

# GRAMMAR EVALUATION & ANALYSIS TOOL (GEAT-v1)

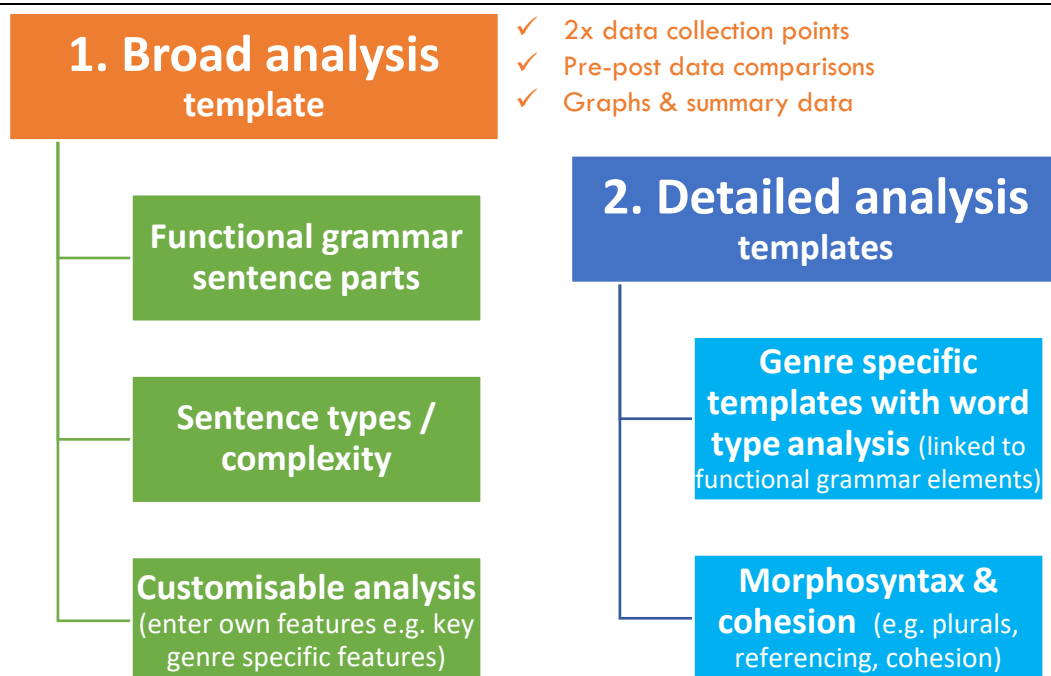
## CONTENTS

<b>Using this tool .....</b>	<b>1</b>
<b>Overview of data templates/analysis levels.....</b>	<b>1</b>
<b>Tool uses .....</b>	<b>1</b>
<b>How to use the tool .....</b>	<b>2</b>
<b>Evaluation guide .....</b>	<b>2</b>
<b>General Analysis (use for broad &amp; detailed analysis).....</b>	<b>2</b>
Consistency Ratings.....	2
Non-Specific Quality Rating .....	2
<b>1. Broad Analysis.....</b>	<b>3</b>
Functional Grammar Parts & Quality Rating.....	3
Sentences.....	4
<b>2. Detailed Analysis .....</b>	<b>5</b>
Single Student Checklists.....	5
Sentence Types .....	5
Word Types.....	5
Quality & Consistency Rating.....	6
Sentences:.....	6
Grammaticality: .....	6
Word Types (within functional grammar parts) .....	6

## USING THIS TOOL

- This tool can be used to evaluate students' oral grammar use in **oral and written modalities** across conversation & various text genres. Use a **sample of student's work/conversation** and analyse their grammar use with this tool.
- This tool can be used as a **checklist to evaluate the range** of grammar elements used and/or to rate the **quality and/or consistency of students' grammar use**.
  - *If using the tool to rate quality, these ratings depend on educator judgement. As such if making comparisons between students, ratings need to be done by the same educator.*
- Various parts of this tool can be used **independently from each other** - choose the grammar aspects that are most suited to your needs and only use those.
- There are **2 sets of Excel data spreadsheets** which form a part of this tool. Use this document as a **guide if quality/consistency rating** or as a **checklist** for single students if not using the data spreadsheets.

