

Profiling using the Narrative Production task – an example

Read the narrative sample produced by Baydon. A completed rating of the sample, with explanatory notes follows.

ORAL NARRATIVE TASK

"KITE" STORY

STUDENT **Baydon**

O.K. We've had a look at the pictures. Now I want you to tell me a story about the pictures. We will go back to the beginning and you can use the pictures to help you. I'm going to turn on the tape recorder so we can listen to your story again later.

Prompt as little as possible during the story. However, if the child is reluctant to begin or continue during the story, administer prompts in the following order.

- (i) General encouragement, eg *Mmmmm yes ...?*
- (ii) Non-specific question, eg *What happened then?*
- (iii) Specific question, eg *What's the boy doing? Where is the kite?*
- (iv) Forced alternative, eg *Did the father or the dog get the kite?*
- (v) Direct model, eg *The dog got the kite back didn't he.
What happened then?*

TRANSCRIPT

Once there was a family and there was a brother grandma and a dad and a mum and a brother and a sister / and they went on a picnic and and the sister was reading a book / and she / and one of the brothers had a kite and they were flying it / and she was happy because he got to fly it / and the family was like having something to eat / and suddenly something happened / the kite went whoosh and it flew out of his hand and it went across the river / and then the dad couldn't reach and everyone was worried so ... the dog jumped in / he grabbed it and went back to the family / and then the boy was happy when it came back but it had a little hole in it but that was alright and then they started eating / and then the dog had dog food / then the brother got the (x) out of the water and then they started eating the picnic food

Content and Organisation

Phase 1	Phase 2	Phase 3
CO1 Does not initiate topics independently.	CO1 Talk is mostly associated with the 'here and now' or familiar topics related to personal experience.	CO1 Presents information on known topic to the class (eg report, description) including world as well as personal knowledge.

Comment: This indicator is completed from classroom observations and teacher knowledge of the student.

CO2 In conversation, newstelling or stories constant prompts are required to elicit information. Newstelling consists at most of single statement; storytelling involves simple labelling of pictures.	CO2 In conversation, newstelling or stories some sequence is evident; not all key information components are included and teacher support is required for production.	CO2 In conversation, newstelling and stories most key information components are included with minimal needs for support.
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Comment: The key components of the story are the setting (a family on a picnic), the problem (the kite flying away), the attempt (by the father to retrieve the kite), the solution (the dog jumping in to retrieve it) and the resolution (the boy is happy again). All of these elements have been included by Baydon, with no prompting recorded in the transcript.

CO3 Lacks awareness of audience; does not orientate listener (eg who, where, when).	CO3 Beginning to include some orientation and explanation of events in oral texts but does not maintain consistently through the text.	CO3 Key events or information components are elaborated with detail. Sequence or cause-effect relationships are made clear and information that is critical for orientating the listener is consistently included.
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Comment: Baydon provides relevant detail in his narrative. The sequence of events is maintained, and linked using the connectors 'and', 'and then'. Causal links are also evident. For example, "... she was happy because ...", "... everyone was worried so ...".

The skills rated in this profile reflect the child's ability to use Standard Australian English. It is important to remember that children from culturally and linguistically diverse backgrounds will also have valuable skills in their "home language" variety and these should not be discounted.

Some children may exhibit a level of shyness or reluctance to answer. Exercise caution in interpreting reluctance to respond, and seek appropriate advice if necessary.

CO4 If listener indicates they have not understood the child repeats the message without alteration; sentence form is not modified; nor is additional information provided.	CO4 Monitors own communication and self-corrects to clarify form or meaning, eg "Then she runned ... no, I mean ran".	CO4 Plans spoken descriptions, recounts and reports identifying main ideas or information to be presented to the group.
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Comment: The child who monitors his/her own communication may mark this overtly (as in the example shown on the Oral Language Profile), or may add or change words. In Baydon's transcript, the sequence "... and she...; and one of the brothers ..." indicates that he is monitoring his communication. Note that evidence of self monitoring may be lacking in the narrative production task. In this case, classroom observation and teacher knowledge should be used to complete this indicator.

Linguistic Structures

Phase 1 LS1 Is not fully intelligible with errors in production of sounds.	Phase 2 LS1 Uses audible, intelligible speech.	Phase 3 LS1 In presentation situations experiments with use of voice to entertain audience or emphasise meaning.
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Comment: No problems with production of sounds is evident from the transcript. In order to determine whether Baydon should be profiled at Phase 3 for this indicator, it would be necessary to listen to the audiotape.

