

time “for talk”

Instructional Manual

**Sampling and Profiling Standard Australian
English in the Early Years of Schooling**



SCIS No. 926683

© Education Department of Western
Australia, 1998

Reproduction of this work in whole or in
part for education purposes within an
education institution and on condition
that it not be offered for sale, is
permitted by the Education Department.

ISBN 0 7309 8650 0

Picture sequences by Maria Yoong.

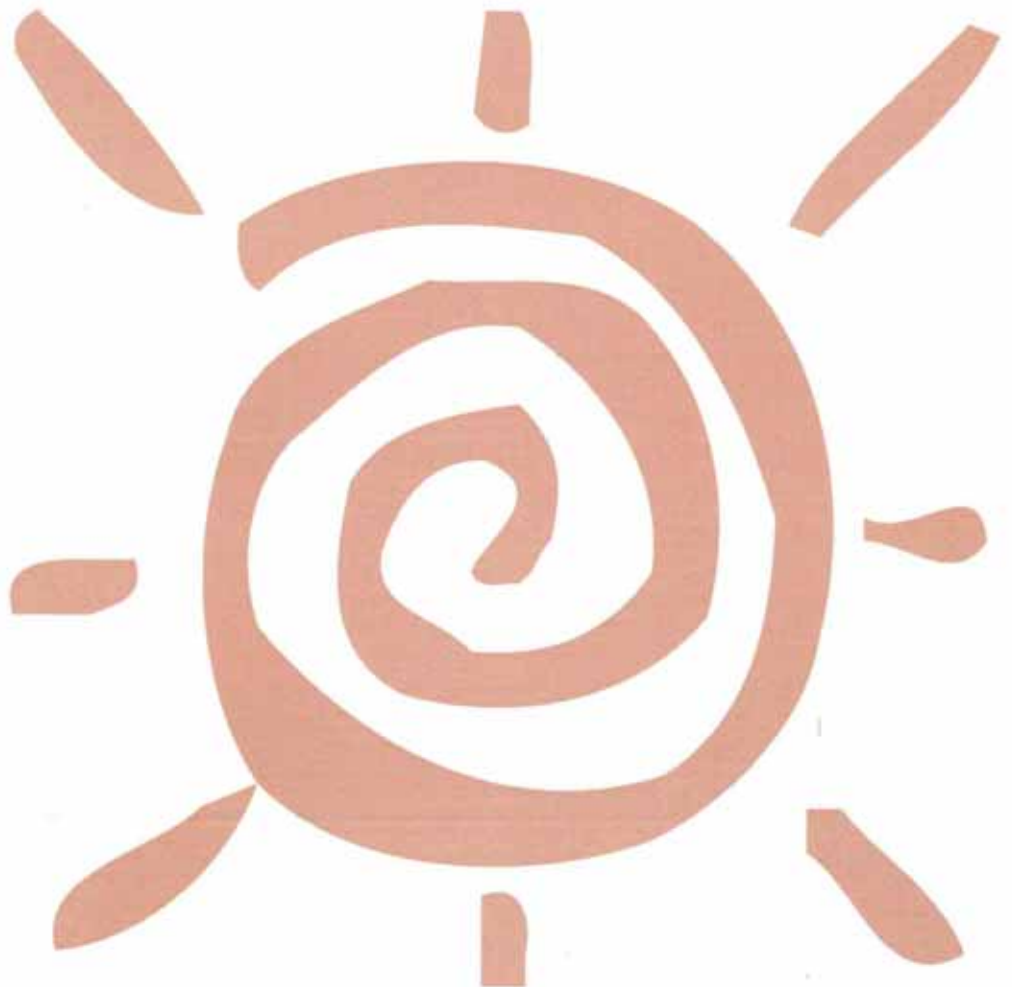
Acknowledgements

The development of *Time for Talk* was undertaken by Cori Williams who built upon the previous work of Leanne Allan and classroom teachers.

The project was co-ordinated and finalised by Ms Anna Sinclair, Aboriginal Education Directorate.

A number of teachers, school administrators, parents, Aboriginal community members and students from schools within the Perth metropolitan area were involved in the development of this package. The contribution of all of these people is gratefully acknowledged. Particular gratitude is expressed to the school-based personnel who contributed their time, expertise and critical thinking skills to this project. The willingness of this group of individuals to take part in action research and professional development projects, together with the standard of excellence achieved in their own classroom practice, reflects their deep commitment to developing early childhood education.

In addition, special thanks must go to the students who participated in the research and provided valuable information to their teachers.



Using the Instructional Manual

This manual is the starting point for use of the *Time for Talk* materials. It will introduce you to the sampling tasks and Oral Language Profile, provide you with the opportunity to practice analysing and profiling oral language data, and integrate the *Time for Talk* video into your learning program.

You should work systematically through this volume. As you do so, you will encounter a number of icons which indicate particular tasks or foci.



indicates that the information which follows is important if you are working with children whose first language or dialect is not English



indicates the appropriate time to watch the designated section of the *Time for Talk* video



indicates a learning task which you should complete

Use the sampling and profiling procedures to determine the oral language learning needs of children in your class, then use the companion volume *Time for Talk: Classroom Activities* to plan your oral language program.

Contents

Acknowledgements	iii
Introduction	vii
Section A	1
Sampling and Profiling Standard Australian English in the Early Years of Schooling	2
Purpose	2
Content	2
Standard Australian English oral language competencies	3
Section B	5
Guidelines for Administering the Sampling Tasks and Profile	6
Preparing to use the Oral Language Profile	6
Administering the oral language sampling tasks	7
Transcribing the data	11
Analysing the data and completing the Oral Language Profile	12
Using the Oral Language Profile for classroom goal setting	23
Section C	29
Modifying the Tasks for Use with Particular Cultural Groups	30
Identifying a relevant experience for story content	30
Generating a story sequence	33
Generating a question script	34
Producing the picture sequence	37
Trialing, evaluating and revising	38
Section D	39
Monitoring Language Development in Four Year Old Children	40
Section E	43
Appendices	43
1. Oral Comprehension Task (Forms A and B) Profiling Criteria	44
2. Profiling Examples – “Kite” Story	45
3. Profiling Examples – “Lost Teddy” Story	47
4. Oral Comprehension Task – Year Two Profiling Example	49
5. Oral Comprehension Task – Pre-primary Transcript	51
6. Oral Comprehension Task – Pre-primary Profiling Example	53
7. Narrative Task – Pre-primary Profiling Example	55
8. Sampling Materials and Data Recording Sheets	57
Kite story: recording forms and picture sequence	57
Lost Teddy story: recording forms and picture sequence	64
Football story: recording forms and picture sequence	72
9. Profile Summary Sheet	79
10. Language Observation Checklist – Four Year Old Children	81
11. Oral Language Profile Sheet Phases 1-3	(see last page)


Introduction

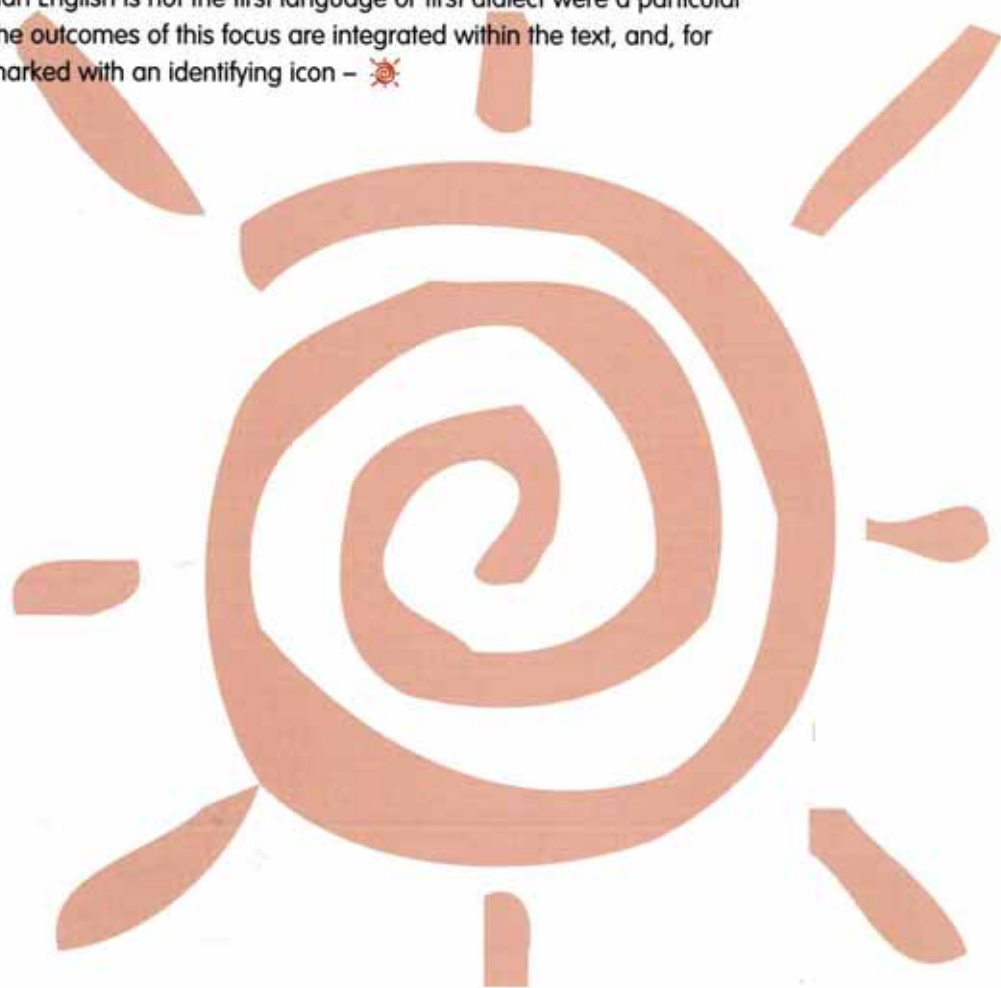
The sampling and profiling materials have been developed to identify:

- key oral language competencies at the K-3 developmental level;
- assessment tasks and strategies that can be implemented to monitor oral language;
- guidelines for analysing and interpreting oral language data;
- documentation strategies for classroom and whole school monitoring of oral language; and
- goal-setting procedures for developing oral language programs in the classroom.

The sampling and profiling materials can be used for general monitoring of language development in the early childhood classroom, and for the early identification of speech and language difficulties in children for whom Standard Australian English (SAE) is the first language.

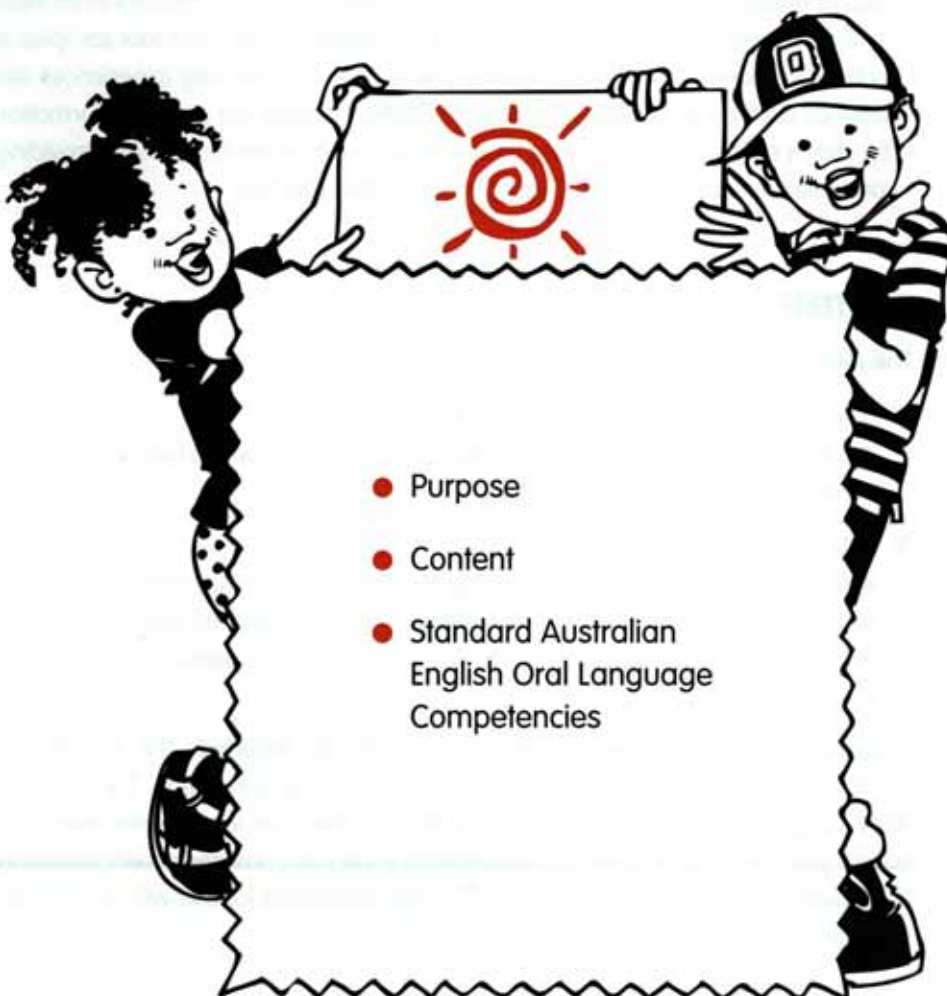
For children from culturally and linguistically diverse backgrounds, who come to school with different language backgrounds, the materials can be used to monitor language development in Standard Australian English. The oral language profiles of these children are likely to indicate language difference rather than language learning difficulty.

During 1996 and 1997, ongoing work funded by the Aboriginal Education Directorate and Shean resulted in refinement of previous research. The special needs of children for whom Standard Australian English is not the first language or first dialect were a particular focus of this research. The outcomes of this focus are integrated within the text, and, for ease of reference, are marked with an identifying icon – 



Section “A”

Sampling and Profiling Standard Australian English in the Early Years of Schooling



- Purpose
- Content
- Standard Australian English Oral Language Competencies

Section A


Sampling and Profiling Standard Australian English in the Early Years of Schooling

PURPOSE

The sampling and profiling materials provide a developmentally based framework with linked assessment tasks for monitoring students' oral language development in the K-3 age range.

The sampling and profiling package can be used for a variety of purposes including whole class screening, collection of sample data for a school management information system, or for individual monitoring of children at educational risk.

The profile reflects the principles of appropriate practice at the early childhood level. It is not designed to facilitate explicit comparisons of performance among students, nor to compare their performance to "normal" performance. It is designed to be used as a tool for monitoring students' development across the K-3 years in order to identify needs for language development during this period. The materials provide a common task combined with developmentally-based, qualitative methods of analysis and profiling.

 Those children for whom Standard Australian English is a second language or second dialect come to school with language skills which are different from those of children whose first language is Standard Australian English. This tool samples skill with "school" language in the urban school, and is useful in planning experiences which will allow all children to develop language for literacy. It does not provide information about the child's ability in his/her home language and should not be seen as providing a complete picture of a child's language or cognitive abilities.

CONTENT

The materials consist of two components:


1) *The Oral Language Sampling Tasks*

An Oral Comprehension and Narrative Production task which use a set of narrative stimulus pictures and question script.

2) *The Oral Language Profile*

A developmental summary consisting of a series of indicator statements grouped to reflect four areas of language competence. In each area the indicators are arranged to form a mini-continuum which can be used to track students' progress across the K-3 years.

Three alternative sets of narrative stimulus pictures are included. The "Kite Story" (page 57) is recommended for administration at the beginning of the year. The "Lost Teddy Story" (page 64) is a parallel story version that can be used for re-assessment during the school year, or in subsequent administrations if the child has developed familiarity with the "Kite Story". The "Football Story" (page 72) was developed for use with Aboriginal children in urban areas.

 Research indicates that children are better able to understand and talk about events with which they are familiar and that they are motivated by materials which are culturally relevant. Teachers working in rural and remote areas, or in schools with a high proportion of children from a particular cultural group, are advised to consult with community members to determine whether the content covered in the materials is relevant to particular groups of children within the school. Modification of the content of the stimulus pictures and question script in order to tap into experiences which are familiar to the students is encouraged. Guidelines for undertaking this process can be found on page 30.

STANDARD AUSTRALIAN ENGLISH ORAL LANGUAGE COMPETENCIES


The following table shows the Standard Australian English oral language competencies which can be observed in the two sampling tasks.