## OVERVIEW OF DATA TEMPLATES/ANALYSIS LEVELS



*It is suggested that educators start with **broad analysis** and include in the customisable part of that analysis the most relevant genre-specific grammar features (e.g. if working with a persuasive text, modal verbs; if working with a fiction text, talking and thinking verbs etc.)*

**See pages 2-6 for examples of how to quality/consistency rate.**

*Note, if working with students between the ages of 5 & 10 years of age with language difficulties, or to count the number of unique exemplars of sentence parts used, look at the [MISL \(Monitoring Index of Scholarly Language\)](#) before using this tool.*

## TOOL USES

- ✓ Identifying relative strengths and weaknesses for planning (tier 1, 2 & 3)
- ✓ Goal setting (tier 1, 2 & 3)
- ✓ Progress monitoring (tiers 1, 2 & 3)

## HOW TO USE THE TOOL

1. **Collect a sample** of students' speaking or writing (e.g. conversation sample, persuasive text, story generation, recount etc.)
2. **Decide what layer of analysis you want to engage in** – broad or detailed. Determine if there are **specific grammar features** you want to look at (e.g. recently targeted or genre specific features). *If using the data spreadsheets, open the relevant spreadsheet and make sure to include these targeted features in your analysis - in the broad analysis spreadsheets enter these features in the purple 'customisable analysis section'; in the detailed analysis spreadsheets these features are likely to be already listed.*
3. **Determine how you want to evaluate students**
  - **Checklist and/or quality or consistency rating** (you can both checklist and quality/consistency rate);
  - Based on their **best examples** of features or **overall performance**
4. **Analyse** the students' sample for their grammar use accordingly.
  - Use the rest of this document to **guide ratings** / as a **record sheet for individual students**
  - To record **multiple students' data**, or to only look at **genre-specific grammatical features**, use the relevant excel spreadsheets (electronically or printed out) – see the data template overview on page 1.

## EVALUATION GUIDE

### GENERAL ANALYSIS (USE FOR BROAD & DETAILED)

### CONSISTENCY RATINGS

Use as an example **guide** for rating **how consistently** students use features or how **accurate** their use is – this analysis can be done with both broad (functional grammar + sentence types) and detailed analysis.

Consistency rating example				
Focus (choose one)	0	1	2	3
Consistency of use	Not used	Some suitable use	Moderate suitable use	Regularly used suitably
Average errors when used	Many errors in trying to use feature	Some errors	Limited errors	No errors

### NON-SPECIFIC QUALITY RATING

Use as an example **guide** for **non-specific quality rating** – this can be used with any analysis (see pages 3-4 for examples specific to broad analysis – functional grammar parts).

Non-specific quality rating example			
0	1	2	3
Part not used / Many errors in trying to use the part	Some suitable use / Some errors	Mostly suitable use / Limited errors	Consistently suitable use / No errors

# 1. BROAD ANALYSIS

## FUNCTIONAL GRAMMAR PARTS & QUALITY RATING

Use as a **checklist, guide for quality rating** or use as a score sheet for **individual students** (if you don't want to use the data template).

