aid on his cut. After John got the Band-Aid, John's knee felt better. Then he was happy because he could go back outside to ride his bike.

Petersen, D.B., et al (2017). Dynamic assessment of narratives: Efficient, accurate identification of language impairment in bilingual students. *Journal of Speech, Language, and Hearing Research*, 60, 983-998.

Icons

Character Problem Heart Action Ending

Dynamic Assessment Steps

Steps	Examiner Responsibilities
1. Model narrative	Lay out pictures Model the story Place icons near pictures Name the story grammar parts
2. Retell with pictures and icons	Leave pictures and icons Support child retelling story
3. Retell with icons	Remove pictures Support child retelling story
4. Retell without pictures and icons	Remove icons Support child retelling

Prompt type used in DA

Correct and/or prompt immediately	Immediately stop child if there is an error or omission of a target feature (e.g., wait, you forgot to tell me the problem)
Use least-to-most verbal prompting	Use a 2-step procedure Level 1: Open-ended question (<i>What was the problem?</i>) Level 2: Model the target (e.g., <i>John crashed his bike and hurt his knee. Now you say that.</i>)
Use overcorrection procedure	Use overcorrection procedure so that the child produces the target feature multiple times and has the opportunity to produce the target feature in context. Go back one step before the target element so the child has an opportunity to produce the target elements in a meaningful context. (e.g., <i>That's right, John crashed his bike That's our problem; what was the problem?</i> (child answers) <i>Right! Almost every story has a problem. He crashed his bike and hurt his knee. What was the problem?</i> (child answers). <i>Now start here (point to the preceding story grammar element and keep going with story; Remember to tell me the problem.)</i>
Foster independence	Especially during Steps 3 and 4 of the teaching phase, use the least amount of verbal prompting possible.

Petersen, D.B., et al (2017). Dynamic assessment of narratives: Efficient, accurate identification of language impairment in bilingual students. *Journal of Speech, Language, and Hearing Research*, 60, 983-998.

Modifiability Rating Form (rate 0, 1, 2)

- Response to prompts
- Degree of transfer
- Attention to the teaching
- Easy to teach
- Frustration
- Disruptions
- What is your overall judgment of the student's potential to learn narrative language? (0 considerable difficulty; 1 some difficulty, 2 little difficulty)

Total Modifiability Index (TMI)

Petersen, D.B., et al (2017). Dynamic assessment of narratives: Efficient, accurate identification of language impairment in bilingual students. *Journal of Speech, Language, and Hearing Research*, 60, 983-998.

Modifiability Rating Form (rate 0, 1, 2)

1. Response to Prompts

- 2 points = Examiner provides prompt and student responds appropriately most of the time. Little redirection required. Prompts are more Level 1 (open-ended questions) than Level 2 (examiner models). Student quickly retells elements without examiner telling student what to say.
- 1 point = Examiner provides prompt and student responds appropriately some of the time. Some redirection required. Requires more Level 2 prompts than Level 1 prompts for student to respond correctly.
- 0 points = Examiner provides prompt and student responds appropriately infrequently. Considerable redirection required. Almost all Level 2 prompts (examiner models). Student pauses a long time.

Modifiability Rating Form (rate 0, 1, 2)

3. Attention to teaching

- 2 points = On task. No verbal redirects to attend. Completely understands tasks. Attentive and focused.
- 1 point = Student is on task some of the time. Examiner is required to redirect attention some of the time. Student understands tasks some of the time. Distractible, but can be refocused.
- 0 points = Student often does not understand tasks (<25% of time). Examiner required to redirect attention much of the time. Understands tasks some of the time. Distracted and difficult to refocus.

Points to remember when assessing ELs

- Time for ELs to approach age-expected monolingual abilities exceeds 3 years in most domains
- What predicts faster L2 development:
 - Having an L1 closer to English in grammar and phonology
 - Having superior language learning aptitude
 - Older age of L2 onset
 - Richer English environment
 - Mother with higher education
- ELs do not converge on monolingual norms equally across linguistic domains
- Use of GAP verbs, errors with verb morphology and precocious *be* acquisition characteristic of early L2 development
 - But use of GAP verbs and morphology errors may signal ongoing L2 development

Points to remember when assessing ELs

- ELs with SLI do not seem to deploy the same resources for L2 morphological acquisition as their TD EL peers
 - ELs with SLI improve L2 morphology abilities as a function of age rather length of exposure to English
 - ELs with SLI do not seem to benefit from positive transfer between languages
- ELs with SLI are slower to acquire L2 than TD ELs, particularly in inflectional verb morphology and performance on nonword repetition
- Parent report can contribute to discrimination of ELs with SLI
- Use EL norm referencing, not monolingual norm referencing