<i>Oral Comprehension task</i>	<i>Narrative Production task</i>
<ul style="list-style-type: none"> ● understanding of specific question forms 	<ul style="list-style-type: none"> ● use of well-formed, grammatically correct Standard Australian English sentences
<ul style="list-style-type: none"> ● description of people, objects and events 	<ul style="list-style-type: none"> ● independent construction of coherent oral text using Standard Australian English structural organisation, i.e. narrative, descriptions
<ul style="list-style-type: none"> ● use of talk to reflect on experience 	<ul style="list-style-type: none"> ● awareness of listener and the need to make information explicit
<ul style="list-style-type: none"> ● interpretation of events from different points of view 	<ul style="list-style-type: none"> ● use of descriptive language to elaborate and enrich communication
<ul style="list-style-type: none"> ● understanding of cause-effect relationships 	<ul style="list-style-type: none"> ● use of connectors that reflect abstract thinking, eg if, while, unless
<ul style="list-style-type: none"> ● use of language for critical thinking, ie to make predictions and inferences, to problem-solve, substantiate and explain 	<ul style="list-style-type: none"> ● use of "literate" Standard Australian English story style and specific Standard Australian English story conventions
<ul style="list-style-type: none"> ● use of general world knowledge to go beyond presented information and add own comments and extensions to task 	<ul style="list-style-type: none"> ● monitoring of oral production and ability to self-correct to clarify form or meaning

The monitoring criteria for the Oral Language Profile are drawn from:

- current research literature on language development in the school-aged child;
- comparative language sample data provided by schools; and
- Student Outcome Statement pointers.

The Profile should be considered a sub-set of all the possible aspects of oral language development that might be monitored in the classroom context and reflects an emphasis on those competencies identified in the developmental literature as providing critical information for the acquisition of literacy skills in Standard Australian English.

 The monitoring criteria were selected to provide a developmental window on the Standard Australian English skills of students in the K-3 age group. For those children whose first language is not Standard Australian English, the information gained through use of the Oral Language Profile reflects the child's developing ability to cope with a linguistic code which is different from the one which they use in the home.

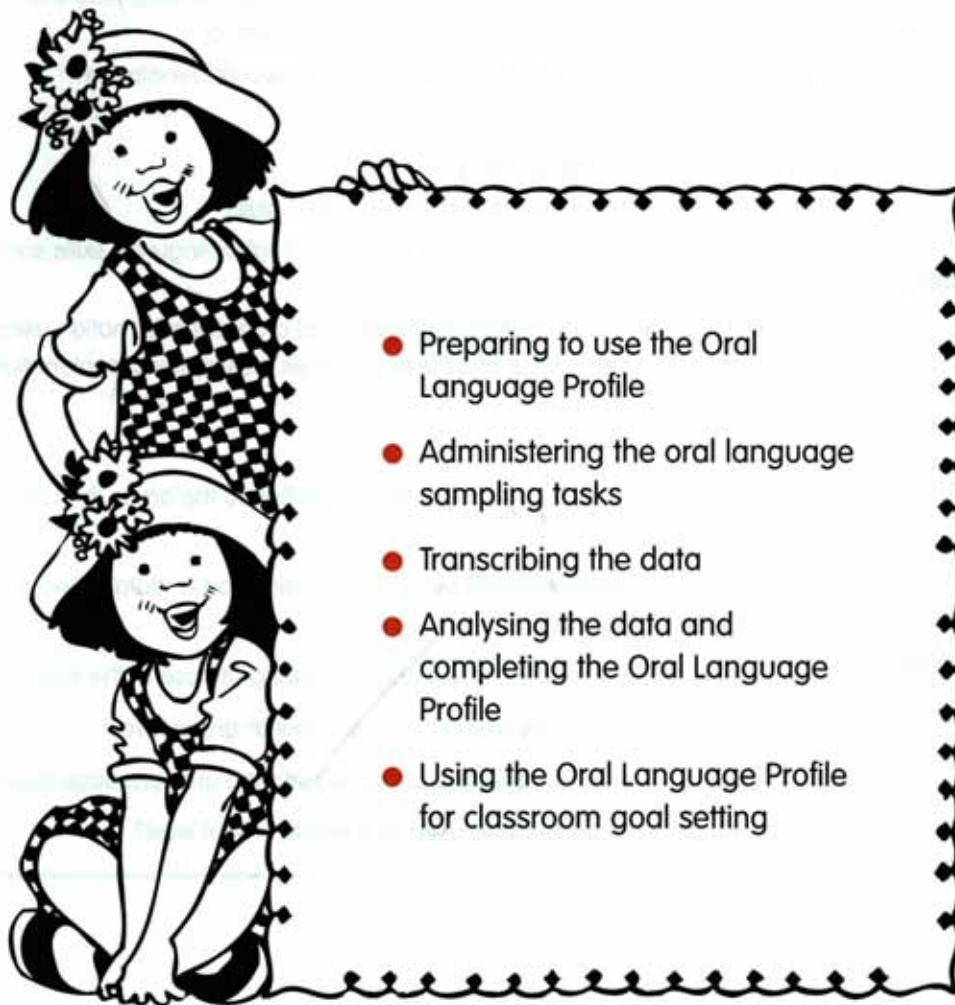
The research literature indicates that oral language skills continue to be refined, and new skills are acquired, well into later childhood and adolescence. Hence, the Oral Language Profile should not be viewed as a complete profile of all the oral language competencies that arise during development or are demanded by the school setting, but as a *strategic selection* of key competencies for the purpose of developmental monitoring.



Further background information about the Oral Language Profile, and teacher perceptions regarding its use, are to be found in the first section of the videotape which accompanies this instructional package. You may like to watch this section now.

Section “B”

Guidelines for Administering the Sampling Tasks and Profile



- Preparing to use the Oral Language Profile
- Administering the oral language sampling tasks
- Transcribing the data
- Analysing the data and completing the Oral Language Profile
- Using the Oral Language Profile for classroom goal setting

Section B

Guidelines for Administering the Sampling Tasks and Profile

1. PREPARING TO USE THE ORAL LANGUAGE PROFILE

Before making the decision to use the Oral Language Profile, it is necessary to engage in some clarification at a conceptual and organisational level to ensure the purpose of the assessment is well understood and the implementation of the assessment occurs in a strategic and effective way.

Decision-making steps in oral language profiling:

Why

Is the profiling being undertaken to:

- ascertain the Standard Australian English language skills and needs for language development of the whole class;
- identify children at risk for language and learning difficulties;
- provide further information about areas of language development the teacher wishes to include in the language program; or
- provide a basis for reporting to parents and school administration?

What

Is the primary focus of the profiling:

- students' social interaction and communication skills;
- students' development of Standard Australian English linguistic skills such as vocabulary and grammar; or
- students' ability to use "literate" language and organise information using Standard Australian English structures in stories, descriptions, explanations, etc?

How

Do the tasks provide adequate information in relation to the areas the teacher wishes to examine?

Do they need to be supplemented by teacher observation or data collection in specific classroom contexts?

What kinds of informal monitoring will occur following the use of the tasks?

Will this observation be undertaken at an individual or group level?

Who will be responsible for collecting and analysing the oral language data?

How will the data be collated and used at a whole school level?

Who

What resources are available and who will receive priority?

Will the Standard Australian English skills of all K-3 students be assessed; only those students who may be considered at risk; or a small sample of low, medium and high academically achieving children in each group for comparison purposes?

When

During which school term will the sampling and profiling be conducted?

Will this involve children from all year levels during the same time period?

Will profiling take place once or twice a year?

2. ADMINISTERING THE ORAL LANGUAGE SAMPLING TASKS

The *Oral Language Sampling* tasks are administered on a one to one basis with each student. The task takes approximately 10 minutes to administer but may require longer for the shy, anxious or reluctant child.

Organisational requirements

Materials Tape recorder, question script and data sheets, narrative stimulus pictures. The stimulus pictures, question script and data sheets are contained in Appendix 8.

Location A quiet, distraction-free location is required with low background noise to enable you to sustain the student's attention and obtain a good quality audio sample. You and the student should sit side-by-side with the narrative stimulus materials between you to encourage shared focus.

Personnel The tasks should be administered by trained personnel such as a teacher or teacher assistant. It is important that the assessment session is conducted by someone familiar to the child. The student's classroom teacher should be involved in at least some of the data collection so an in-depth knowledge and understanding of the developmental dimensions of the profile and student's performance on the sampling task is developed. Other adults can be trained to assist with the transcription of the data.


Before administering the tasks, it is recommended that the teacher introduce the tape recorder during normal classroom activities to make children familiar and comfortable with it. Allowing time during classroom activities to play back the tape may also reduce the number of requests from children to hear their narrative replayed during the assessment session, thus reducing administration time.

Preparing students for participation in the sampling session

It is important that students undertaking the sampling tasks are relaxed and able to offer their best possible responses during the assessment session. The tasks should be administered while maintaining a supportive, responsive interaction with the child. Avoid creating the atmosphere of a formal test.

Some children, particularly those who are anxious or reluctant, may require a few minutes of conversational interaction at the beginning of the session to provide reassurance and encourage verbal interaction. Most children, however, are likely to demonstrate an interest in the story materials and will be able to start the task immediately. Occasionally, the task may need to be abandoned if the child is highly anxious and re-administered at another time by an adult with whom the child is comfortable.

With pre-primary children it is advisable to allow at least one term settling-in time before the tasks are attempted.

 Aboriginal children, and children from other cultural groups, may be likely to use *home language* varieties. The person administering the task should strongly encourage the use of Standard Australian English and acknowledge the value of the home language. There is an expectation that all cultural groups will acquire the Standard Australian English skills needed for the economic and global workplace and to achieve the National literacy benchmarks. This does not mean the devaluing of a child's home language but a parallel development of Standard Australian English skills.

Guidelines for taping data

Following these guidelines will lead to efficient recording and collation of data. It will help to minimise the amount of time needed for the assessment of large numbers of children.

Recording onto a cassette tape

- Ensure that the tape is labelled clearly with a number.
- Colour code the tape for the year level of the children who are to be assessed.
- Record the name of the teacher and the year level of the class being assessed on the tape cover insert.
- Test that the tape recorder is working correctly – say a few words, then play back.
- Ensure that the tape counter is at 0000. The counter should be returned to 0000 when recording begins on a new side.
- Record the tape counter number for the beginning of each child's recording on the assessment form.
- Place the tape recorder as close to the child as possible, making sure that the microphone is toward the child.
- Ensure that the tape is wound on to the end of the previous recording before recording the next child's sample.

After taping

- Record the name of the child and the 'start' number on the tape cover insert.
- Retain all tapes for long term monitoring and verification.

Guidelines for administering the oral comprehension task

Take time at this point to familiarise yourself with the picture sequences and question scripts contained in Appendix 8.

1. The teacher may need to vary the task introduction slightly in order to take account of specific needs some children may have for additional explanation or reassurance.

Suggested instruction:

I have got some pictures for you to look at. In a minute we're going to use these pictures to make a story. But first we need to look at the pictures and talk about them so we can work out what the story is going to be.

2. Follow the question script, including both the questions that appear in italics and those that appear in normal print. The questions shown in italics are not included in the profiling of the Oral Comprehension task but should be administered in order to provide a content scaffold for the Narrative Production task that follows.
3. The student's responses can be written down directly or tape recorded and transcribed later. If writing responses down, it is advisable to explain this to the student, *eg I'm going to write down what you say so that I can look at it later on.* It is recommended to use the tape recorder if the student provides very long, elaborate responses, or if the loss of social contact with the student while writing down responses is likely to interfere with performance.

Transcription lines are provided on the data sheet for writing down the student's answers. The responses to the questions that are in italics do not need to be written down. However, for some students it may be useful to maintain a record of the responses to all questions.

4. Repeat the question only if you judge that the child has not paid enough attention to the question and is able to provide a more appropriate response. Record both the first and second responses the child makes and indicate that you have repeated the question by recording (*rep*) between the two responses. If you judge an inappropriate response reflects genuine difficulty in comprehension, do not repeat the question.

If the child has a pattern of *don't know* or non-responses, encourage them to attempt a response (*eg Mm, well what do you think?*). These types of responses are very frequent in young children, and are often easily overcome by communicating in a supportive way an expectation that the student is capable of providing a response.

5. If the student is not able to provide a response or gives an inappropriate answer, model a possible response and move on to the next question. Examples of modelling statements are included in the question scripts (see Appendices).

The sequences of pictures used to tell a story may be unfamiliar to some children. If you judge this to be the case, postpone using the sampling tasks until there has been opportunity to familiarise the child with this type of material, eg in shared book sessions.

Guidelines for administering the narrative production task

1. As with the Narrative Comprehension task, the introduction to the Narrative Production task can be tailored to the needs of individual children at the teacher's discretion.

Suggested instruction:

O.K. We've had a look at the pictures. Now I want you to tell me a story about the pictures. We'll 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.

2. The purpose of the narrative production task is to assess baseline, unassisted performance, so you should provide as little prompting as possible during the story narration. Prompt only if the student is very reluctant to begin or if he/she is unable to continue the story without assistance. Do not prompt the student in order to gain more specific story details or to encourage elaboration.

If prompting is required, use the following hierarchy of prompts

- (i) General encouragement, *eg Mmmm 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?
3. Allow the child to proceed at his/her own pace through the story and take responsibility for turning the page. If necessary direct his/her attention to the appropriate part of the story by indicating when it is appropriate to go on to the next page, ie *When you're ready you turn the page ...*
 4. Do not write down the story as the student is speaking. Tape recording the story will result in more accurate data collection. Students will be encouraged to make their best attempt if they have your undivided attention.
 5. If the student uses a very soft voice or has slightly unclear speech, repeat each utterance made during the story retelling, to prevent later difficulties when transcribing the tape. This can be done in a conversational tone of voice that does not appear unusual to the student.



The administration of both Oral Language Sampling tasks is demonstrated in the second section of the videotape which accompanies this instructional package. You should view this section of the videotape now.

3. TRANSCRIBING THE DATA

1. Transcribe everything the student says including hesitations, eg *um ...* and restarts, eg *he went ... no, I mean she went ...*. If there is a long silence or series of fillers abbreviate in the transcript, eg *um ... um ... etc.*
2. Verbal utterances often do not equate in structure to a written sentence. Transcribe the student's own syntax. Do not attempt to regularise the utterances so they conform to the rules of written language and do not "fill in" or correct syntactic errors, eg *him doned the wrong thing*. In addition, do not use punctuation such as capital letters (except for names), full stops, commas, question marks and so on.
3. Use a continuous transcript across the line, separating each utterance with a semi-colon (;) or a diagonal (/). Use the speaker's intonation and pauses to suggest where the utterance boundary occurs. Sometimes you will need to make a "best guess", eg *then the cat climbed up the tree; and the dog ...; and the dog didn't know where he was and he looked and he couldn't find him; and then he was sad.*
4. Include a verbatim transcription of any prompts that you used during the story narration. After the story sample is transcribed, mark your prompts with a highlighter pen to give a quick visual record of the amount of support required by the student.
5. Transcribe articulation errors in order to obtain information about the child's ability to produce sounds. Write down the word the student said, eg "dirl". Include, in brackets, the word the student was attempting to say ("girl").
6. Note any instance of the child using her/his voice to emphasise or entertain.
7. If a word or utterance is unintelligible use "x" for each unintelligible syllable, eg "xx" would denote an unintelligible two syllable word; "xx x" would denote an unintelligible two word utterance.



4. ANALYSING THE DATA AND COMPLETING THE ORAL LANGUAGE PROFILE

Oral language samples are a complex type of qualitative data which requires an independent level of interpretation and judgement. The following guidelines will assist teachers to problem-solve potential difficulties that may arise in analysing the task data and completing the Oral Language Profile, but it is valid and, at times, necessary for teachers to exercise professional judgement and take into account their knowledge of the student in making an evaluation of task performance. If possible a subset of data should be profiled jointly or crosschecked by two or more teachers in order to ensure the data collected from different class groups is analysed in a consistent manner.

The Oral Language Profile contains four sections:

- Social Communication (SC);
- Comprehension (C);
- Content and Organisation (CO); and
- Linguistic Structures (LS).

Each section contains a number of indicators. Three levels – Emergent, Early Developing and Developing have been identified for each indicator.

For example:

Emergent

CO1 Does not initiate topics independently.

Early Developing

CO1 Talk is mostly associated with the "here and now" or familiar topics related to personal experience.

Developing

CO1 Presents information on known topic to the class (eg report, description) including world as well as personal knowledge.

Student performance is recorded by placing a mark on the profiling bar to indicate the level of functioning. If the skill is consistently demonstrated, place the mark within the appropriate phase. If there is evidence of the skill, but this is not consistent, assign a transitional level by placing the mark between the phases.


Profiling bars on the Oral Language Profile have been shaded for ease of use.

Complete these indicators using data from the two sampling tasks.

These indicators may also be completed using data from the two sampling tasks. However, if the tasks do not provide enough information to allow for a judgement to be made, they should be completed using teacher knowledge of the student.

Complete these indicators using general classroom observations and knowledge of the student.

