

## 5. USING THE ORAL LANGUAGE PROFILE FOR CLASSROOM GOAL SETTING

School-based examples of Oral Language Profiles and related goal setting in the oral language program

The sampling tasks and Oral Language Profile provide information that can be used to identify individual student's needs for the development of oral language skills in Standard Australian English. In this case, the Oral Language Profile is used.

After completing individual student profiles, a summary may be made in order to group students for activity work.

Name: \_\_\_\_\_ Year: \_\_\_\_\_

	Social Communication (SC)	Comprehension (C)	Content & Organisation (CO)	Linguistic Structures (LS)
Phase 1				
Trans 1-2				
Phase 2				
Trans 2-3				
Phase 3				

The data contained in these summary statements should then be organised into groups according to shared areas of strength and difficulty reflected in the students' oral language performance. This information can be used as the basis for a school Management Information System or to create a classroom program for oral language. Appendix 9 contains Profile Summary sheets.

The following examples illustrate the process involved in undertaking an additional step of analysis to derive group profiles from individual profiles. The data has been drawn from a K-2 administration of the sampling and profiling tool at a metropolitan primary school.

**A word of caution:** the group profiles generated from the administration of the tasks will have unique characteristics reflecting the particular school population. **Therefore, the group profiles presented in the current example are presented by way of illustration only and should not be used directly for coding or organising data.**

### Sample administration

In this example, the Standard Australian English skills of 30 pre-primary, 25 year one and 24 year two children were sampled. Four main oral language profiles were apparent when the individual profiles were grouped on the basis of similarity. It should be noted that the profiles gained did not appear to be particularly age related. A mix of pre-primary, year one and year two students were represented in each of the groups, with some year one and two children, for instance, demonstrating relatively poorer oral language performance than their pre-primary peers. This finding indicates that, in this school, targeted instruction using small groups would be highly beneficial.

## Profile A

	SC	C	CO	LS
Phase 1				
Trans 1-2				
Phase 2				
Trans 2-3				
Phase 3	✓	✓	✓	✓

	SC	C	CO	LS
Phase 1				
Trans 1-2				
Phase 2				
Trans 2-3	✓			
Phase 3		✓	✓	✓

	SC	C	CO	LS
Phase 1				
Trans 1-2				
Phase 2				
Trans 2-3		✓		✓
Phase 3	✓		✓	

	SC	C	CO	LS
Phase 1				
Trans 1-2				
Phase 2				
Trans 2-3	✓	✓		
Phase 3			✓	✓

### Observations

This profile was observed in 3 pre-primary, 7 year one and 12 year two students.

Features observed with this profile:

- range of early and later developing conjunctions;
- abstract vocabulary use, eg cognitive verbs (think, know);
- alternative possibilities given in answers;
- comprehensive explanations expanded into "text" form;
- coherent, well-elaborated narrative with cohesive ties;
- range of literature features in storytelling, eg direct speech; and
- entertaining, imaginative expression.

### Instructional priorities

For language extension:

- critical thinking and problem-solving activities;
- small group discussion activities, eg debates;
- interviewing and report presentations; and
- story making and drama activities.

See "Time for Talk: Classroom Activities" for ideas.

## Profile B

	SC	C	CO	LS
Phase 1		✓		
Trans 1-2				✓
Phase 2	✓		✓	
Trans 2-3				
Phase 3				

	SC	C	CO	LS
Phase 1	✓			
Trans 1-2		✓		✓
Phase 2				
Trans 2-3			✓	
Phase 3				

	SC	C	CO	LS
Phase 1		✓		
Trans 1-2	✓			✓
Phase 2			✓	
Trans 2-3				
Phase 3				

	SC	C	CO	LS
Phase 1				
Trans 1-2		✓		
Phase 2	✓			✓
Trans 2-3			✓	
Phase 3				

### Observations

This profile was observed in 9 pre-primary, 6 year one and 1 year two student.

Features observed with this profile:

- well developed sentence structure;
- range of conjunction use;
- limited use of basic descriptive language;
- minimal responses to questions;
- inconsistent and often unsuccessful attempts at simple predictions and cause-effect judgements;
- no evidence of inferencing going beyond the "here and now" – if an answer is not immediately apparent the student is reluctant to make an attempt or gives a stereotyped response;
- difficulties with role-taking and character perspective in story;
- basic story retelling with key events in appropriate sequence; and
- little awareness of requirements of narrative form, eg story introduction, literate features.

### Instructional priorities

- analysis and description of events, eg location, actions, attributes;
- higher level comprehension skills, eg prediction, explaining, cause-effect, problem-solving;
- story cloze or story-making activities; and
- role-taking and character perspective activities.