Sentence part	Used?	Quality rating example			
		0	1	2	3
Who (subject)	<input type="checkbox"/>	Not included	<b>Incomplete subject</b> (missing a/the/some) e.g. man	<b>Complete subject</b> e.g. <u>the</u> man	<b>Core subject + descriptor(s)</b> e.g. the <u>lonely</u> man <b>OR Interesting vocabulary choice</b> e.g. the <u>sluggard</u>
Action (verb part)	<input type="checkbox"/>	Not included	<b>Incomplete action part</b> (missing 'helper verb' e.g. is/was) e.g. walking	<b>Complete verb part</b> e.g. <u>was</u> walking	<b>Core subject + adverbial(s)</b> e.g. was walking <u>quickly</u> ; he feared <u>for his life</u> ; <b>OR Interesting vocabulary choice</b> e.g. was <u>scampering</u>
What (subject)	<input type="checkbox"/>	Not included	<b>Incomplete object</b> (missing a/the/some etc.) e.g. statue	<b>Complete subject</b> e.g. <u>the</u> statue	<b>Core subject + descriptor(s)</b> e.g. the <u>huge</u> statue <b>OR Interesting vocabulary choice</b> e.g. the <u>obelisk</u>
Descriptor (part of other sentence parts)	<input type="checkbox"/>	Non-essential descriptor not included e.g. the man	<b>Single non-essential descriptor</b> e.g. the <u>big</u> man	<b>Multiple non-essential descriptors</b> e.g. the <u>big, bad</u> man <b>OR Interesting vocabulary</b> e.g. the <u>mammoth</u> man	<b>Descriptive phrases</b> e.g. the man had <u>eyes of stone</u> ; the man <u>they had been warned against</u> ; the man was <u>lonely, which showed in his eyes</u> ; <u>with big gleaming eyes</u> , the man...
Where (adverbial of place)	<input type="checkbox"/>	Not included	<b>Simple adverbial (non-specific)</b> e.g. he climbed <u>up</u> ; he ran <u>there</u>	<b>Specific adverbial phrase</b> e.g. he climbed <u>up the tree</u> ; he ran <u>towards the school</u>	<b>Interesting vocabulary choice</b> e.g. into the <u>wide yonder</u> <b>OR Creative use of adverbial position in sentence</b> e.g. <u>Up the tree</u> he climbed; <u>towards the school</u> his gaze was set
How (adverbial of manner)	<input type="checkbox"/>	Not included	<b>Simple adverbial</b> (audience is left asking where) e.g. he climbed <u>quickly</u> ; the boy <u>slowly</u> smiled	<b>Multiple non-essential adverbials</b> e.g. he climbed <u>quickly, quietly</u> ... <b>OR Interesting vocabulary</b> e.g. he climbed <u>expeditiously</u>	<b>Descriptive phrases</b> e.g. he climbed <u>as fast as a lightning bolt</u> ; he climbed <u>like a monkey</u> ; he walked <u>with a skip in his step</u>
When (adverbial of time)	<input type="checkbox"/>	Not included	<b>Simple adverbial (non-specific)</b> e.g. one day; on the weekend; in summer; early; afterschool	<b>Specific / elaborated adverbial phrase</b> e.g. one <u>fine</u> day; on <u>Saturday</u> ; in <u>the middle of</u> summer; <u>early</u> in the morning; afterschool <u>today</u>	<b>Phrases/clauses containing a verb + subject/object</b> (sentence segments that have another who + action; these often have a joining word too) e.g. after <u>his sister came home</u> ; as <u>the frost settled</u> ; while <u>waiting for the doctor</u>
Joining part (connectors & conjunctions)	<input type="checkbox"/>	Not included	<b>Common coordinating joining parts only</b> then/and then; FANBOYS: for, and, nor, but, or, yet, so	<b>Genre specific joining parts / Less common coordinating joining parts</b> e.g. First, finally, lastly; when, since; Therefore, henceforth, in conclusion, formerly <b>OR Subordinating joining parts</b> e.g. after, because, as, than, that, which, unless, until	<b>Genre specific joining parts / Less common coordinating joining parts</b> e.g. First, finally, lastly; when, since; Therefore, henceforth, in conclusion, formerly <b>AND Subordinating joining parts</b> e.g. after, because, as, than, that, which, unless, until