The Oral Language Profile may be entirely completed using observation and teacher knowledge of the student. However, it is sometimes difficult to obtain specific, reliable information quickly. This is particularly true for children who infrequently bid for a turn in classroom speaking contexts.

 A study was carried out in the Perth metropolitan area to compare teacher rating of the child's oral language skills with rating following use of the sampling activities. The results indicated that, for most children from Anglo-Celtic backgrounds, the teacher profiling matched that obtained using the sampling activities. For Aboriginal children, however, there was a strong tendency for performance using the sampling activities to be profiled at a higher level than assigned by teachers. Although further investigation of this trend is needed, it is recommended at this time that profiling of the skills of Aboriginal children should be carried out using the sampling activities.

Analysing the data from the oral comprehension task

1. Complete ratings for the student's responses in the Oral Comprehension task in the box shown next to each question. The answer should be assigned an Emergent level (1), an Early Developing level (2) or a Developing level (3).

The profiling guidelines are outlined in the Appendix section. Appendix 1 consists of a set of general criteria that can be applied to all questions. Appendices 2 & 3 give examples of responses to each of the questions in the Kite Story (Appendix 2) and the Lost Teddy Story (Appendix 3) to further facilitate the profiling task.

2. If the answer is ambiguous or it is difficult to assign a level, the student's performance across the task may serve as a guide to the rating for a particular question. If this scan of the data does not assist the profiling of a particular answer, assign the lowest of the two levels under consideration.
3. Record the number of questions assigned Phase 1, 2 or 3 rating in the first table at the end of the data sheet.
4. Assign the student an overall level in the statement at the end of the data sheet. If the majority of answers occur at a particular level, ie Phase 1, 2 or 3, assign this as the overall level of performance on the task. If answers are relatively evenly distributed over the two levels assign a transition level of performance eg Phase 1-2. If the answers are distributed in an inconsistent pattern across Phase 1, 2 and 3, assign Phase 2.
5. Transfer the student's assigned level onto point C4 of the Oral Language Profile.

Emergent

C4 May respond appropriately to concrete, literal questions, but experiences difficulty making predictions and inferences.

Early Developing

C4 Responses to questions are relevant and demonstrate the ability to make simple predictions and inferences directly based on information presented.

Developing

C4 Draws on general world knowledge to interpret information, going beyond presented information to make own predictions and inferences.




Profiling Baydon's sample

Follow the steps outlined on page 13 to analyse the responses given by Baydon in the Oral Comprehension task. The general guidelines for profiling, also contained in Appendix 1, are reproduced here to help you with this task. The examples of responses to the Kite Story (Appendix 2, page 45) will provide extra help if needed. The Kite Story picture sequence can be found on pages 60-63.

Phase 1 Student demonstrates little comprehension of question. No response or irrelevant response given; or

The question is understood but a limited or inappropriate answer is provided. The student may include in their response some information which is perceived to be unrelated or irrelevant.

 You should judge whether or not a given response is appropriate in light of the child's probable experience with the situation under discussion, and the language code the child is using.

If you have reason to suspect that the situation is unfamiliar, results gained from administration of this task should be interpreted cautiously as they may underestimate the child's ability.

Phase 2 The student is able to make inferences and substantiate them through appropriate explanation, but reasoning is highly bound by the information provided in the picture.

Phase 3 The student draws on a more sophisticated level of world knowledge to interpret events. Responses incorporate more explanation and elaboration as if the student is "filling in" a context.

ORAL COMPREHENSION TASK

"KITE" STORY

STUDENT **Baydon** Date of birth

Class / teacher Tape no. / side / counter no.

Date of recording Recorded by

Comments: (eg first language, attention to task, behaviour)

SUGGESTED INSTRUCTION

I've got some pictures for you to look at. We're going to use these pictures to make a story in a minute. But first we need to look at the pictures and talk about them so we can work out what the story is going to be.

Questions shown in italics are not included in the profiling of the Oral Comprehension Task, but should still be administered in order to prepare the child for the Narrative Production task which follows. Use the script in parentheses if the child fails to make the key inference in the preceding question.

Picture One

1. Who are these people? ...um ...a brother and a grandma and dad and a sister and a brother and a girl and a dog.....

Do you think they could be a family?

(Which one do you think would be the mum? Who's that etc)....

What are they doing? (They look like they're having a picnic, don't they?)

2. Why aren't the kids at school? ... because it might be the holidays or a weekend.....

3. Whose idea was the picnic? Why? ... probably the mum and dads (P: why?) because it might have been a sunny day so they thought let's have a picnic.....

4. Where are they? ... they're probably in the hills where the rivers are.....

What's the boy doing? (It looks like he's playing with the kite).

5. What do you think is going to happen in the next picture? Why? ... it's probably really windy and then it might blow into the water.....

Picture Two

What has happened? (Oh no, the kite's gone in the water).

6. Why can't the dad get it out? ... because he can't reach across the other side.....

7. What is the mum saying to the boy? ... she's probably saying it'll be alright ..

8. Why aren't the others doing anything? ... because they probably ... they probably can't reach across the other side.....

9. What are some other things they could try? ... they could probably jump across the river and get it because it's near the other sand and grass.....

Picture Three

What's happening now? (Mm, the dog's getting the kite).

How could the dog get the kite back to the boy?

(Maybe he could hold it in his mouth and swim back).

Picture Four

What is the dad doing? Why? (I think he's wiping the kite to get it dry.)

How does the boy feel now? Why? (He's probably happy to get his kite back.)

10. What does the boy have to remember when he's playing with the kite next time? ... *don't let go because it might fly away*.....

Oral Comprehension Profile

Level of response	No. of resp. (tally)
Phase 1	
Phase 2	
Phase 3	

Comprehension Level

Phase _____

Use the results of the analysis to assign a level on the relevant indicator from the Oral Language Profile.

Emergent	Early Developing	Developing
C4 May respond appropriately to concrete, literal questions, but experiences difficulty making predictions and inferences.	C4 Responses to questions are relevant and demonstrate the ability to make predictions and inferences directly based on information presented.	C4 Draws on general world knowledge to interpret information, going beyond presented information to make own predictions and inferences.


Now that you have completed the profiling for Baydon, check your analysis against the completed example in Appendix 4. If necessary, spend some time in resolving any differences between your analysis and that of the completed example.

Appendix 5 contains a transcription of a second Oral Comprehension task for you to analyse. This transcription comes from a pre-primary child, Ashleigh. You are encouraged to analyse her responses now. You will see, as you do so, that the responses are quite different from those of the year two student whose data you have just analysed. The completed analysis for Ashleigh's transcript is to be found in Appendix 6.


Analysing the data from the Narrative Production task

Analysing data from this task requires the teacher to make qualitative judgements about language produced by the child. These judgements are based on the indicators shown on the Oral Language Profile.

1. Mark with a highlighter pen any prompts that were used during the administration of the Narrative Production task.
2. Conduct a first scan of the narrative sample focusing on the content of the story. Assign the student a level on the Oral Language Profile for Points CO2, CO3 and CO4. If the student's performance on these indicators is inconsistent across the task, or the teacher has evidence of superior performance in other classroom contexts such as news-telling, the student may be assigned a transition level rating. Only assign a rating at a higher level if the child has well consolidated performance at this level. Do not assign a higher level if there is only evidence of emergent performance.

 The ways of organising text which are the basis for profiling these indicators are those which are found in Standard Australian English. Languages and dialects other than Standard Australian English may organise text in different ways. For children whose first language or dialect is not Standard Australian English, an emergent level of performance on these indicators may not reflect their ability to organise texts in 'home language ways'.

3. Conduct a second scan of the narrative sample focusing on the vocabulary and grammar. Assign the student a level on the Oral Language Profile for points LS1, LS2 and LS3. Apply the profiling guidelines outlined above.

 Each language and each dialect has a unique system of sounds and sentence structures. Using Standard Australian English as a criterion for 'correctness' in profiling points LS1 and LS2 means that children whose first language or first dialect is not Standard Australian English may be assigned an Emergent level. Interpretation of this finding should be made in light of the child's home language as the 'errors' may be characteristic of the dialect spoken in the home, or the result of the child retaining aspects of their first language while acquiring English. If you are unsure whether the child is producing errors, or simply using their first dialect, a comparison with the language produced by other children from the same cultural background may help you decide.

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.
--	---	---

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.
---	--	--

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 ran ... no, I mean ran".	CO4 Plans spoken descriptions, recounts and reports identifying main ideas or information to be presented to the group.
---	--	---

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.
--	--	--

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.
--	---	--

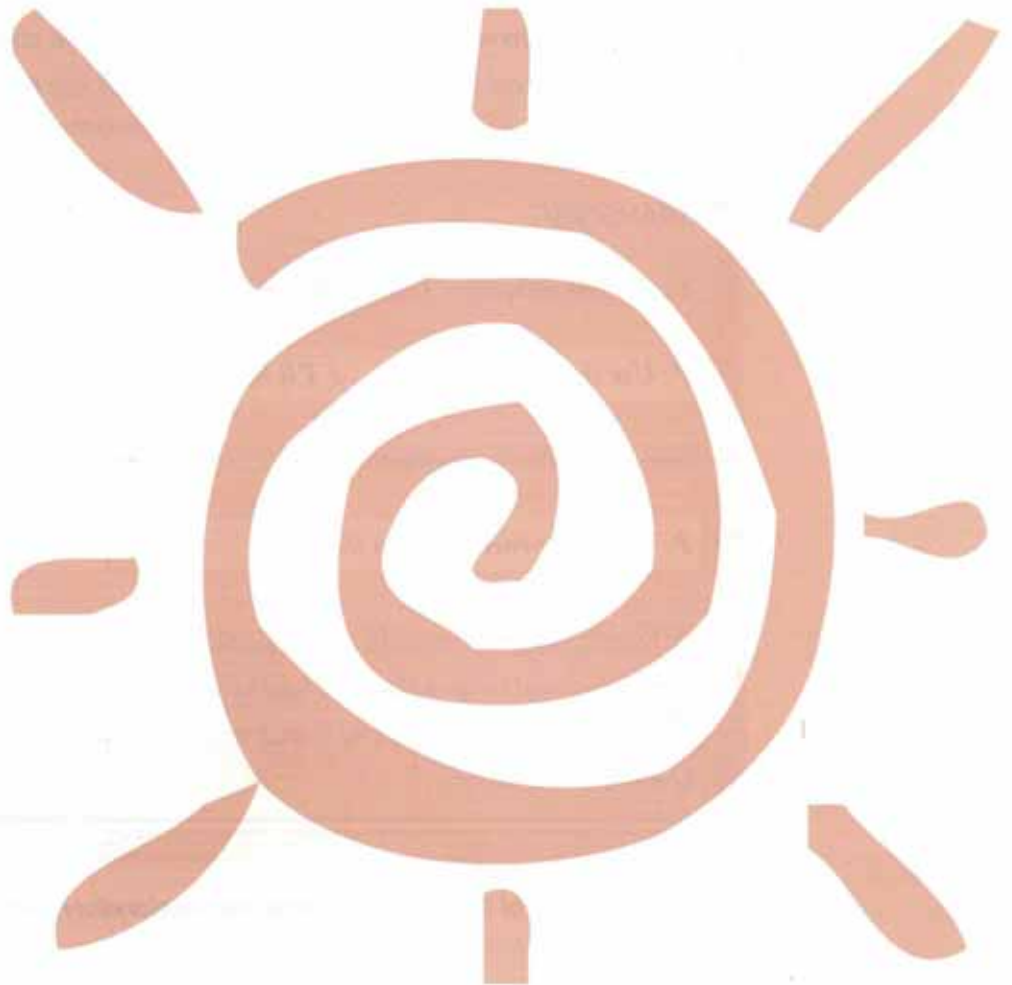
Comment: This transcript indicates that Baydon is using a range of connectors to link ideas within his story. As the connectors recorded are relatively simple ones (and, and then, so, but) a transitional level, rather than a Phase 3 has been profiled.

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.....

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

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.

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.


Section “C”

Modifying the Tasks for Use with Particular Cultural Groups



Section C

Modifying the Tasks for use with Particular Cultural Groups

 Understanding of language, and the ability to talk about events, is affected by familiarity with the events being discussed. When children have participated in events, and heard and used the language which occurs, they are able to use the experience to interpret and discuss similar events.

The events which form the basis of the Time for Talk sampling tasks are events which have been shown to be familiar to many children living in urban areas. However, they may be less familiar to children from remote or isolated areas or those from particular cultural groups. Sampling the language skills of these children using the 'Kite Story' or 'Lost Teddy' tasks may result in an underestimation of their ability. More reliable information may be obtained if the sampling tasks are modified to include events and situations which the children have experienced.

The aim of modifying the tasks is to sample language skills in the context of experiences which are familiar to the child. Task modification is a time consuming process. Schools will need to consider the number of children with whom the modified task will be used when deciding whether to undertake the modification process. Sharing the task of modification within a region or with neighbouring schools is recommended as a way of reducing time spent on this process.

This section provides a framework for modification of the assessment tasks, supported by an example showing how the profiling was modified for use with Aboriginal children living in a suburban area of Perth. A study which compared the performance of children using the modified task and the 'Kite Story' indicated that there was a tendency for Aboriginal children in pre-primary and Year 1 to respond at a higher level when using the modified task. Qualitative analysis suggested that the children were more motivated and more talkative when using the modified materials. The study therefore indicated that modification of the materials for use with Aboriginal children will result in a more valid estimation of their ability to use Standard Australian English, especially for children in the earliest years of schooling.

1. IDENTIFYING A RELEVANT EXPERIENCE FOR STORY CONTENT

In order to complete this step, consultation with representatives of the relevant cultural group is necessary. There may be members of the school staff who belong to this cultural group (for example, Aboriginal and Islander Education Workers - AIEWs), there may be a cultural or parent group which already exists in the school or community (for example, an Aboriginal Student Support and Parent Awareness – ASSPA committee) or it may be necessary to ask a number of parents to be a part of an advisory group.

In the example given here, initial discussion involved an Aboriginal teacher and the two AIEWs who worked at the school. Their responses were then discussed at an ASSPA committee meeting.

The first task is to identify a situation which many of the children from the target cultural group are likely to have experienced and the parameters which characterise the situation (for example, participants, objects present, events likely to take place). Use the questionnaire reproduced below as a guide. You may rephrase, delete or add questions in order to suit particular needs and the situation which has been identified.

Questions to use in consultation with community members in modifying the sampling and profiling package

1. What sorts of things do _____ children at _____ most often do? (eg go fishing, play football ...)
2. Which one thing do you think MOST _____ children at _____ are MOST likely to have done lots of times?
3. Who are the other people there? What are they doing?
4. Where is the action likely to take place? (eg if fishing – river or ocean?)
5. What things are likely to be around? For example, if the activity is fishing, what type of fishing lines are used, what other things will be there? (eg buckets, rods, towels ...)
6. What sorts of things usually happen?
7. What problems could take place? (eg, if fishing, dog knocking something into the water.)
8. What could the people do to solve these problems?
9. What sorts of words might _____ children from _____, and their parents, use to talk about this? Do any of these words have special meanings? Can you explain the meanings?
10. Is there any other information about this activity that you think is important?

An example from the Perth Metropolitan area

*Questionnaire completed following consultation with community members

1. What sorts of things do Aboriginal children at GP Primary School (GPPS) most often do? (eg go fishing, play football)
Fishing, camping, football, basketball, on the oval, family gatherings – eg for funerals or to see a new baby.
2. What one thing do you think MOST Aboriginal children at GPPS are MOST likely to have done lots of times?
Fishing – a football game may be going on at the same time.
3. Who are the other people likely to be there? What will they be doing?
Extended family – grandparents, aunts, uncles, babies, dogs. Older people (eg father and grandfather) are likely to be fishing. Some kids might be fishing too – with their own handlines. Kids might be jumping into the water, or playing with a ball in the water. Grandmother and mother might be talking or playing cards.
4. Where is the action likely to take place? (eg if fishing – river or ocean?)
Foreshore – eg in Mandurah. Park by a river. Close to the beach. Fishing from either beach or jetty.
5. What things are likely to be around? For example, if the situation is fishing, what type of fishing lines will be used, will there be something to take the catch home in – what?, will there be food – if so, what?
Handlines for fishing. Might be a bucket to take fish home in (partly filled with water). Bait (in a plastic bag or wrapped in newspaper – octopus, prawns or mulies.) Knife to cut bait with. Esky. Food – bread (sliced in plastic bag), damper, chops / sausages to cook on BBQ, tomato sauce. Beer, coke, cordial in a plastic cordial bottle. Might be plastic cups, a blanket to sit on, towels, cards, football, cricket bat, tennis ball, bucket and spade.
6. What sorts of things are likely to happen?
Play football, eating, collecting shells.
7. What problems might take place? eg, if fishing, dog knocking something into the water.
Knocking bait into water, football hitting something (eg bait into water), fishing from beach – tide comes in and washes bucket out, little kid in the water – can't swim, football kicked into the water by little kid.
8. What might the people do to solve these problems?
Little kid can't get football back – big kid has to get it.
9. What sorts of words might Aboriginal children from GPPS, and their parents, use to talk about this activity? Would any of these words be hard for teachers to understand? If so, please explain their meaning.
ana – it's like asking a question, d'reckly – in a while, Noongar – Aboriginal people¹
10. Is there any other information about this situation that you think is important?