See "Time for Talk: Classroom Activities" for ideas.

## Profile C

	SC	C	CO	LS
Phase 1			✓	
Trans 1-2				
Phase 2				
Trans 2-3	✓			✓
Phase 3		✓		

	SC	C	CO	LS
Phase 1				
Trans 1-2			✓	
Phase 2				
Trans 2-3				
Phase 3	✓	✓		✓

	SC	C	CO	LS
Phase 1				
Trans 1-2			✓	
Phase 2				
Trans 2-3				✓
Phase 3	✓	✓		

	SC	C	CO	LS
Phase 1			✓	
Trans 1-2				
Phase 2				
Trans 2-3	✓	✓		
Phase 3				✓

### Observations

This profile was observed in 13 pre-primary, 6 year one and 7 year two students.

Features observed with this profile:

- well developed sentence structure and conjunction use;
- elaborate response to questions;
- use world knowledge to make inferences that go beyond the "here and now";
- well developed vocabulary with self-corrections for meaning; and
- limited skills in sequencing and organising oral text, eg narrative, procedures, descriptions; lack of awareness of the need to orientate the listener with "who", "when", "where" information.

### Instructional priorities

- explicit teaching of oral genres, eg narrative, procedures;
- classifying and organising information, eg semantic mapping activities; and
- newstelling and oral sharing.

See "Time for Talk: Classroom Activities" for ideas.

## Profile D

	SC	C	CO	LS
Phase 1				
Trans 1-2	✓			
Phase 2				
Trans 2-3			✓	
Phase 3		✓		✓

	SC	C	CO	LS
Phase 1	✓			
Trans 1-2				
Phase 2				
Trans 2-3				
Phase 3		✓	✓	✓

	SC	C	CO	LS
Phase 1				
Trans 1-2	✓			
Phase 2				
Trans 2-3		✓	✓	
Phase 3				✓

	SC	C	CO	LS
Phase 1	✓			
Trans 1-2				
Phase 2				
Trans 2-3		✓		
Phase 3			✓	✓

### Observations

This profile was observed in 5 pre-primary, 4 year one and 4 year two students.

Features observed with this profile:

- range of early and later developing conjunctions;
- abstract vocabulary use, eg cognitive verbs;
- use of world knowledge to make inferences that go beyond the "here and now";
- coherent, well-elaborated narrative with cohesive ties;
- range of literate features in storytelling, eg direct speech;
- difficulties with role-taking and character perspective in story; and
- inappropriate discussion behaviours, eg interrupting, lack of acknowledgement of other speaker.

### Instructional priorities

- roleplays involving problem-solving of social scenarios;
- perspective-taking activities and character interviews; and
- partner work activities.

See "Time for Talk: Classroom Activities" for ideas.



The final section of the video contains the perceptions of teachers who have been using "Time for talk: Classroom Activities", and also some examples of oral language activities in progress. You might like to watch this now.

## Using Time for Talk: Sampling and Profiling Standard Australian English in the Early Years of Schooling to assist in the development of a school Management Information System for oral language

Several decision-making steps need to be formally documented as the school's Management Information System (M.I.S.) for oral language.

The Management Information System should incorporate four components:

- (i) a policy which details the *why, what, how, who* and *when* of oral language assessment at the K-3 or whole school level;
- (ii) sampling tools including task, materials, recording formats and profiling documents (the *Time for Talk* sampling tasks are examples of a sampling tool);
- (iii) a framework of monitoring criteria which facilitates the analysis and documentation of oral language data (the *Oral Language Profile* is an example of a monitoring framework); and
- (iv) a strategic plan which specifies what action is to be undertaken at a classroom or school level to address the needs identified by the oral language assessment.

### An example of an oral language monitoring policy

#### K-3 ORAL LANGUAGE MONITORING POLICY

##### *Profiling strategies*

1. Picture discussion task with probe questions
2. Story production task
3. Newstelling
4. General observation in the classroom

<i>Student Outcome sub-organiser for Oral Language</i>	<i>Profiling Strategy</i>
Social Communication	3,4
Comprehension	1
Content and Organisation	2, 3
Linguistic Structures	2,3,4

##### *Monitoring Schedule*

All pre-primary children will be profiled using the picture discussion and story production task in Term 1. At-risk children only will be profiled on a parallel form of the task at the end of pre-primary, year one and year two. The indicators in the four oral language sub-organisers will be updated for all children on an annual basis using general classroom observation and monitoring in the newstelling context.