

## EDCI 4010 Response to 7.7/U7.7A:

**Reviewer's Comment:** Reviewers were unable to find evidence for **listening and speaking**.

**Response:** Please find Clinical Signature Assignment: Language Sample Description below. This is an oral language analysis, an informal language assessment technique, widely used to assess a child's **speaking and listening skills** in the areas of phonology, morphology, syntax, semantics, and pragmatics. Sample utterances are from an interview with a child in response to verbal prompts (based on the student's listening).

Further evidence of listening and speaking is highlighted in green.

### Clinical Signature Assignment: Language Sample Project Description and Grading Rubric

This assignment requires approximately 15 hours of fieldwork.

#### Due Dates:

First Draft: Sections are due on weeks: 8, 10, 11, 13

Final draft: Final Class Session

#### Purpose:

1. To obtain language sample from one child with a disability and one non-disabled child of the same age. Candidates are encouraged to choose the child whose disability (and/or age) is prevalent within the population of students served by teachers within candidates' specialization. A minimum of 50 **oral language** "utterances" from each child should be obtained. In nearly all cases it will be necessary to audio record the sample. ("Utterances" will be defined in class.) At least one sample should include an adult interacting with the target student. The 50 utterances will be transcribed verbatim onto copies of the attached data sheet.
2. To analyze and compare/contrast these samples according to communicative use & pragmatics, content and grammatical structure (form) of each child's **oral language**, and to analyze the communicative context (the impact of adult's prompts and the situation in which the interview was taken, as well as the child's listening abilities on their speaking/interview responses), including the role of the adult in supporting language and cognition.

**Skills & Knowledge:** The Language Sample Analysis Assignment incorporates the following key skills and knowledge: practice of questioning techniques, supporting creation of an oral narrative; understanding of language manifestations of cognitive development; informal language assessment; understanding of the connections between children's environment and nurture and language and literacy development; knowledge and recognition of disability-specific language behaviors, understanding of necessary accommodations, modifications, supports and instructional practices.

**Tasks:** 1. Develop interview questions. Make sure that you target higher order thinking skills (**CaITPA C1E; CaITPA C2D;G**); 2. Select 2 focus children for the study; 3. Develop interview questions to learn more about the focus children (take a look at issues you need to reflect on in the introduction section below); interview the children's parents/teachers (request access to copies of the child's samples of written, word processed, digital and multimedia written and spoken work samples), the children, and transcribe the interviews; 4. Analyze the interview responses following the format presented in class; 5. Develop IEP goals based on students' needs. 6. Provide recommendations for caretakers and school team to support language and literacy development of the focus children, discussing how a student's language development can be enhanced by engaging the student in creating a variety of diverse oral, print, digital, and multimedia texts in English and student's other languages. 7. Reflect on what you learned in this project.

**Time Required:** 15-20 hours

**Submission Format:**

A 7-8 (approximately) page typed, 12 font, double spaced analysis and comparison of the two samples. (Sample projects will be available for your inspection in class). Language Sample Transcripts are not included into the page count. Papers must be well-organized and use subheadings reflecting the analysis described below. Appendices should include transcripts, analysis tables, parental consent, and links to the interview video recordings. **CalTPA C2G**

**Signature Assignment Components:**

**1.Introduction:** Based on your interaction/interviews with students' parents and/or teachers, provide a brief description of the 2 focus students. Include the following details: chronological age, grade, gender, disability designation(s), known academic/socio-emotional/linguistic assets/strengths and needs, language(s) spoken; family context, and school placement (gen. ed. classroom, RSP, SDC, NPS, etc.), number of students and adult/student ratio. Discuss any relevant information related to language development. For example, for a child with an IEP, review the IEP, paying particular attention to **the child's auditory processing and speech and language**. If known, mention the students' interests, likes, and dislikes. Discuss the impact of personal, family, school, community and environmental factors on students' academic, physical, emotional, cultural and social well-being.

**2.Analysis:**

**Communicative Use.** How does each child use language: What communicative purposes or functions are used in the sample? Give examples. What are the predominant communicative functions? (Use Halliday's categories.) How did the **child's listening skills** impact the child's **oral language (speaking) responses**?

What observations have you made about the students' communication development?

**Communicative Content.** What topics does each child **talk** about? Is the vocabulary adequate? What evidence of English language learner status is exhibited in the Language Sample? Are the topics and concepts concrete/abstract? Visible/not visible? Present/past/future tense? Actions/things/qualities? Feelings?, etc. (For a very young child you may wish to discuss semantic categories here.) What were some instances of academic language use? How would you characterize student's academic language development? How does the content of the student's language reflect his/her cognitive stage? What cognitive stage does each student appear to be in? How did the interviewer's prompts and **child's listening skills** impact the content of the child's **oral language (speaking) responses**?