¹ When the task is used, children may include words which have not been identified at this stage. In this case, you are advised to enlist the help of the AIEW, or a member of the child's home cultural group, to help interpret what the child has said.

2. GENERATING A STORY SEQUENCE

Use the information you gained by talking with your advisory group to think of a story line which has a setting, a problem, an attempt to address the problem, a resolution of the problem, opportunity to evaluate character feelings, and an outcome which can be generalised. At the same time, you will need to think about the pictures which will represent the story.

When thinking about the story and the pictures, you will need:

- to be quite specific about the things that are to be included in the pictures and the actions which will be shown.
- to be selective – the pictures will need to remain simple enough for children to identify the necessary information and story line. In an Aboriginal example, the extended family may need to be a relatively small one – it may be difficult to include a large number of figures within the space available.

As you develop this story, further questions might occur to you. These will need to be discussed with your advisory group.

An example from the Perth Metropolitan area

First suggestions for the picture story

After discussion with the advisory group, it was decided that the story would focus on a family fishing outing where a football was accidentally kicked into the water and needed to be retrieved. The following ideas for the picture sequence were generated.

Picture 1

Extended family getting into car – probably a station wagon. Various adults, a number of children carrying (or in the back of the car) football, cricket bat / tennis ball, fishing gear (bucket, handlines), towels and food (in esky).

Picture 2

The same people at a park near the water. Some fishing from bank with hand lines. Bait wrapped in newspaper next to them, bucket for fish and knife on ground. Younger children (both boys and girls) kicking a football around close to the water. Older children in the background listening to music, talking. Adults sitting on towels: bread, coke, cordial in a plastic bottle on the ground.

Picture 3

The same setting as 2. The football has gone into the water and is floating out of reach. The little kids are looking at it – looking worried. An older female (probably the grandmother) is saying something to the little kids. The older children don't appear to have noticed what has happened to the football.

Picture 4

The same setting. An older child is coming out of the water, obviously wet, holding the football. The little kids look happy again. The adults are watching what is going on.

3. GENERATING A QUESTION SCRIPT

Develop a question script to accompany the pictures you have planned. This will form the basis of your judgements regarding the child's oral comprehension abilities. Remember, the purpose of the oral comprehension task is to investigate the child's ability to:

- deal with particular question types;
- describe people, objects and events;
- use talk to reflect on experience;
- interpret events from different points of view;
- understand cause-effect relationships;
- use language for critical thinking; and
- use world knowledge in the interpretation of information.

The question types and thinking skills which form the basis of this assessment are those which are commonly expected in the classroom and which are important in the development of literacy. For results from the assessment to be directly applicable to the classroom, it is recommended that the question forms and the dialogue which accompany the task be administered in Standard Australian English, by someone recognised by the children to be a speaker of *school language*.

The question forms provided in the "Kite Story" (Appendix 2) and "Lost Teddy" (Appendix 3) sampling tasks should be used as a guide to the development of questions to fit the situation and story selected. Remember that the question script should also contain supporting information. Taken together, the questions and supporting information serve as a basis for telling a story in the story production task.

The following outline provides information, based on the 'Kite Story' task, about the types of questions and supporting information (indicated in italics) to be included. The question types, and number of questions of each type, should be retained. The order of presentation of questions may be varied slightly, but should retain a sequence which is consistent with the sequence of story telling, *setting, problem, plan, attempt to carry out the plan, resolution, evaluation*.

Suggested sequence of questions

1. Setting, persons (ie who ...) *setting – identifying event*
2. Providing a reason given a negative stimulus (eg why aren't, how do you know they're not, why won't ...)
3. Explaining motivation (ie why ...)
4. Setting, place (ie where ...)
5. Prediction of action to follow (the problem element of the story) *identifying problem*
6. Providing a reason given a negative stimulus (eg why aren't, how do you know they're not, why won't ...)
- 7,8. Taking the perspective of a character in the story
9. Generating possible solutions to the problem
identifying and expanding the solution
identifying and explaining action
identifying and explaining character reaction
10. Providing an evaluation statement

You may find that further questions about the situation arise as you develop this script. You will need to discuss these with your advisory group.

An example from the Perth Metropolitan area

Suggestions for the picture story

In this example, the question script is integrated with description of the pictures. The information to be included in the picture is outlined first. The questions to go with each picture are in bold, and the supplementary questions in bold italic. Developing the script raised further questions which required consultation with the advisory group. These are indicated in italic.

Picture 1

Extended family getting into car – probably a station wagon. Adults, a number of children carrying (or in the back of the car) football, cricket bat / tennis ball, fishing gear (bucket, handlines), towels and food (in esky).

Questions

1. Who are these people?

What is the minimum number of people to include to give the idea of an extended family? Is it likely that children will identify the people as a family? Is there some other general term they might use?

Do you think they could be a family?

What do you think they're doing?

Would kids be likely to think they're going on a picnic? If not, what might they say? Is there a general term they might use to describe this type of outing?

2. Why aren't the kids at school?

3. Whose idea was it to go out? Why?

Picture 2

The same people at a park near the water (beach?). Some fishing from bank with handlines. Bait wrapped in newspaper next to them, bucket for fish and knife on ground. Younger children (both boys and girls) kicking a football around close to the water. Older children in the background listening to music, talking. Adults sitting on towels: bread, coke, cordial in a plastic bottle on the ground.

Questions

4. Where are they?

What are the little kids doing? (Looks like they're playing football)

5. What do you think is going to happen next? Why?

Picture 3

The same setting as 2. The football has gone into the water and is floating out of reach. The little kids are looking at it - looking worried. An older female (probably the grandmother) is saying something to the kids. The older children don't appear to have noticed what has happened to the football.

Questions

What has happened? (Oh no, the football's gone in the water)

6. Why can't the kids get it out?
7. What is grandma saying to the kids?
How is she feeling?
8. Why aren't the others doing anything?
9. How could they get the ball back?

Picture 4

The same setting. An older child is coming out of the water, obviously wet, holding the football. The little kids look happy again. The adults are watching what is going on.

Questions

What's happening now? (Mm the big kid went in to get the football out of the water)

How do the kids feel now? Why? (they're probably happy to get the football back)

10. What do the kids have to remember when they're playing with the football next time?

Ask your advisory group for comments on the written question script, and for answers to any questions which may have arisen in developing the script.

Further consultation with the GPPS group indicated that:

- the car was likely to be a Holden;
- the extended family should at least contain parents, aunt or uncle;
- one grandparent as well as children of varying ages should be present; and
- the grandmother was likely to look concerned, not angry.

4. PRODUCING THE PICTURE SEQUENCE

Use the script you have developed to provide a detailed description of what needs to be included in each picture. Most of this information will be taken from your first outline of the pictures, but you will also need to include any further information that arose as a result of developing the question script.

Instructions regarding the size and medium of the pictures should also be included.

Then find someone to draw the pictures – a talented parent/caregiver or teaching assistant, an art teacher or, if sufficient funds are available, a professional artist.

An example from the Perth Metropolitan area

Story line information for the artist

Picture 1

Extended family getting into car – probably a Holden station wagon. Parents, other adults, at least one grandparent, younger and older children. They should be carrying (or loading into the back of the car) football, cricket bat / tennis ball, fishing gear (bucket, handlines), towels and food (in an esky).

Picture 2

The same people at a park near the water. Some fishing from bank with hand lines. Bait wrapped in newspaper next to them, bucket for fish and knife on ground. Younger children (both boys and girls) kicking a football around close to the water. Older children in the background maybe listening to music, talking. Adults sitting on towels: bread, coke, cordial in a plastic bottle on the ground.

Picture 3

The same setting as 2. The football has gone into the water and is floating out of reach. The little kids are looking at it – looking worried. An older female (probably the grandmother) is looking concerned and saying something to the kids. The older children and other adults don't appear to have noticed what has happened to the football.

Picture 4

The same setting. An older child is coming out of the water, obviously wet, holding the football. The little kids look happy again. The adults are watching what is going on.

*Note: Pictures are to be A4 size, in black and white so they can be photocopied.

The picture sequence produced after following this process ("The Football" story) is included in Appendix 8.

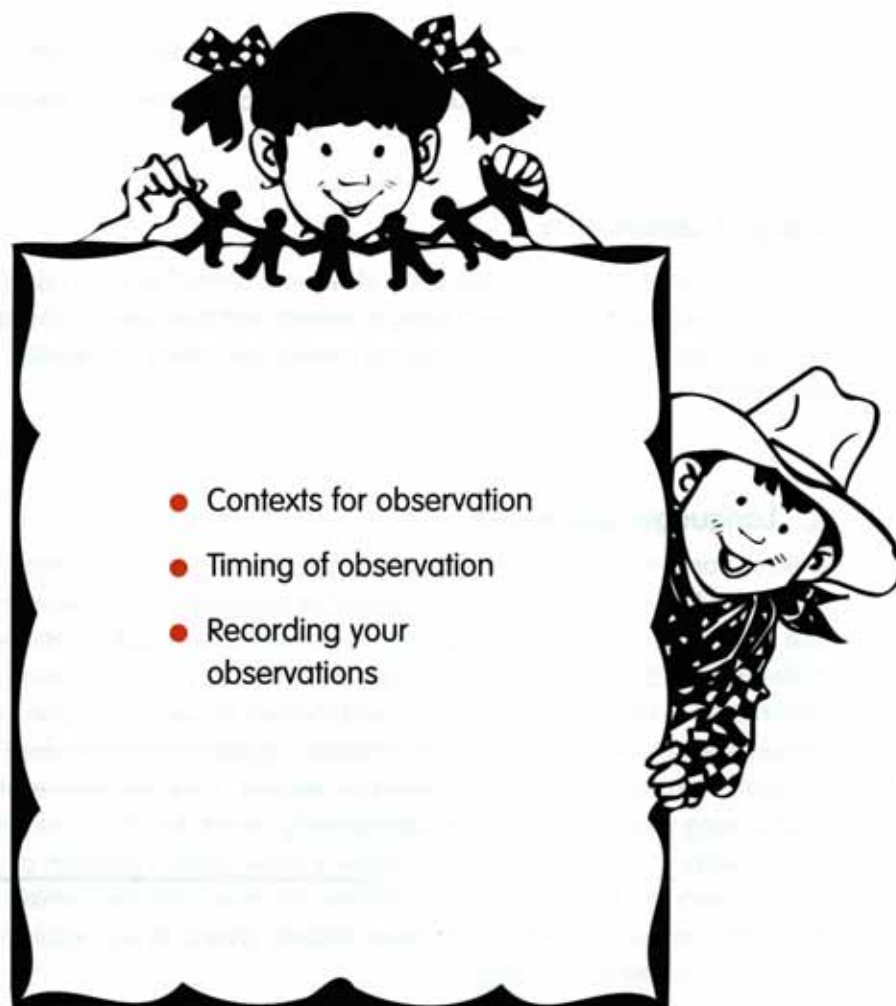
5. TRIALING, EVALUATING AND REVISING

Seek community comment on both pictures and questions. Modify these if appropriate. Some compromise will probably be needed - you are unlikely to come up with something which suits everyone. It is important to make sure that the pictures tell the story you wanted them to tell - inconsistencies between the pictures and the questions may cause problems.

Use the materials with a sample of children. Evaluate how well the materials accomplish their purpose. Look for problematic question forms and confusion arising from the pictures. Modify pictures and questions if necessary.

Section “D”

Monitoring Language Development in Four Year Old Children



Section D

Monitoring Language Development in Four Year Old Children

Task-based approaches to language sampling are difficult to use with children younger than pre-primary age. Children may be reluctant to participate, or may not understand the task requirements. For these reasons, it is recommended that evaluation of the language skills of children attending four year old pre-school is based on observation within classroom contexts. It is important that this observation and evaluation considers each child separately. A generally talkative, participating class may obscure the language characteristics of individual children.

Contexts for observation

The pre-school classroom provides many opportunities for observation of language skills. Observe children:

- as they interact in the home corner or playground;
- as they play alone in the home corner or playground;
- as they work with other children on puzzles, construction activities or while painting;
- at mat time; and
- in interaction with parents or caregivers as they arrive and leave the centre.

Valuable information can also be obtained through consultation with parents/caregivers.

Timing of observation

Children will need time to get used to the classroom context, to learn about the routines of the classroom and to start to learn ways to interact with their peers. Observation of language skills is best carried out once the children are clearly comfortable in the new environment.

Language differences

Children come to school with widely differing experiences with language. The vast majority will have considerable skill in using the language varieties they have heard and spoken at home. For many children, these home language varieties will be different to the Standard Australian English which is used in most school settings. Observation of the language skills of young children should be sensitive to the language variety with which the child is familiar. Judgements which use Standard Australian English as the criterion should be avoided. If you are unsure whether the child is using their home language appropriately, consult the child's parents/caregiver(s) first, an AIEW or member of the child's home cultural group if possible, or an ESL resource person. A small number of children may have difficulty learning both home and school language varieties. For these children, referral to your local speech pathologist should be a priority.

Recording your observations

Record your observations using the checklist provided in Appendix 10. Use your judgement to decide whether the child *often displays* the characteristic (if so, tick the "yes" box) or *seldom / never displays* the characteristic when there is opportunity to do so (tick the "no" box). If you consider the child has had *no opportunity to display* the characteristic, tick the "not observed" box.



Section “E”

Appendices



- Appendix 1
- Appendix 2
- Appendix 3
- Appendix 4
- Appendix 5
- Appendix 6
- Appendix 7
- Appendix 8
- Appendix 9
- Appendix 10
- Appendix 11

Appendix 1

Oral Comprehension Task (Forms A and B) Profiling Criteria

The following criteria are used to profile the student's answers to the questions in the Oral Comprehension task.

Evaluate the student's responses in terms of the content of the answers, not the syntactic form of the answers.


Examples of responses are included in Appendices 2 and 3 to assist further with profiling.

Profile:

Phase 1 Student demonstrates little comprehension of question. No response or irrelevant response given.

or

The question is understood but a limited or inappropriate answer is provided. The student may include in their response some information which is perceived to be unrelated or irrelevant.

 Judgements regarding whether or not a given response is appropriate should be made in light of the child's probable experience with the situation under discussion and the language code the child is using. If you have reason to suspect that the situation is unfamiliar, results gained from administration of this task should be interpreted cautiously as they may underestimate the child's ability.

Phase 2 The student is able to make inferences and substantiate them through appropriate explanation, but reasoning is highly bound by the information provided in the picture.

Phase 3 The student draws on a more sophisticated level of world knowledge to interpret events. Responses incorporate more explanation and elaboration as if the student is "filling in" a context.

Appendix 2

Profiling Examples – “KITE” STORY

- Question 1* *Who are these people?*
- Phase 1 eating; man, lady, girl.
Phase 2 a granny, a daddy, a mummy, a big sister and baby.
Phase 3 a family, a little girl called Melissa and her mum called Kelly ...
- Question 2* *Why aren't the kids at school?*
- Phase 1 because they had to go shopping; because they don't want to go to school; 'cos they're having a picnic.
Phase 2 they're having a little holiday; their mother said they didn't have to go.
Phase 3 it's the weekend; it's school holidays.
- Question 3* *Whose idea was the picnic? Why?*
- Phase 1 yummy food; dad he might have said it; grandma because she wants to.
Phase 2 the dad cause it's a sunny day; cause they wanted to go to the park.
Phase 3 nanna because she wanted some fresh air; mum wants to relax; dad wants to give the kids a special surprise.
- Question 4* *Where are they?*
- Phase 1 man and children; at a picnic.
Phase 2 at the park; out in the country.
Phase 3 out in the country in the fields on a farm; near a lake sitting on the river bank.
- Question 5* *What do you think is going to happen in the next picture?*
- Phase 1 sky; the boy's playing.
Phase 2 the kite's going to fly away; the boy's going to fall over; the girl might stop reading.
Phase 3 ants might get the food; they'll pack up and go home.
- Question 6* *Why can't the dad get it out?*
- Phase 1 the dad's getting it; because it's in the water.
Phase 2 the kite's far away and his arm is not long enough.
Phase 3 he can't reach it and he doesn't want to go in and get it because he hasn't got any bathers with him.

The examples provided here are examples produced by children during trials of the sampling tasks and profiling tool. They should be used as a guide to help you in profiling data obtained in your school. They are not the only possible responses. Remember, it is the information contained in the response which is important in profiling for comprehension, not the language form used.