Sentence part Used?	Quality rating example			
	0	1	2	3
<b>Other</b> (e.g. negatives, why/reason, degree/how much, condition) – often used together with descriptors or adverbials	<input type="checkbox"/>  Not included	<b>Single words used to add information about other concept</b> (esp. indicating negatives or how much) e.g. ( <i>how much</i> ): he <b>never</b> shouted; he was <b>very</b> angry; he was running <b>so</b> late; he <b>will not</b> want to go	<b>Multiple words used with a joining part</b> (often to show reason or condition) e.g. he ran <b>because</b> he was scared ( <i>reason</i> );  he would agree <b>if</b> his terms were met ( <i>condition</i> );  he <b>never</b> carried cash <b>unless</b> instructed to do so ( <i>negative + condition</i> ) he was	<b>Multiple words used without joining part</b> Often to show reason or condition he stole <b>out of desperation</b> ( <i>reason</i> ); he shouted <b>from the pain</b> ( <i>reason</i> )

## SENTENCES

- To evaluate **individual sentence types** use the general quality and/or consistency rating guides on page 2
- To evaluate **overall sentence complexity** give one rating and enter it into the 'Custom Analysis' section of the broad analysis data templates. See **below** for an example of quality rating overall sentence complexity:

Overall sentence complexity rating example

0	1	2	3
No complexity	Limited complexity	Some complexity	Good complexity
<b>Incomplete sentences</b>  <i>(sentences are missing parts)</i>  e.g. Man go	<b>Sentences with no conjunctions/connectors</b> (these generally are simple sentences)  e.g. <u>The man was eating the cake</u> ; Smiling [adverbial - how she spoke], <u>she said hello</u> ;  <u>The beautiful princess fell asleep</u>	<b>Sentences with a coordinating conjunction</b> (these are usually simple sentences or compound sentences) <b>OR compound sentences</b>  e.g. simple sentences: <u>The man was eating the cake</u> <b>and</b> <u>stroking the cat</u> ; <u>The man was running</u> <b>and</b> <u>talking</u> ; <b>Finally</b> , <u>the girl went home</u> .  e.g. compound sentences: <u>The man went home</u> <b>and</b> <u>the lady went to the shops</u> ; <u>The man saw the dogs</u> * <u>eating their dinner</u> [*ellipsis of: <b>and</b> <u>they were</u> ]	<b>Sentences with a subordinating conjunction or function</b> <b>OR complex sentences</b>  e.g. <u>The man went home</u> <b>while</b> <u>the lady went to the shops</u> ;  <u>The man shouted</u> <b>because</b> of his anger towards them;  <u>He was determined to succeed</u> , <b>whatever</b> <u>may befall him</u> .

## 2. DETAILED ANALYSIS

### SINGLE STUDENT CHECKLISTS

#### SENTENCE TYPES

- Simple** sentences (single clause / idea)
- Compound** sentences (multiple clauses / ideas)
- Complex** sentences (have a subordinating conjunction)

**Total sentence types:** /3

#### WORD TYPES

##### Subjects/objects:

- Nouns** e.g. big, stunning
- Pronouns** e.g. *1<sup>st</sup> person:* I, me, we, mine; *2<sup>nd</sup> person:* you, yours; *3<sup>rd</sup> person:* he, she, it, him /2

##### Subject/object (Noun) parts modified by:

- Articles** e.g. a, the, an
- Adjectives** e.g. big, stunning
- Figurative language** e.g. like a beast
- Other adverbials (inc. negatives)** e.g. very, never, so /4

##### Types of verbs used:

- Doing/being verbs** e.g. is, was, run, sit, eat
- Modal verbs** e.g. could, should, must
- Talking verbs** e.g. shouted, said
- Thinking verbs** e.g. wondered, wished, thought, decided /4