LS2 Uses a limited range of simple sentence types; errors with articles (a, the), auxiliaries (is, have), pronouns (me/I) and word endings (ing, ed, 's) are common.	LS2 Uses well-formed grammatically correct sentences, eg statements, commands, questions.	LS2 Uses a wider range of connectors, eg if, while, although, unless, in case.
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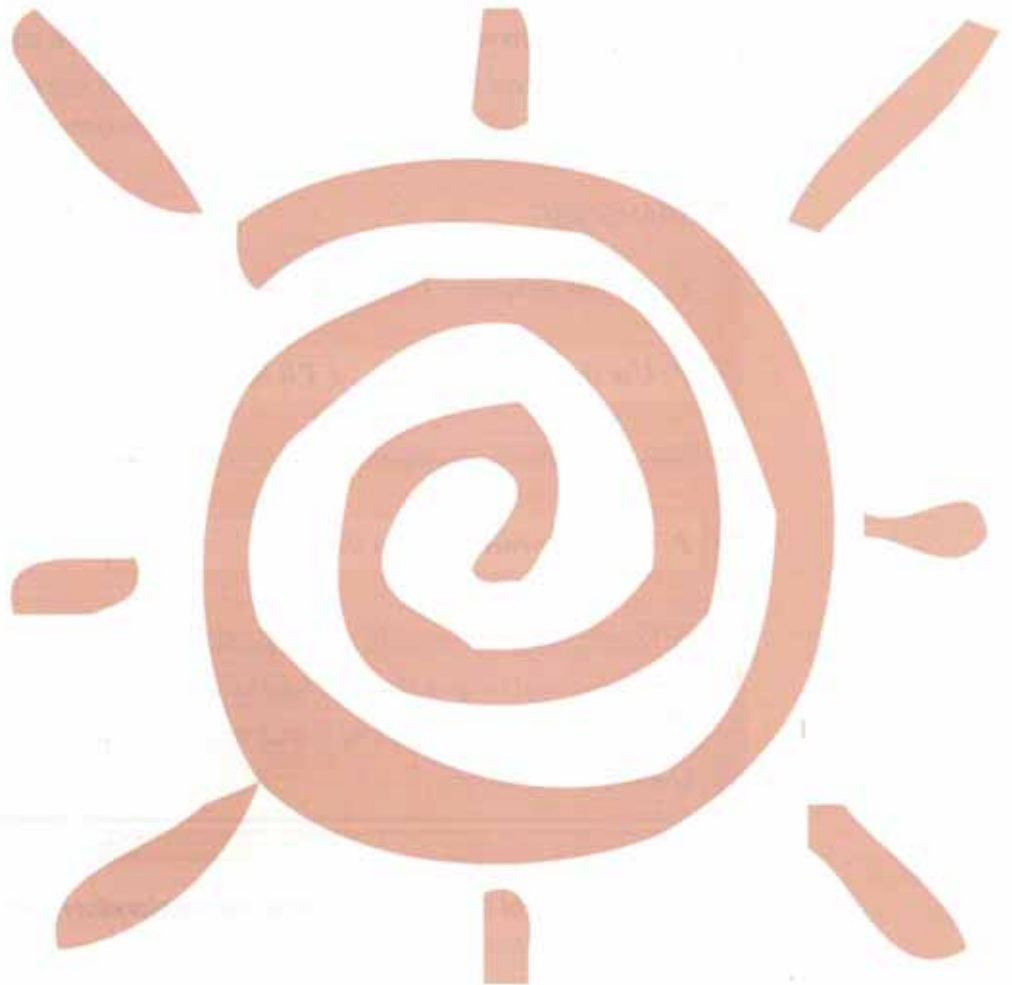
Comment: This transcript indicates that Baydon is using a range of connectors to link ideas within his story. As the connectors recorded are relatively simple ones (and, and then, so, but) a transitional level, rather than a Phase 3 has been profiled.

LS3 Limited or stereotyped use of descriptive vocabulary, eg colour, big/little, nice.

LS3 Uses a small range of descriptive vocabulary, eg scary, beautiful, fast.

LS3 Vocabulary use reflects a variety of influences, eg peer group, real-world experience, general knowledge, written language, media; experiments with choice of language to create more imaginative, story like expression, eg vocabulary selection, rhyme, word play, idioms.

Comment: Simple descriptors (happy, suddenly) are evident within the transcript. As the task provides little need for descriptive language to be used, profiling for this indicator should be confirmed through classroom observation and teacher knowledge of the child.





Now analyse Gaby's narrative sample, and record your findings on the sections of the Oral Language Profile provided.

ORAL NARRATIVE TASK

"KITE" STORY

STUDENT Gaby.....

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TRANSCRIPT

I can't remember! ... I don't know a story! ...

P: Use the pictures to help ... I'll help you start shall I? One day ...

one day ... can't remember!

P: what happened? have a look!

A family went for a walk to the park to have a picnic / and the kite got in the water and the dad had to try and get it / and the dog got it and gave it back to the boy / and now we're very happy / ... now they're very happy /

A completed rating of this sample, together with explanatory comments, is included in Appendix 7.