- Question 7* *What is the mum saying?*
- Phase 1 are you alright? hi.
Phase 2 don't worry; you poor little thing.
Phase 3 it's alright, we'll buy you another one; you need to be careful when you're playing with toys near the water.
-
- Question 8* *Why aren't the others doing anything?*
- Phase 1 'cos the kite fell in; they might not want to; 'cos they are watching.
Phase 2 'cos they're seeing if the father gets it; cause they're doing something else now; because they probably can't reach.
Phase 3 cause the boy was naughty in the car before and they didn't want to help; they're lazy, they never help out.
-
- Question 9* *What are some other things they could try?*
- Phase 1 have to get the kite and give the kite to the girl.
Phase 2 he could get in the water and pull it out; jump in the water.
Phase 3 they should get a fishing hook and try to get it out; look around and see if there's a stick.
-
- Question 10* *What does the boy have to remember when he's playing with the kite?*
- Phase 1 the kite's broken; he can't play with it any more; not to get in the way of the kite.
Phase 2 not to play near the water; not to throw it too hard 'cos it could go in the water.
Phase 3 play with his kite at home in the backyard where it's safe; be more careful and look after his toys.

Appendix 3

Profiling Examples – “LOST TEDDY” STORY

- Question 1* *Who are these people?*
- Phase 1 walking to school; boy and sister.
Phase 2 a lady and a little boy.
Phase 3 a little boy called David and his mum; a boy and his mother.
- Question 2* *Where are they going?*
- Phase 1 he's got a teddy; they're walking to school; on the street.
Phase 2 they're going on a trip; they're having a little holiday.
Phase 3 it's school holidays; they're going to see his nanna; they're going camping; they're going to the airport.
- Question 3* *How do you know they are not going to school?*
- Phase 1 they walk to school; little boy's tired; because they don't want to go to school; there's no school.
Phase 2 they've got bags; the mum's got a suitcase; the boy hasn't got school things in his bag.
Phase 3 he's got a teddy bear, you're not allowed to take that to school.
- Question 4* *Whose idea was the holiday? Why?*
- Phase 1 have to walk quickly; mum she saided it; the boy wants to
Phase 2 the mum because it's holidays.
Phase 3 mum because she wanted to surprise the nanna; the boy because he hasn't been camping before.
- Question 5* *What do you think is going to happen in the next picture? Why?*
- Phase 1 they will be finished; they going shops.
Phase 2 they will be puffed out; they will stop walking; they will look in the window; the teddy will fall out.
Phase 3 they might forget something and have to go home; someone will sneak up and pinch the teddy.
- Question 6* *Why isn't anyone picking it up?*
- Phase 1 teddy bear's sleeping; they don't want it.
Phase 2 it's down on the ground, it's dirty; it's down on the road so they can't see it.
Phase 3 they're leaving it if the people come back.

The examples provided here are examples produced by children during trials of the sampling tasks and profiling tool. They should be used as a guide to help you in profiling data obtained in your school. They are not the only possible responses. Remember, it is the information contained in the response which is important in profiling for comprehension, not the language code used.

- Question 7* *What is this man thinking?*
- Phase 1 he's got a letter; it's a teddy bear.
Phase 2 I better throw it in the bin; I'd better pick it up.
Phase 3 I wonder who it belongs to; what shall I do with it; how will I find out where the person lives.
- Question 8* *Why can't he give the teddy back to the little boy?*
- Phase 1 teddy bear's crying; the little boy doesn't want it; the man wants it.
Phase 2 the boy's gone away; the boy's on the plane.
Phase 3 he doesn't know who it belongs to; it hasn't got a name on it; he didn't see who dropped the teddy so he doesn't know who to give it to.
- Question 9* *What are some other things he could do with the teddy?*
- Phase 1 nice teddy; he could play with it; he could pick it up.
Phase 2 he could put it in the rubbish; put it somewhere where it won't get dirty anymore.
Phase 3 he could ask who wants it; he could take it home to his kids; he could give it to someone who hasn't got any toys; he could put up a sign to say it's lost.
- Question 10* *What does the boy have to remember when he's taking a special toy somewhere?*
- Phase 1 he's a naughty boy; don't lose it.
Phase 2 buckle up his bag properly so it won't fall out; don't put so much in his bag; hold it.
Phase 3 look after it very very carefully otherwise his mum might not have money to get him a new one; put his name on it so that if it gets lost they will be able to find him.

Appendix 4

Oral Comprehension Task - Year Two Profiling Example

STUDENT Baydon Class / teacher

Date Tape number / side

1. Who are these people? ... *um ... a brother and a grandma and a dad and a sister and a brother and a girl and a dog* **2**
2. Why aren't the kids at school? ... *because it might be the holidays or a weekend* **3**
3. Whose idea was the picnic? Why? ... *probably the mum and dads (P: why?) because it might have been a sunny day so they thought let's have a picnic* **2**
4. Where are they? ... *they're probably in the hills where the rivers are* **3**
5. What do you think is going to happen in the next picture? Why? ... *it's ... probably really windy and then it might blow into the water* **2**
6. Why can't the dad get it out? ... *because he can't reach across the other side* **2**
7. What is the mum saying to the boy? ... *she's probably saying it'll be alright* .. **2**
8. Why aren't the others doing anything? ... *because they probably ... they probably can't reach across the other side* **2**
9. What are some other things they could try? ... *they could probably jump across the river and get it because it's near the other sand and grass* **2**
10. What does the boy have to remember when he's playing with the kite next time? ... *don't let go because it might fly away* **2**

Oral Comprehension Profile

Level of response	No. of resp. (tally)
Phase 1	
Phase 2	8
Phase 3	2

Comprehension Level

Phase 2

Profile placement

C4 May respond appropriately to concrete, literal questions, but experiences difficulty making predictions and inferences.

C4 Responses to questions are relevant and demonstrate the ability to make simple predictions and inferences directly based on information presented.

C4 Draws on general world knowledge to interpret information, going beyond presented information to own predictions and inferences.



Appendix 5

Oral Comprehension Task – Pre-primary Transcript

STUDENT Ashleigh Class / teacher

Date Tape number / side

SUGGESTED INSTRUCTION

I've got some pictures for you to look at. We're going to use these pictures to make a story in a minute. But first we need to look at the pictures and talk about them so we can work out what the story is going to be.

Questions shown in italics are not included in the profiling of the Oral Comprehension Task, but should still be administered in order to prepare the child for the Narrative Production task which follows. Use the script in parentheses if the child fails to make the key inference in the preceding question.

PICTURE ONE

1. Who are these people? *...the dog and the grown up kid*
Do you think they could be a family? (Which one do you think would be the mum? Who's that etc.)
What are they doing? (They look like they're having a picnic, don't they?)
2. Why aren't the kids at school? ... *'cause it's not school*
3. Whose idea was the picnic? Why? *the mum (P why) 'cause it's fun*
4. Where are they? (*Rep: where are they ... where did they go for their picnic?*) ... *don't know (P where do you think?) ... don't know*
What's the boy doing? (It looks like he's playing with the kite)
5. What do you think is going to happen in the next picture? Why? ... *don't know (P have a guess) ... the dad's ... got a kite*

PICTURE TWO

What has happened? (Oh no, the kite's gone in the water.)

6. Why can't the dad get it out? ... 'cause he's not got long arms
7. What is the mum saying to the boy? ... you have to get it
8. Why aren't the others doing anything? ... 'cause them not got longer arms
9. What are some other things they could try? ... get some string and they ... they get it

PICTURE THREE

What's happening now? (Mm, the dog's getting the kite.)

How could the dog get the kite back to the boy? (Maybe he could hold it in his mouth and swim back.)

PICTURE FOUR

What is the dad doing? Why? (I think he's wiping the kite to get it dry.)

How does the boy feel now? Why? (He's probably happy to get his kite back.)

10. What does the boy have to remember when he's playing with the kite next time? ... he have to hold on to it

Oral Comprehension Profile

Level of response	No. of resp. (tally)
Phase 1	
Phase 2	
Phase 3	

Comprehension Level

Phase _____

Profile placement

C4 May respond appropriately to concrete, literal questions, but experiences difficulty making predictions and inferences.

C4 Responses to questions are relevant and demonstrate the ability to make simple predictions and inferences directly based on information presented.

C4 Draws on general world knowledge to interpret information, going beyond presented information to own predictions and inferences.

Appendix 6

Oral Comprehension Task – Pre-primary Profiling Example

STUDENT Ashleigh Class / teacher

Date Tape number / side

1. Who are these people? ...*the dog and the grown up kid* **1**
2. Why aren't the kids at school? ...*'cause it's not school* **1**
3. Whose idea was the picnic? Why? ...*the mum (P: why?) 'cause it's fun* **1**
4. Where are they? ... *don't know* **1**
5. What do you think is going to happen in the next picture? Why? ... *the dad's got a kite* **1**
6. Why can't the dad get it out? ... *'cause he's not got long arms* **2**
7. What is the mum saying to the boy? ... *you have to get it* **1**
8. Why aren't the others doing anything? ... *'cause them not got longer arms* **2**
9. What are some other things they could try? ... *get some string and they ... they get it* **2**
10. What does the boy have to remember when he's playing with the kite next time? ... *he have to hold on to it* **2**

Oral Comprehension Profile

Level of response	No. of resp. (tally)
Phase 1	6
Phase 2	4
Phase 3	

Comprehension Level

Phase 1

Profile placement

C4 May respond appropriately to concrete, literal questions, but experiences difficulty making predictions and inferences.

C4 Responses to questions are relevant and demonstrate the ability to make simple predictions and inferences directly based on information presented.

C4 Draws on general world knowledge to interpret information, going beyond presented information to own predictions and inferences.

Appendix 7

Narrative Task – Pre-primary Profiling Example

Student Gaby

Phase 1 Emergent

Phase 2 Early Developing

Phase 3 Developing

Content and Organisation

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 need for support.
--	---	--

Comment: Although Gaby needed prompting to begin her story, once she began she included the main events of the story independently.

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.
---	--	--

Comment: Gaby has provided sufficient information for her listener to understand her story. However, she provides little detail, uses simple connectors and doesn't make cause-effect relationships clear.

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.

Comment: Evidence of self monitoring is present in the last two utterances of the transcript. Gaby spontaneously corrects the pronoun used (from "we're" to "they're").

Linguistic Structures

LS1 Is not fully intelligible with errors in production of sounds.

LS1 Uses audible, intelligible speech.

LS1 In presentation situations experiments with use of voice to entertain audience or emphasise meaning.

Comment: There is no evidence of difficulty in the use of sounds. In order to determine whether a Phase 3 should be assigned, it would be necessary to listen to the tape.

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.

Comment: Gaby has used grammatically correct utterances, linked by use of "and".

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 language, media; experiments with choice of language to create more imaginative, story-like expression, eg vocabulary selection, rhyme, word play, idioms.

Comment: There is little use of descriptive vocabulary in the transcript. However, 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.

Appendix 8

Sampling Materials and Data Recording Sheets

ORAL COMPREHENSION TASK

"KITE" STORY

STUDENT Date of birth

Class / teacher Tape no. / side / counter no.

Date of recording Recorded by

Comments: (eg first language, attention to task, behaviour)

.....

.....

SUGGESTED INSTRUCTION

I've got some pictures for you to look at. We're going to use these pictures to make a story in a minute. But first we need to look at the pictures and talk about them so we can work out what the story is going to be.

Questions shown in italics are not included in the profiling of the Oral Comprehension Task, but should still be administered in order to prepare the child for the Narrative Production task which follows. Use the script in parentheses if the child fails to make the key inference in the preceding question.

Picture One

1. Who are these people?

Do you think they could be a family?

(Which one do you think would be the mum? Who's that ... etc)

What are they doing? (They look like they're having a picnic, don't they?)

2. Why aren't the kids at school?

3. Whose idea was the picnic? Why?

4. Where are they?

What's the boy doing? (It looks like he's playing with the kite.)

5. What do you think is going to happen in the next picture? Why?

.....

Picture Two

What has happened? (Oh no, the kite's gone in the water.)

6. Why can't the dad get it out?
-
7. What is the mum saying to the boy?
-
8. Why aren't the others doing anything?.....
-
9. What are some other things they could try?
-

Picture Three

What's happening now? (Mm, the dog's getting the kite.)

How could the dog get the kite back to the boy?

(Maybe he could hold it in his mouth and swim back.)

Picture Four

What is the dad doing? Why? (I think he's wiping the kite to get it dry.)

How does the boy feel now? Why? (He's probably happy to get his kite back.)