**Communicative Form (Grammatical Structure).** Analyze the surface structure of each student's language (e.g., early word combinations; emerging use of grammatical morphemes; complete but simple sentences; complex structure, use of fragments, etc.) Are there consistent morphological errors or omissions? Is there evidence of home language influence on English language learner?

Compute the Mean Length of Utterance (MLU) in **morphemes** for each sample, and discuss.

How did the **child's listening skills** impact the form of child's **oral language (speaking) responses**?

**Pragmatics.** Discuss such pragmatic features as linguistic/contextual contingency; use of accurate or inaccurate presuppositions; conversational skills including use of conversational devices, such as grammatical ellipsis and back channeling; topic maintenance and extension; use of polite forms; etc.

**Communicative Context:** Describe the communicative context or situation in which the sample occurs. Discuss how (not whether) each of the dimensions of content, use and form, is influenced by the situation. For example, if the context is an interview setting discuss how the nature of the interview (including the relationship between the interviewer and the person being interviewed) affected each dimension. Reflect on your interviewee (how did the student's assets and needs impact the interview).

**Effectiveness of adult's role.** Describe effectiveness of adult's role in supporting language in at least one of the samples. (e.g., responsiveness, topic extension, use of "child-directed"; use of "comprehensible input" (be specific) etc.) What else was effective in your preparation for the interview?

**Proposed Support Measures.** Focus on the student with disabilities. Having analyzed the student's language needs, what goals would you develop for this student? Please write 2-3 goals in the goal format presented in class. Include an ELD goal if appropriate. What would you propose as supports necessary for this student's successful communication, ELD and academic language development, as well as learning at home and school? How would you effectively engage the families? What accommodations and modifications might be necessary to support focus student in literacy, listening, and speaking? Apply UDL framework as you plan these (i.e., multiple ways of access/representation, engagement, expression). How would you adapt instructional materials? What could be done by support personnel (para-educators). What grouping strategies do you recommend? Do you have any AT or AAC recommendations? If the child is demonstrating difficulty **with listening skills**, what supports would you recommend at school and at home? How will proposed accommodations and modifications make instruction more effective? (Present information in a way that would be easy to communicate with the student's family, support providers, and/or school personnel).

**Reflection:** Provide a brief analysis of how you developed the interview questions; what you learned and what you still need to learn, examine how your own cultural, professional, linguistic, etc. values and biases affect your teaching, interaction with children and their families.

### LANGUAGE SAMPLE ANALYSIS DATA SHEET

Student initials \_\_\_\_\_ Page # \_\_\_\_\_

Situation/ Interviewer's Questions	Child's response	Communicative function	Utterance Type	Number of Morphemes	Comments; Error patterns

Communicative Functions:	Utterance Types:
Instrumental Regulatory Personal Heuristic Informational Imaginative Interactional	Non-verbal response Single Word (S) Fragment (F) Telegraphic (T) Holophrastic (H) Simple Sentence (SS) Simple Sentence with Error (SSE) Complex Sentence (CS) Complex Sentence with Error (CSE)

## PROJECT GRADING and RUBRIC

The Language sample project is worth 180 possible points. Projects will be graded on completeness and professionalism; and on how accurately the analysis applies information presented in the course to each of the components listed above. (**See Grading Rubric below.**)

**Language Sample Grading Rubrics:** The language sample analysis project is worth a maximum of 180 points, and will include nine (9) components, each of which will be evaluated separately as follows:

1. **Quality of Sample including introduction and the quality of transcript (30 pts)**
  2. **Content Analysis (20 pts)**
  3. **Structural Analysis (20 pts)**
  4. **Function (use) (20 pts)**
  5. **Pragmatic Analysis (20 pts)**
  6. **Analysis of Effects of Context (20 pts)**
  7. **Analysis of adult role (20 pts)**
  8. **Proposed Support Measures (20 pts)**
  9. **Professionalism (including presentation of the paper and reflection) (10 pts)**

The following rubric is used to evaluate each of the above components:

30/30; 20/20; 10/10 = Student clearly, accurately and completely demonstrates the skills and knowledge related to that component.

24/30; 16/20; 8/10 = Student demonstrates most skills and knowledge clearly, accurately and completely, with minor inaccuracies or slight omissions of relevant points.

18/30; 12/20; 6/10 = Student demonstrates basic understanding of concepts, with some inaccuracy and incompleteness, and fails to demonstrate skills in analysis.

6 to 12/30; 4 to 8/20; 2 to 4/10 = Student demonstrates understanding of only a few concepts and fails to demonstrate skills in analysis.

0 = Student omits section or attempts analysis of component but fails to demonstrate either understanding of concepts or skills in analysis