## **Oral Language Assessment**

The Oral Language Assessment provides information concerning strengths and weaknesses in what a student is able to listen to and understand of the complex structures of spoken English used by adults. It is a test of the student's receptive language. Many students have trouble mastering the structures of oral English, which inhibits their ability to listen, speak, read, and write effectively. This assessment provides a clear indication of the challenges facing languagedeficient students, and the most appropriate action to assist them. This test is also relevant for all learners who are new to the language, up to five years from first learning English, regardless of age.

Not all students who are challenged by the structures of oral English come from a non-English-language background. In fact, research indicates that a significant number of disadvantaged, native-English speaking students are challenged by the structures of oral English. They, too, must be placed on an instructional sequence with an emphasis on oral-language development both within the literacy block and throughout the school day.

	Nikki Age: byrs 9 milh Oct. 10, 2003 Grade: One	5.
n	SET 1	
	The puppy's tail is curly.	
	Mommy is baking a cake.	
	The teacher told them a story.	
	There are the children.	1
	She's eating her lunch slowly.	1
	sne s eating ner lunch slowly.	
	Subtotal Subtotal	5
	√ √ √ √ √ was √ √	
	That red bike over there used to be my uncle's.	
	The girl in the car is waving her hand.	
	Over the weekend Jane brought us some cookies.	
	Here comes the machine that digs the big holes.	
	The bird built a nest high in the tree.	
	Subiotal	
	SET 3	
	Be ready to come inside when the bell rings.	
	V J J J V - V V	
	The car and the truck were carrying some large boxes. 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 - 4 -	
	The brave fireman showed our class the big red truck.	
	There go the men who clean the playground at our school.	
	My friend likes to eat ice cream when it's very hot out.	
	TOTAL SCORE Subtotal	0

Completed Oral Language Assessment

The reproducible assessment includes a series of 15 sentences that represent a sampling of different syntactical/grammatical structures of oral English used by adults, in order of complexity. The teacher reads each sentence aloud for the student to repeat; responses are recorded on the scoring sheet. This assessment provides insights into how students master the different structures found in English sentences. Information beyond the raw score and analysis of the actual record sheet shows how students handle sentence structures that are too difficult for them to listen to and understand.

Students scoring below 5 have acquired only limited control over the structures of oral English and are considered at-risk. At-risk students need intensive oral-language development support.

The authors would like to acknowledge that this assessment is influenced by previous research by Marie M. Clay, et. al. (1976).

## How to Administer

1. Be sure you have the student's full attention throughout this assessment If attention should wander, gently redirect the student back to the task before moving to the next sentence.

2. Read each sentence to the student using the phrasing indicated by the bold 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 exactly what I say. Let's begin* 

Sally is walking to her house.

Very good. Let's try this one.

Where are you going?

Okay. Say these . . . .

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

## ORAL LANGUAGE ASSESSMENT K-5

Name: _	Age:		
Date:	Grad	de:	
Form	SET 1		
1	The puppy's tail is curly.		
2	Mommy is baking a cake.		
3	The teacher told them a story.		
4	There are the children.		
5	She's eating her lunch slowly.		
Ū		Subtotal	
Form	SET 2		
1	That red bike over there used to be my uncle's.		
2	The girl in the car is waving her hand.		
3	<b>Over the weekend</b> Jane brought us some cookies.		
4	Here comes the machine that digs the big holes.		
5	The bird built a nest high in the tree.		
U		Quistatal	
_	SET 3	Subtotal	
Form 1	<b>Be ready to come inside</b> when the bell rings.		
· 2	The car and the truck were carrying some large boxes.		
2	The brave fireman showed our class the big red truck.		
4	There go the men who clean the playground at our school.		
4 5	My friend likes to eat ice cream when it's very hot out.		

TOTAL SCORE

Subtotal