10. What does the boy have to remember when he's playing with the kite next time?
-

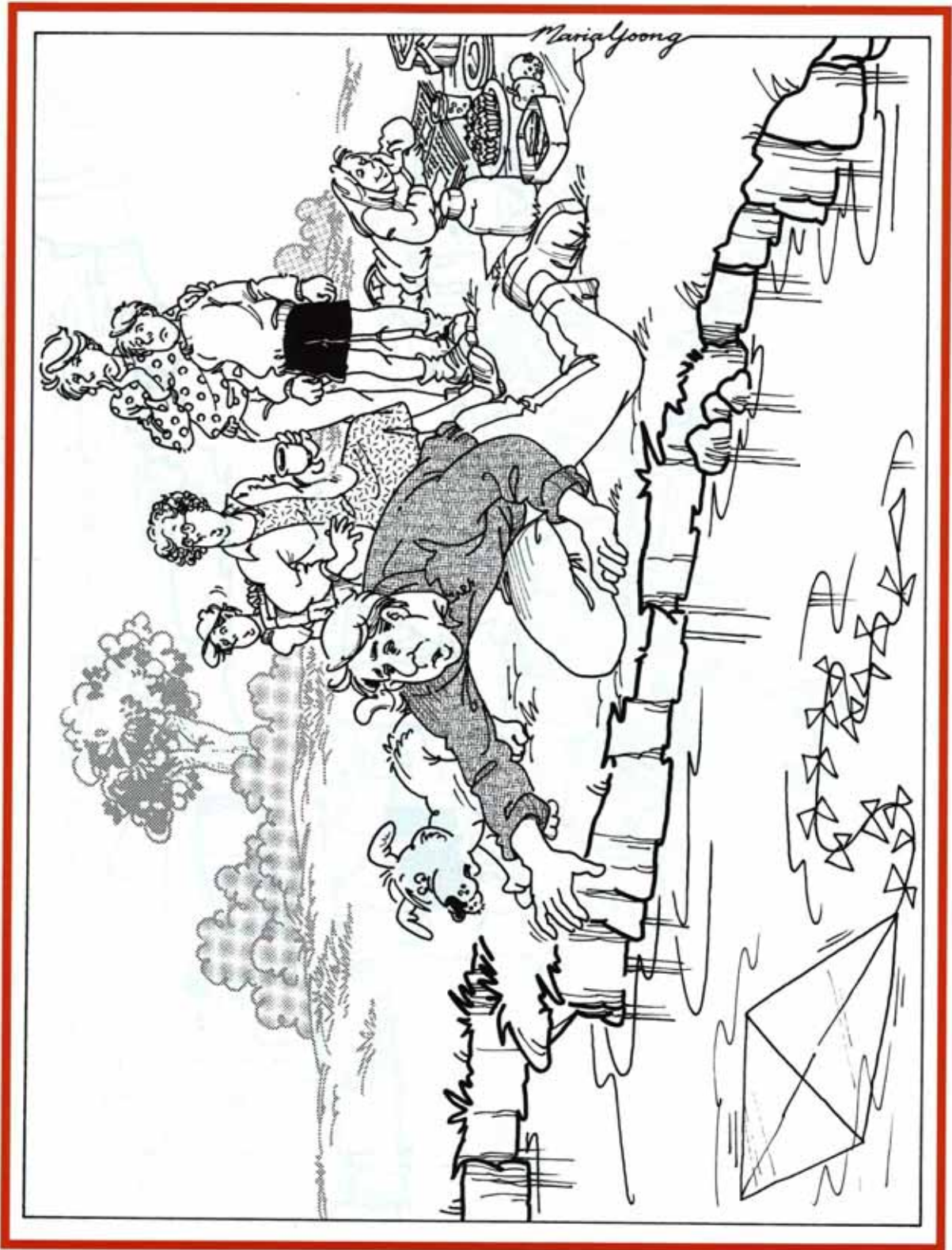
Oral Comprehension Profile

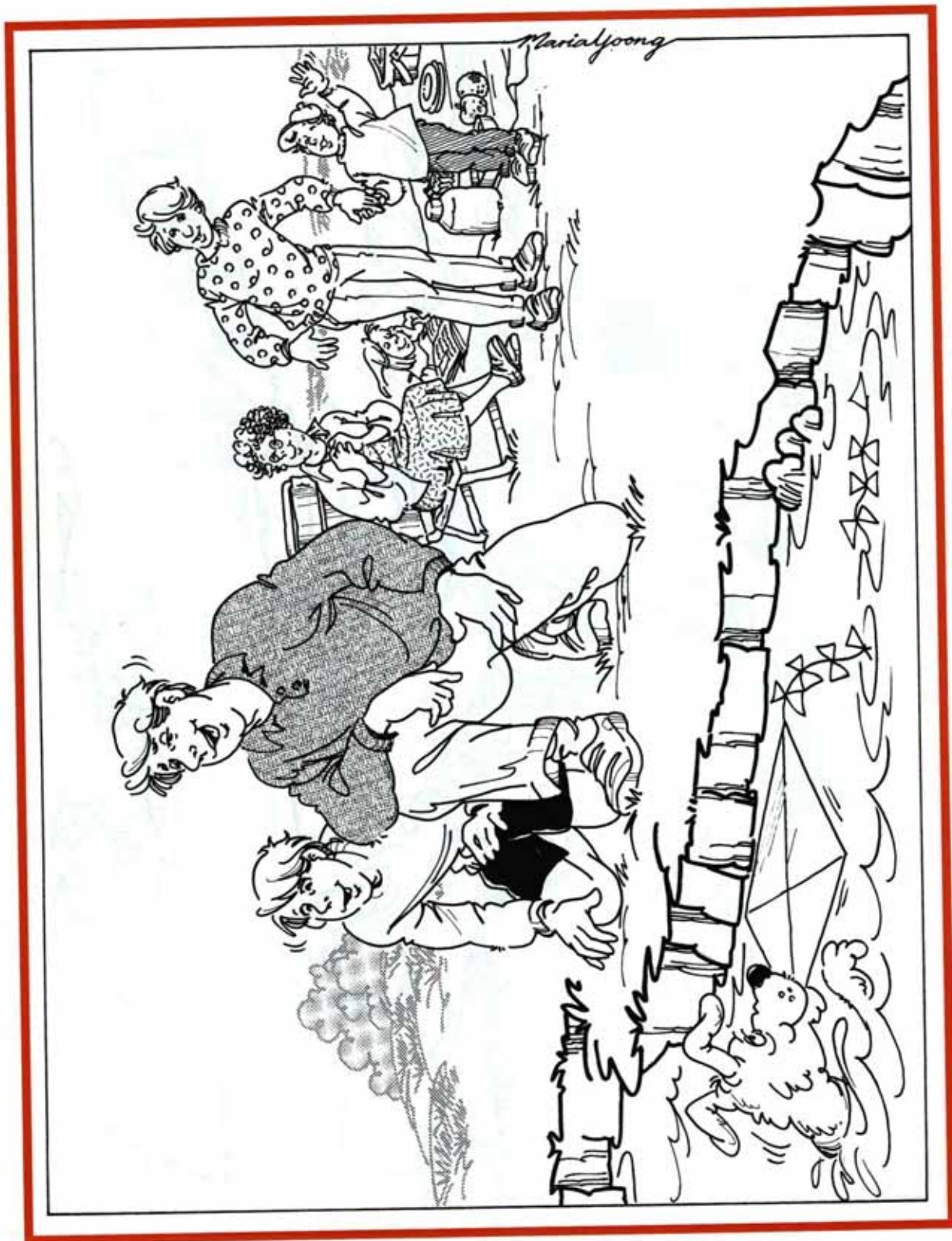
Level of response	No. of resp. (tally)
Phase 1	
Phase 2	
Phase 3	

Comprehension Level

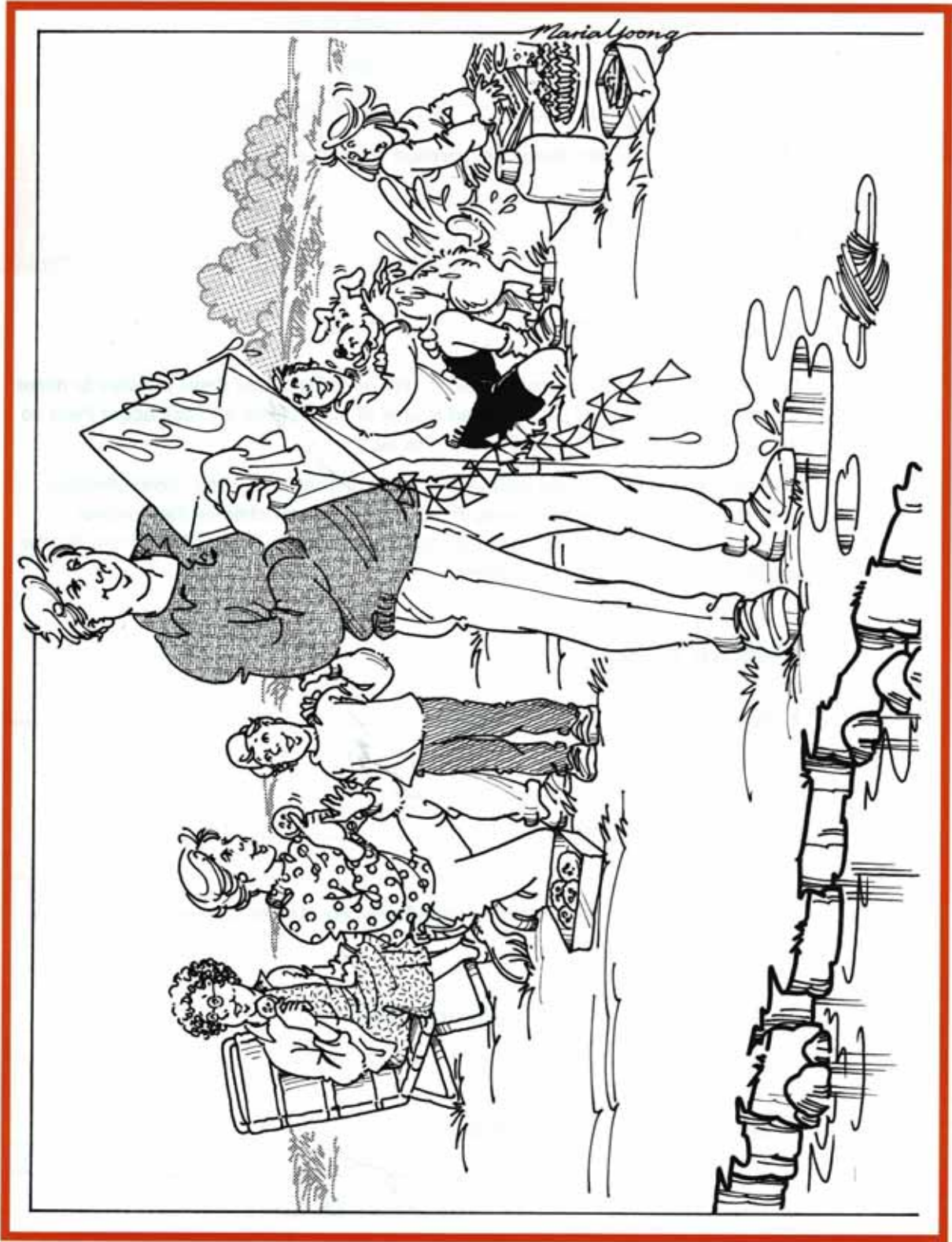
Phase _____







Maria Joong



ORAL COMPREHENSION TASK

"LOST TEDDY" STORY

STUDENT Date of birth

Class / teacher Tape no. / side / counter no.

Date of recording Recorded by

Comments: (eg first language, attention to task, behaviour)

.....

.....

SUGGESTED INSTRUCTION

I've got some pictures for you to look at. We're going to use these pictures to make a story in a minute. But first we need to look at the pictures and talk about them so we can work out what the story is going to be.

Questions shown in italics are not included in the profiling of the Oral Comprehension Task, but should still be administered in order to prepare the child for the Narrative Production task which follows. Use the script in parentheses if the child fails to make the key inference in the preceding question.

Picture One

1. Who are these people?

It looks like a mother and her son, doesn't it?

2. Where are they going?

I think they might be going on a trip somewhere. Maybe they're on their way to catch a bus or a plane.

3. How do you know they are not going to school?

4. Whose idea was the holiday? Why?

What's the boy got in his bag? (He's got a teddy, hasn't he?)

5. What do you think is going to happen in the next picture? Why?

Picture Two

What has happened? (Oh no, the teddy bear has dropped out of the bag.)

Picture Three

6. Why isn't anyone picking it up?
-

Picture Four

7. What is the man thinking?
-

8. Why can't he give the teddy back to the little boy?
-

9. What are some other things he could do with the teddy?
-

Picture Five

What's happening now? (Mm, this looks like his own little girl. He's giving the teddy to her).

How does the little girl feel? Why? (She's happy because she's got a new toy.)

How do you think the boy at the beginning of the story feels? (He's really sad.)

10. What does the boy have to remember when he's taking a special toy somewhere?

.....

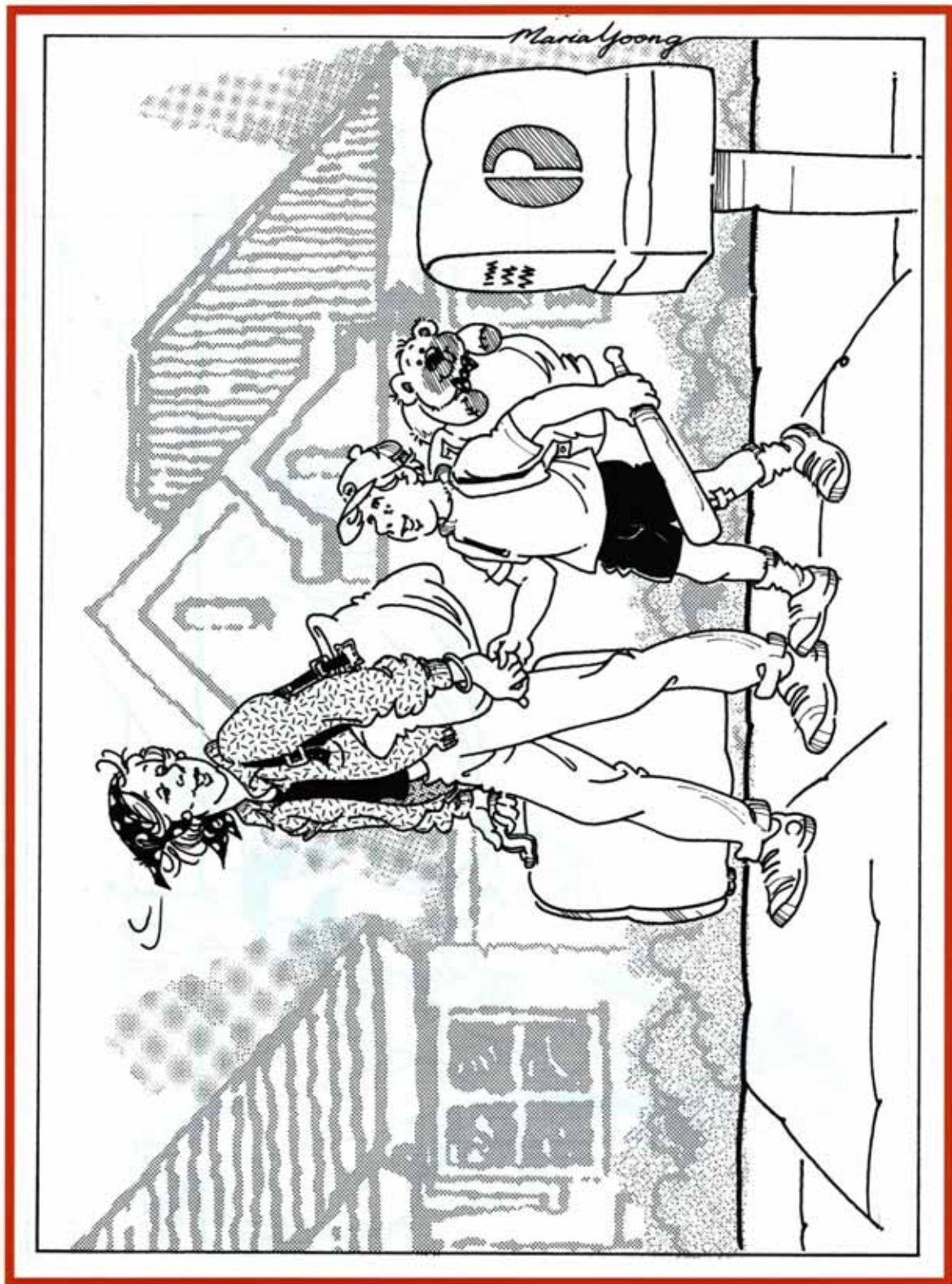
.....