##### Verb parts modified by:

- Place concepts** (adverbials of place) e.g. above, below, inside, up the tree, at school
- How concepts** (adverbials of manner) e.g. cautiously, quietly, [flew] like a bird
- Time concepts** (adverbials of time) e.g. on the weekend, at 2 o'clock, during Christmas
- Other adverbials** such as reason, degree, condition e.g. he ran because he was scared /4

##### Types of joining parts used:

Type of joining word/phrase	Job	Examples
<input type="checkbox"/> <b>Temporal / sequencing</b>	Joins sentences that happen in <b>order</b> or at the same <b>time</b>	Then, and then, when, subsequently, until, finally, in conclusion
<input type="checkbox"/> <b>Additive</b>	Joins sentences to <b>add more information</b> (including alternatives)	And, also, as well or, nor
<input type="checkbox"/> <b>Cause-effect / Reason</b>	Joins sentences to show a <b>reason</b> for something or a <b>result</b>	Because, due to, so, so that, consequently, therefore, hence, thus
<input type="checkbox"/> <b>Comparison</b>	Used to compare ideas when one idea offers <b>similar</b> information to the other	like, similarly, equally, in the same way,
<input type="checkbox"/> <b>Contrastive / Oppositional / Concessional</b>	Used to compare ideas when one idea offers <b>different</b> information to the other	But, yet, however, whereas, granted
<input type="checkbox"/> <b>Illustrating</b>	Used to add an <b>example / illustration</b> to the main idea.	For example, such as, in the case of
<input type="checkbox"/> <b>Emphasis / persuasion</b>	Used to link a sentence/part which <b>adds weight</b> to an idea already mentioned	especially, in particular, above all, notably, indeed
<input type="checkbox"/> <b>Conditional / Qualifying</b>	Joins sentences to indicate <b>conditions</b> that must be met or to <b>qualify a statement</b> .	Although, if, as long as, unless

/7

**Total word type range (if considering all features):** /21

## QUALITY & CONSISTENCY RATING

### SENTENCES:

- To evaluate **individual sentence types** use the general quality and/or consistency rating guides on **page 2**

### GRAMMATICALITY:

Rate the **overall quality** of grammar use:

Rating:	0	1	2	3
<b>Tense</b>	<b>Many errors</b>	<b>Some suitable</b> tense usage / some errors	<b>Mostly suitable</b> tense usage	<b>Consistently suitable</b> tense used
<b>Referencing</b>	<b>Many errors</b>	<b>Some suitable</b> referencing / some errors	<b>Mostly suitable</b> referencing	<b>Consistently suitable</b> referencing

/6

### WORD TYPES (WITHIN FUNCTIONAL GRAMMAR PARTS)

- Rate the **overall quality** of word choice:

Rating:	0	1	2	3
<b>Noun Choice</b>	<b>Few</b> used correctly	<b>Mostly simple</b> words used	<b>Adequate</b> words used / <b>Some</b> interesting words used	<b>Very good / Regular</b> use of interesting words used
<b>Modal Verb Choice</b>	<b>Few</b> used correctly	<b>Mostly simple</b> words used	<b>Adequate</b> words used / <b>Some</b> interesting words used	<b>Very good / Regular</b> use of interesting words used
<b>Other Verb Choice</b>	<b>Few</b> used correctly	<b>Mostly simple</b> words used	<b>Adequate</b> words used / <b>Some</b> interesting words used	<b>Very good / Regular</b> use of interesting words used
<b>Adjective Choice</b>	<b>Few</b> used correctly	<b>Mostly simple</b> words used	<b>Adequate</b> words used / <b>Some</b> interesting words used	<b>Very good / Regular</b> use of interesting words used
<b>Adverbial Choice</b>	<b>Few</b> used correctly	<b>Mostly simple</b> words used	<b>Adequate</b> words used / <b>Some</b> interesting words used	<b>Very good / Regular</b> use of interesting words used

/6

- To evaluate the quality / consistency of **other word types**, use the general quality and/or consistency rating guides on **page 2**