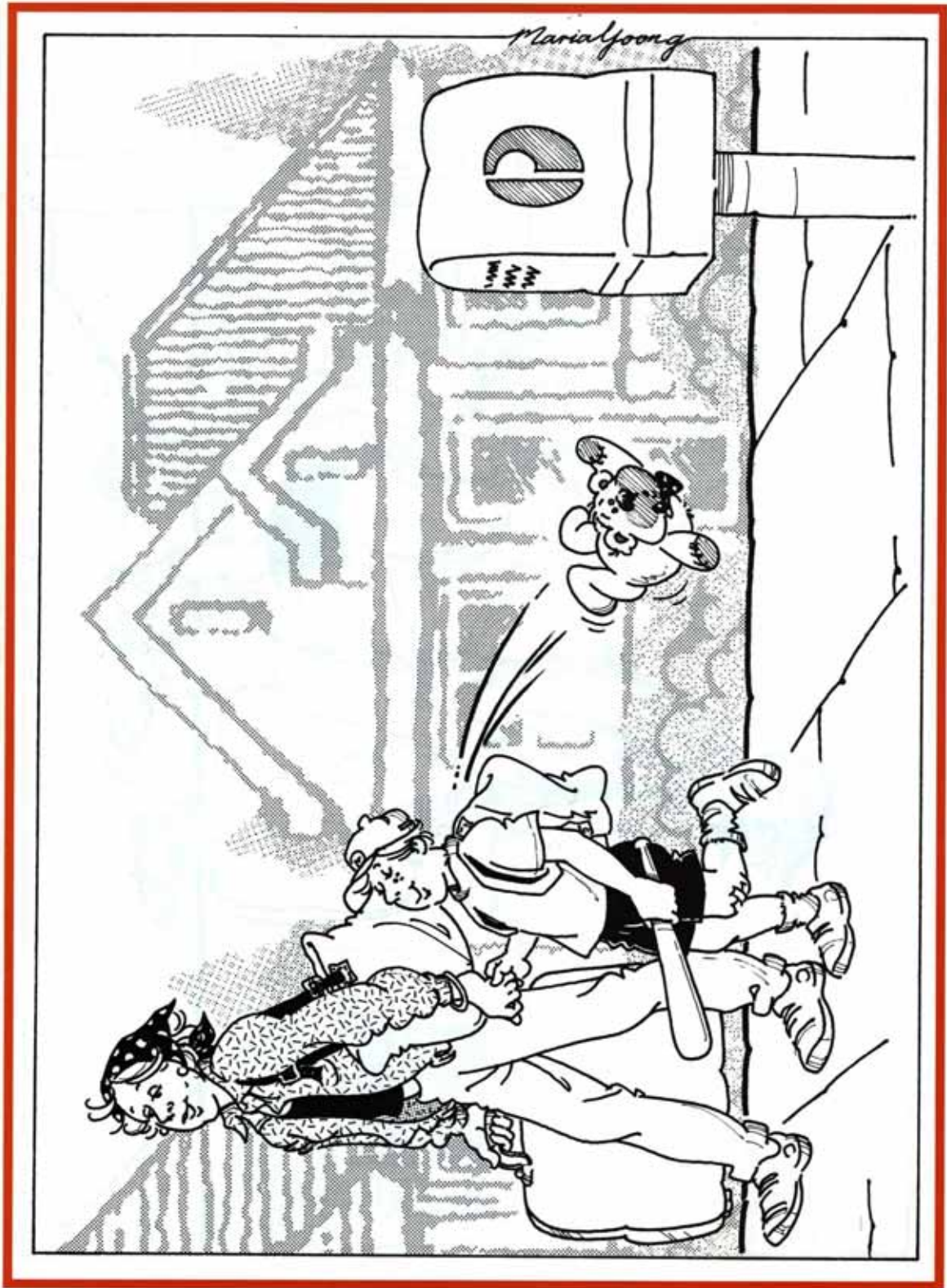
Oral Comprehension Profile

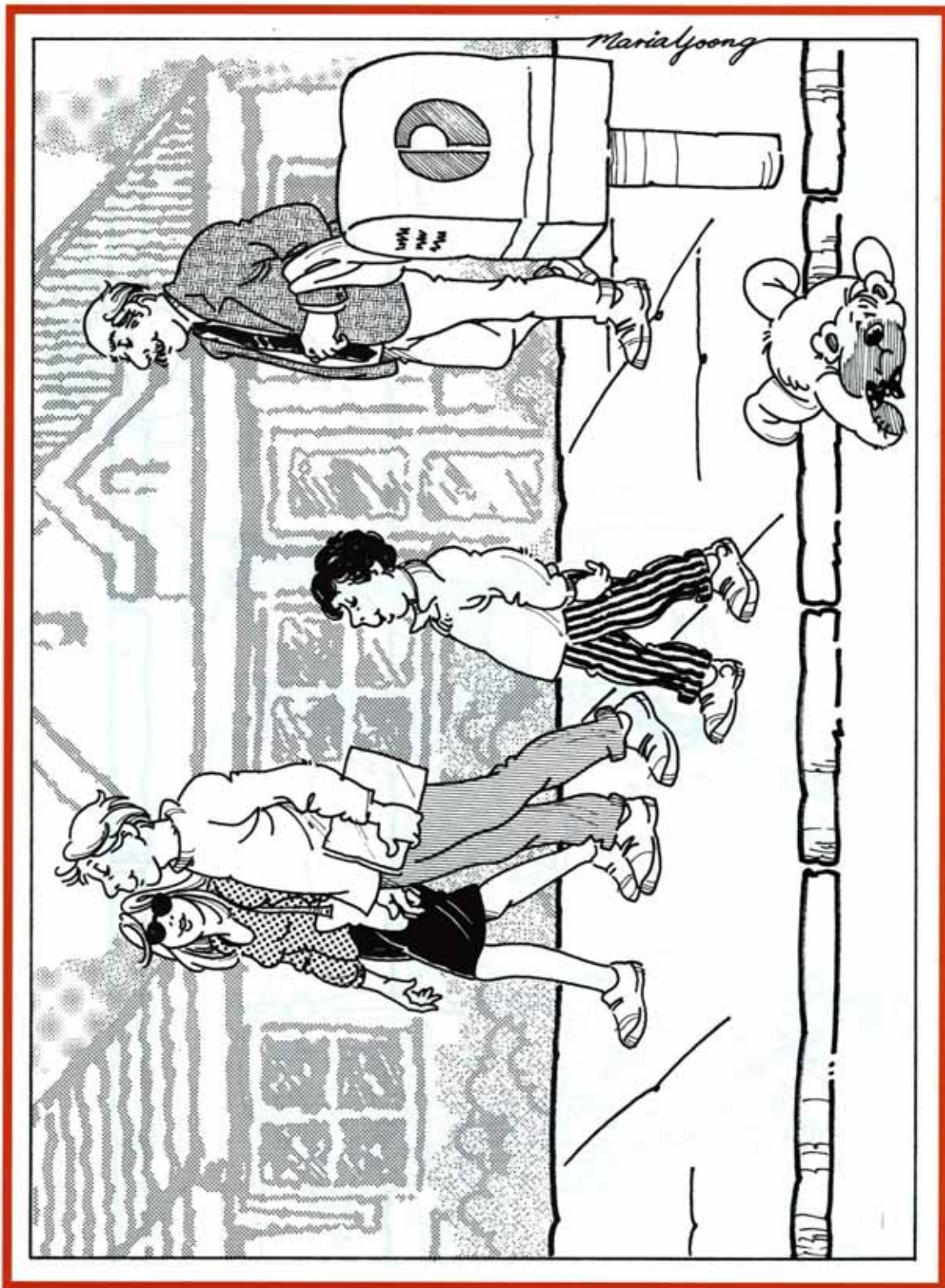
Level of response	No. of resp. (tally)
Phase 1	
Phase 2	
Phase 3	

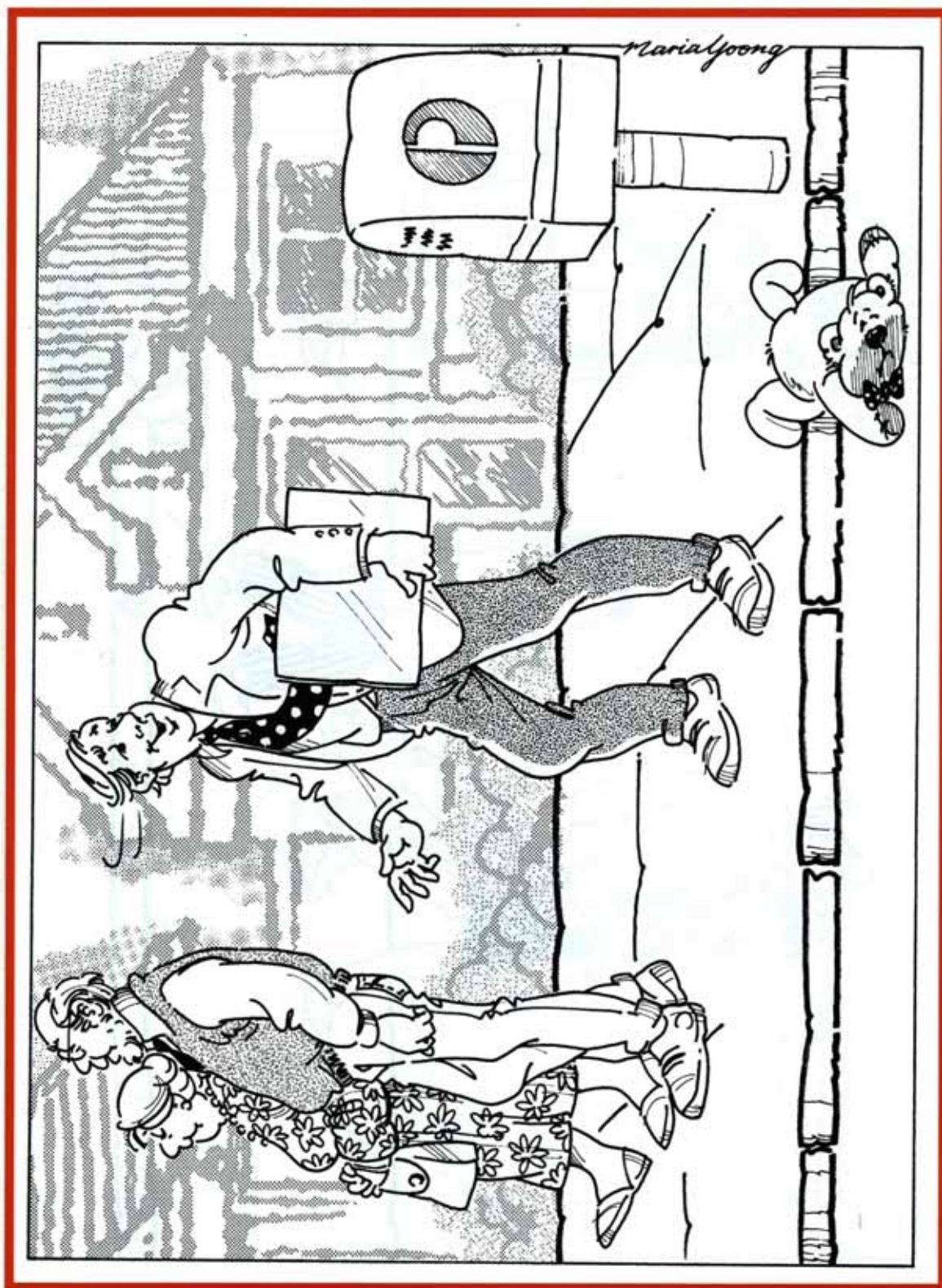
Comprehension Level

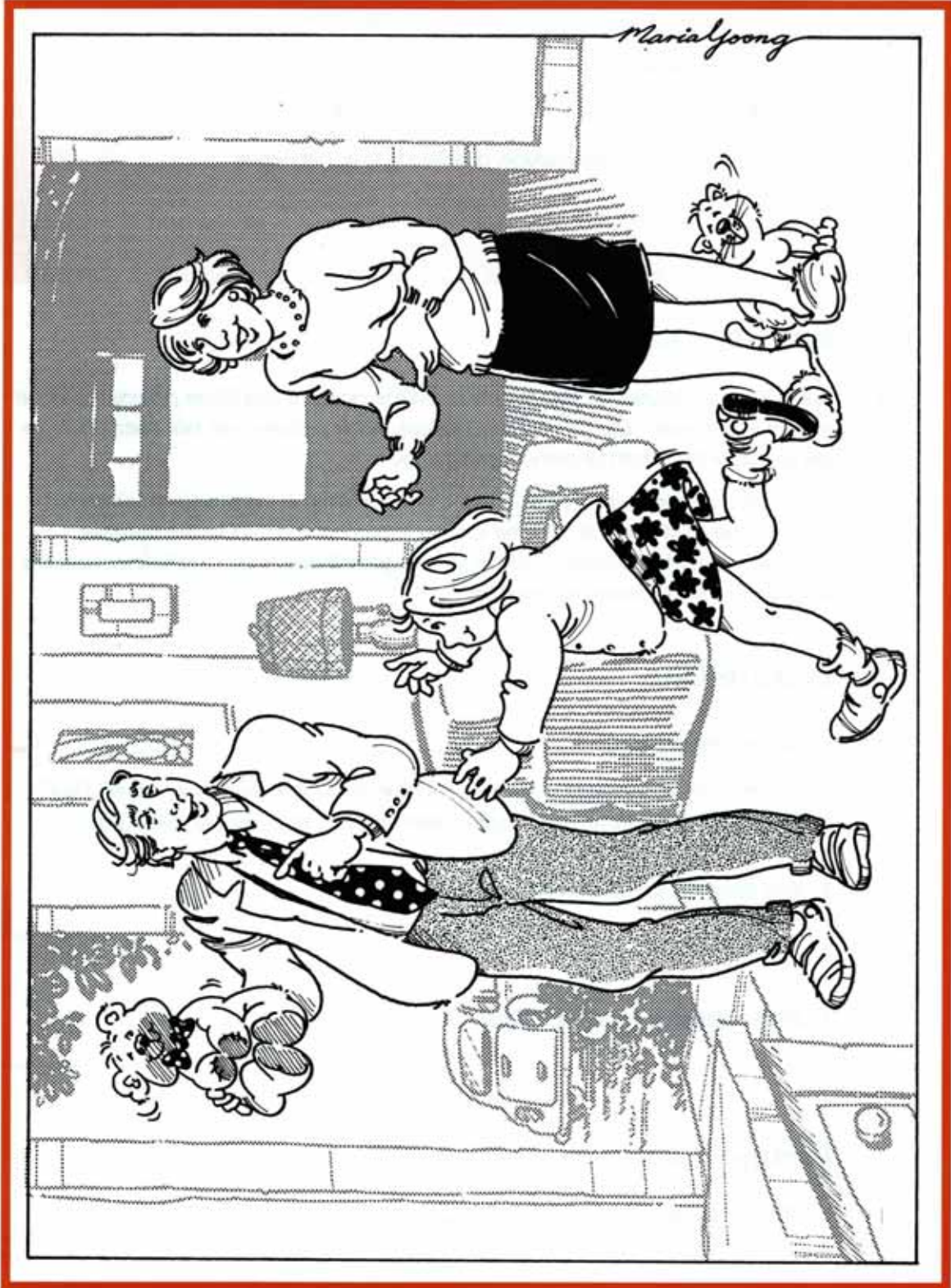
Phase _____











ORAL COMPREHENSION TASK

"THE FOOTBALL" STORY

STUDENT Date of birth

Class / teacher Tape no. / side / counter no.

Date of recording Recorded by

Comments: (eg first language, attention to task, behaviour)

SUGGESTED INSTRUCTION


I've got some pictures for you to look at. We're going to use these pictures to make a story in a minute. But first we need to look at the pictures and talk about them so we can work out what the story is going to be.

Questions shown in italics are not included in the profiling of the Oral Comprehension Task, but should still be administered in order to prepare the child for the Narrative Production task which follows. Use the script in parentheses if the child fails to make the key inference in the preceding question.

Picture One

1. Who are these people? 

Do you think they could be a family? (Which one do you think is the mum? Dad? ...)
What do you think they're doing? (Looks like they're going out doesn't it?)

2. Why aren't the kids at school? 

3. Whose idea was it to go out? Why? 

Picture Two

4. Where are they? 

What are those boys doing? (Looks like they're fishing.)
What are the little kids doing? (Looks like they're playing football.)

5. What do you think is going to happen in the next picture? Why?

Picture Three

What's happened? (Oh no, the football's gone in the water)

6. Why can't the kids get it out?

7. What is grandma saying to the kids?

8. Why aren't the others doing anything?

9. How could they get the ball back?

Picture Four

What's happening now? (Mm, the big kid went in to get the football out of the water.)

How do the kids feel now? Why? (They're probably happy to get the football back.)

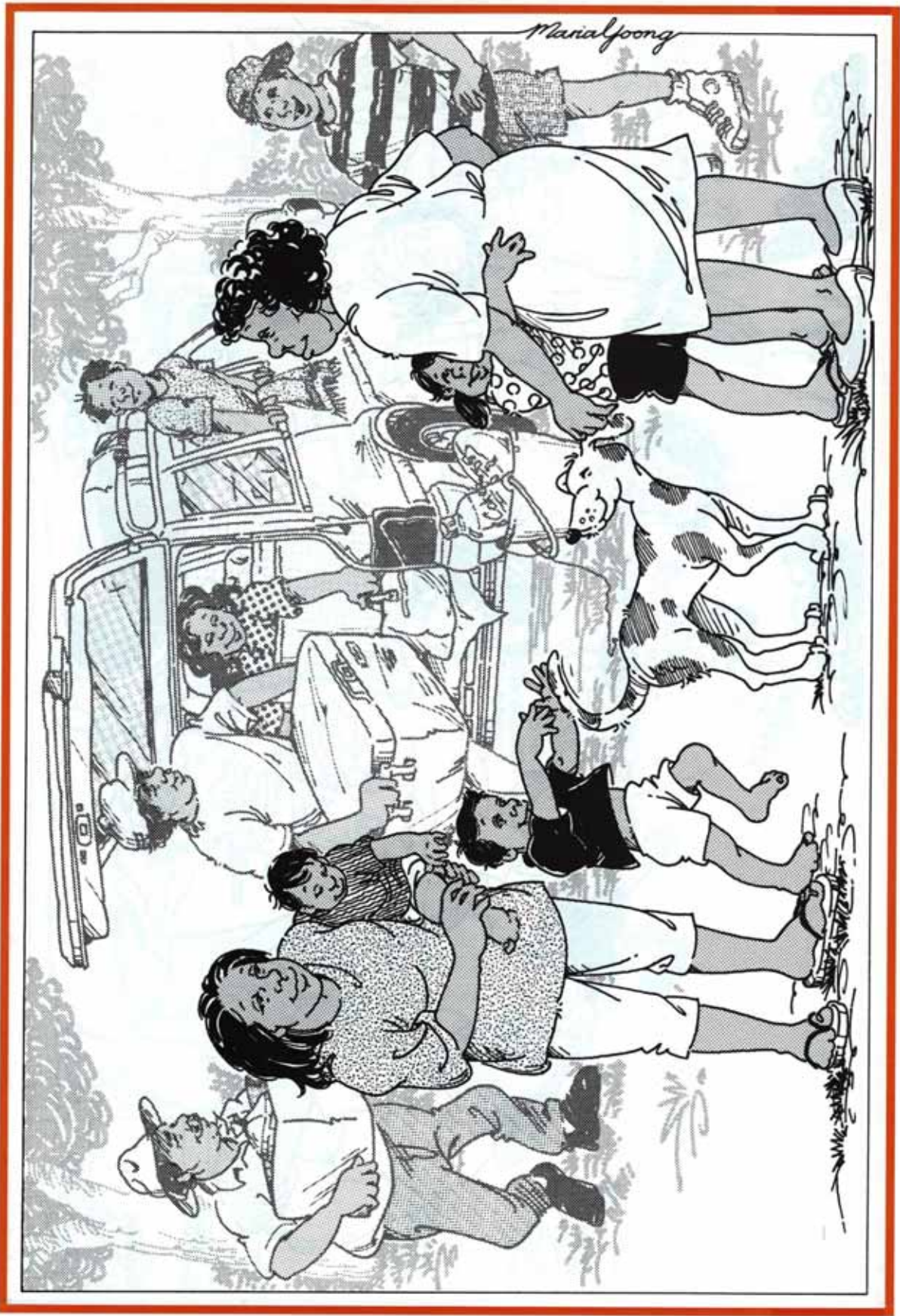
10. What do the kids have to remember when they're playing with the football next time?

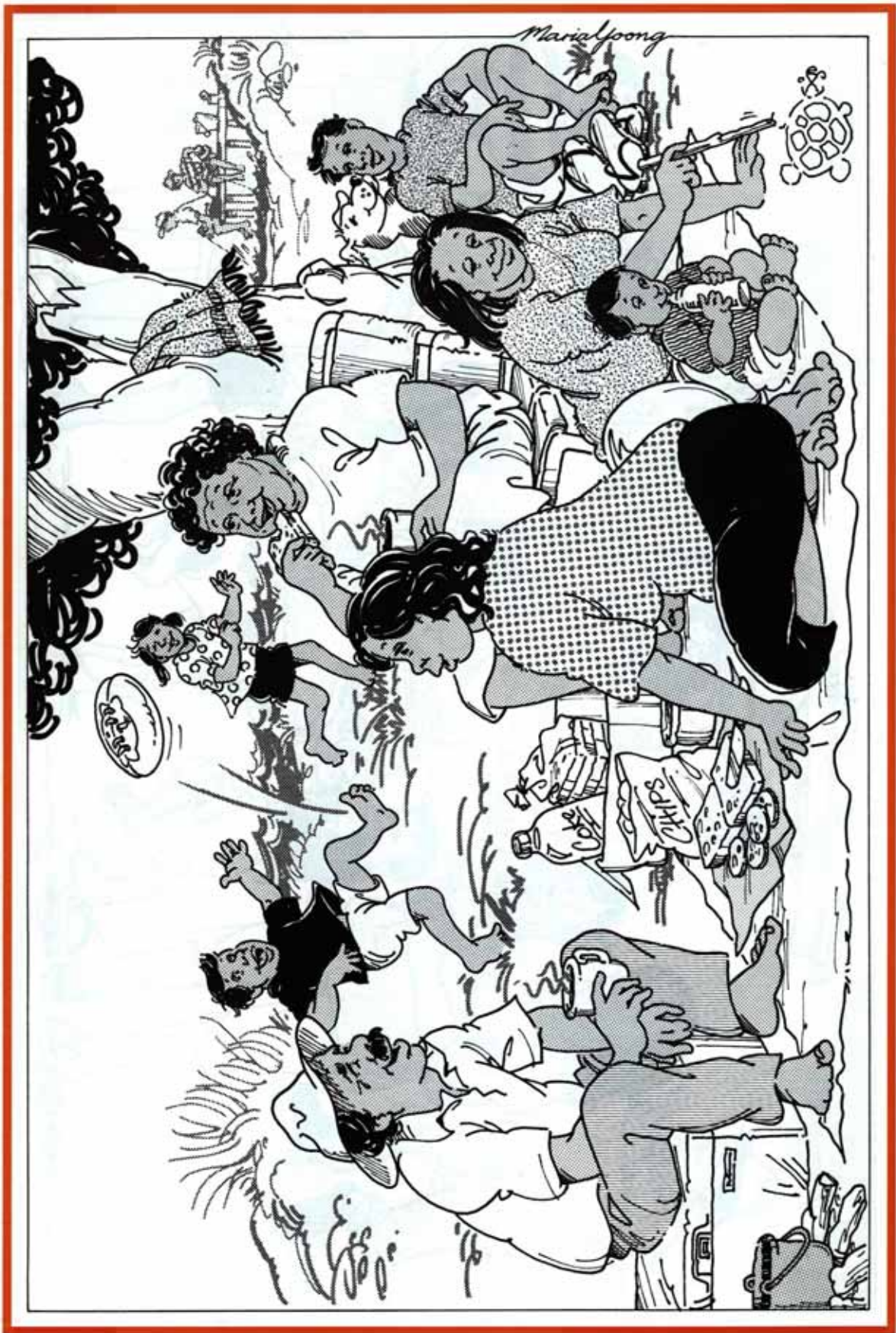
Oral Comprehension Profile

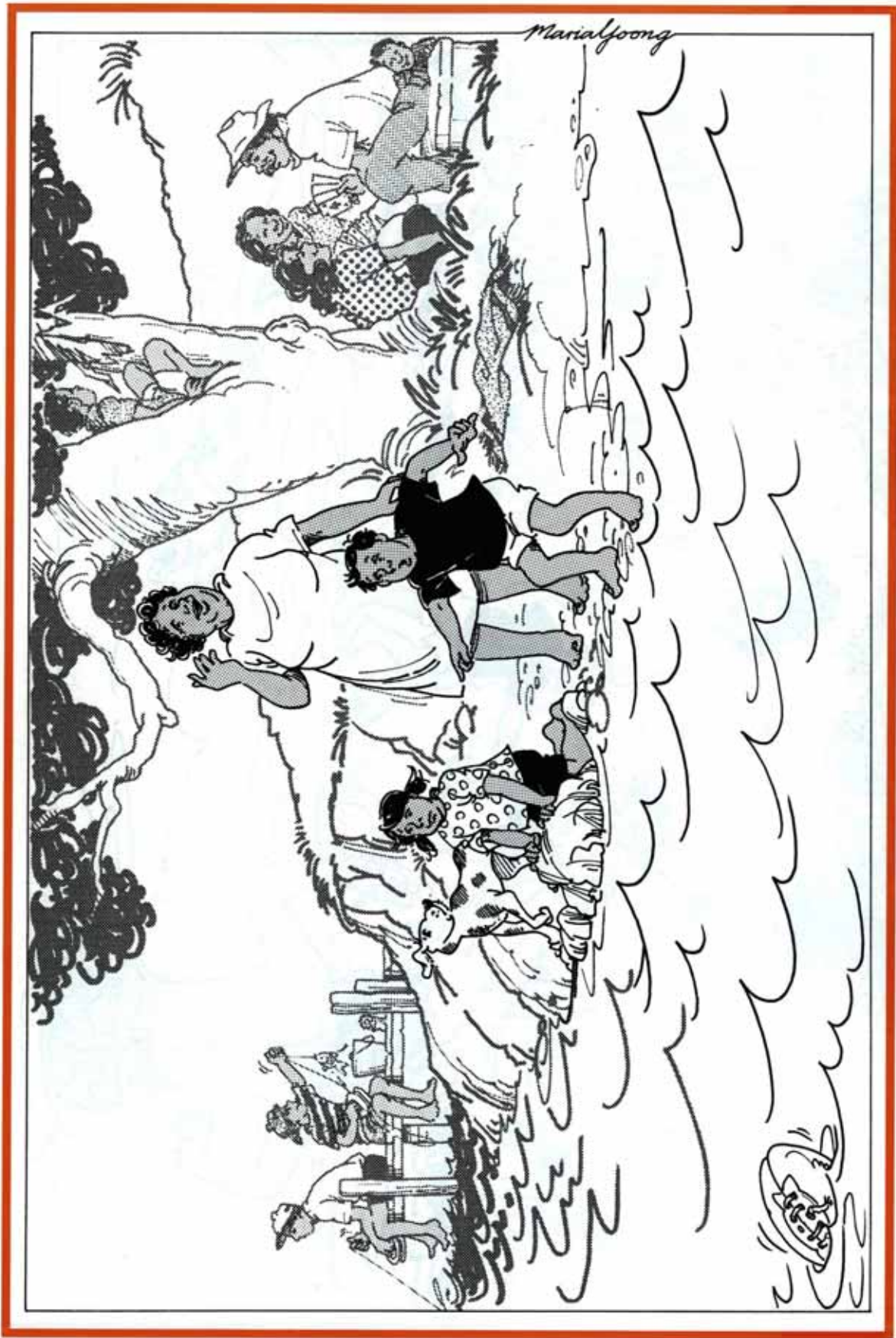
Level of response	No. of resp. (tally)
Phase 1	_____
Phase 2	_____
Phase 3	_____

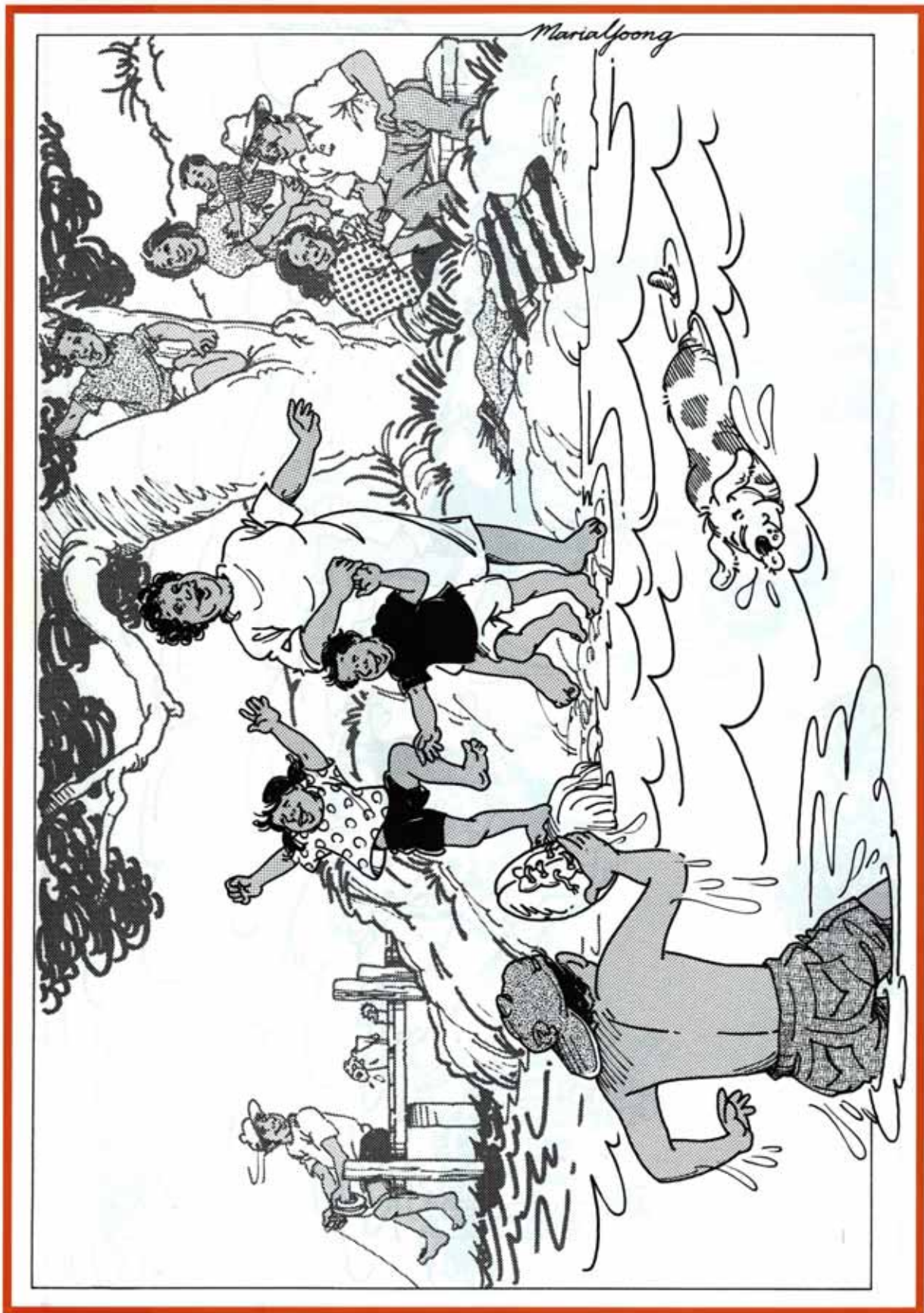
Comprehension Level

Phase _____









Appendix 9

Profile Summary Sheet

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				

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				

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				

Profile Summary Sheet

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				

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				

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				

Appendix 10

Language Observation Checklist – Four Year Old Children

NAME Date of Birth

Observed by: Date(s) of Observation:

Contexts of Observation:

Notes: eg first language or dialect

	YES	NO	NOT OBSERVED
Social Communication			
Responds ¹ when spoken to by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates talk to other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds ¹ when spoken to by adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiates talk to adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes turn at talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses self-directed talk in play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talks for toys or puppets in play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directs talk to other children in play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses talk for a variety of purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes participates in group speaking activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses non verbal communication regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
¹ Note that this response may be verbal, an action or gesture, or consist of directing attention to the speaker. ² Non-verbal responses may be more likely from Indigenous children than from non-Indigenous children.			
Comprehension			
Shows understanding of a range of familiar concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accurately follows simple instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates understanding of class routines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In play, shows understanding of everyday routines common in own home ²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds appropriately to who, where, what questions ³	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attempts to respond to why, how questions ³	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses context to help with understanding of language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
² Consultation with caregivers will help you determine routines common in the child's home. ³ Note that in some home language varieties questions of this type are used infrequently, so children may not respond to them.			

	YES	NO	NOT OBSERVED
--	-----	----	-----------------

Content and organisation

Tells others about personal experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talks about events in pretend play ⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talks about future and past events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attempts to explain simple procedures when asked (eg how a box construction was made)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows an interest in stories and books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tells others about community or extended family issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁴ Note that pretend play is not common to all cultures.

	YES	NO	NOT OBSERVED
--	-----	----	-----------------

Linguistic Structures

Developing acceptable 'home language' sentence forms ⁵	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a small range of joining words (and, then, because)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can be understood by others most of the time ⁶	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a variety of words to talk about familiar experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

⁴ Note that pretend play is not common to all cultures.

⁵ If you are not familiar with the child's home language, you are advised to consult family members before making a judgement.

⁶ In the case of children whose first language is not Standard Australian English, consult family members to determine whether the child is mostly understood in home settings.

Comments:

For each indicator place a tick along the profiling bar from Phase 1-3 level of performance.

Social Communication

Phase 1 Emergent	Phase 2 Early Developing	Phase 3 Developing
SC1 Expresses basic communicative needs but needs assistance to formulate in socially appropriate ways.	SC1 Uses language for a variety of social purposes, eg to greet, request, apologise, invite.	SC1 Is able to identify and discuss the different functions of language, eg to greet, request, persuade, inform, argue.
SC2 Joins in unison speaking situations, eg, action verse chants, rhymes.	SC2 Shares information in whole group discussion or conversation when requested.	SC2 Actively bids for turn in whole group discussion.
SC3 Talks to selected peers and adults; rarely initiates conversation spontaneously.	SC3 Initiates conversation with peers, eg shared personal experience, jokes, anecdotes.	SC3 Uses routine expressions that are part of peer group "talk".
SC4 Negotiates for use of resources in collaborative task, but completes in parallel with little peer-directed talk.	SC4 Discusses collaborative task with peers, eg gives feedback, comments, asks questions, offers help.	SC4 Is able to explain procedures to others, showing an awareness of the steps involved, eg explaining how to order lunch to new student.
SC5 Lacks awareness of the need to maintain joint focus and displays inappropriate non-verbal behaviours.	SC5 Uses appropriate non-verbal behaviours, eg rate of speech, eye contact.	SC5 Uses non-verbal means to convey social empathy and interest in others.
SC6 Demonstrates inappropriate discussion behaviours, eg interrupting, lack of acknowledgement of speaker.	SC6 Follows appropriate speaking listening conventions; distinguishes between appropriate playground and classroom language, eg turn-taking, politeness terms.	SC6 Is able to identify and explain the effect of communicative behaviour on others, eg non-verbal cues, using people's names, positive or negative statements.

Comprehension

Phase 1 Emergent	Phase 2 Early Developing	Phase 3 Developing
C1 Requires direct modelling or explanation of classroom routines and procedures.	C1 Listens attentively and uses inferring skills to work out requirements of simple instruction.	C1 Able to carry out instructions related to unfamiliar material or tasks utilising verbal information alone.
C2 Ignores contextual cues or uses inappropriate strategies to attempt response, eg makes incorrect guesses from context, makes random guess.	C2 Indicates in non-specific ways when something is not understood, eg requests repeat, asks general question.	C2 Monitors the information provided by the speaker and uses specific questions to elicit new information or further explanation.
C3 is able to make contribution in group discussion only when teacher has simplified question or provided scaffolding for response.	C3 In group discussion the child follows the topic and makes relevant contribution, contribution, eg answers questions, comments, asks questions.	C3 Asks questions and makes comments that expand or add to topic in small group and class discussion.
C4 May respond appropriately to concrete, literal questions, but experiences difficulty making predictions and inferences.	C4 Responses to questions are relevant and demonstrate the ability to make simple predictions and inferences directly based on information presented.	C4 Draws on general world knowledge to interpret information, going beyond presented information to make own predictions and inferences.

Content and Organisation

Phase 1 Emergent	Phase 2 Early Developing	Phase 3 Developing
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.
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 need for support.
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.
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.

Linguistic Structures

Phase 1 Emergent	Phase 2 Early Developing	Phase 3 Developing
LS1 Is not fully intelligible with errors in production of sounds.	LS1 Uses audible, intelligible speech.	LS1 In presentation situations experiments with use of voice to entertain audience or emphasise meaning.
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.
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.

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.