

Dynamic Assessment of Academic Language Skills

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Dynamic Assessment: :

An evidence-based practice for Assessment of CLD students

Age/grade range: K – 2 grade (5 – 7 years)

Tasks: selected from grade level language arts TEKS

--Word/syllable segmentation – KG

--Word Associations – KG – 2

--Categorization – KG – 2

Modifiability to be assessed by both amount of observed change and by evaluation of amount of time required for teaching.

List of references/resources available

Dynamic Assessment of Academic Language Skills

Read Me

Date: June 18, 2013

Examinee Name

Examinee Birth Date

Examinee Grade



Dynamic Assessment of Academic Language Skills

Tasks

**Phonological Awareness:
Word/Syllable Segmentation**

**Word Associations/Verbal
Analogies**

Categorization

Phonological Awareness: Word /Syllable Segmentation

Pretest

Instructions: to student: "Say (word). Now say (word) without (highlighted portion)"

Start timer

toothbrush

☐

Correct

☐

Incorrect

football

☐

Correct

☐

Incorrect

cowboy

☐

Correct

☐

Incorrect

bedtime

☐

Correct

☐

Incorrect

toothbrush

☐

Correct

☐

Incorrect

Next 5

Phonological Awareness: Word /Syllable Segmentation

Pretest

Instructions: to student: "Say (word). Now say (word) without (highlighted portion)"

dollar

☐

Correct

☐

Incorrect

salad

☐

Correct

☐

Incorrect

candy

☐

Correct

☐

Incorrect

rabbit

☐

Correct

☐

Incorrect

apple

☐

Correct

☐

Incorrect

Stop timer

Submit

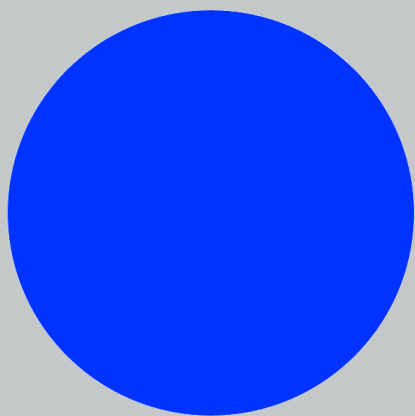
Phonological Awareness: Word /Syllable Segmentation

Teaching Segment

(Say the word for the student. Then drag away one of the symbols and ask the student WHAT'S LEFT?)

Start timer

“Let’s Wake a lady blue”



Reset



Correct



Incorrect

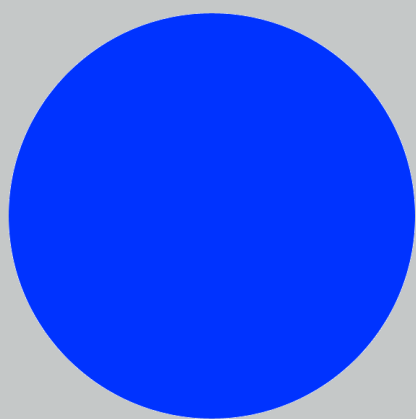
Next

Phonological Awareness: Word /Syllable Segmentation

Teaching Segment

(Say the word for the student. Then drag away one of the symbols and ask the student WHAT'S LEFT?)

"Let's take away 'bird'"



Reset



Correct



Incorrect

Stop timer

Phonological Awareness: Word /Syllable Segmentation

Teaching Segment

(Say the word for the student. Then drag away one of the symbols and ask the student WHAT'S LEFT?)

Start timer

“Let’s take away” sis”

sis ter

Reset



Correct



Incorrect

Next

Phonological Awareness: Word /Syllable Segmentation

Teaching Segment

(Say the word for the student. Then drag away one of the symbols and ask the student WHAT'S LEFT?)

“Let’s take away” “ter”

sis ter

Reset



Correct



Incorrect

End timer

Phonological Awareness: Word /Syllable Segmentation

Posttest

Instructions: to student: "Say (word). Now say (word) without (highlighted portion)"

Start timer

watchdog

☐

Correct

☐

Incorrect

bluebell

☐

Correct

☐

Incorrect

backboard

☐

Correct

☐

Incorrect

handstand

☐

Correct

☐

Incorrect

carport

☐

Correct

☐

Incorrect

Next 5

Phonological Awareness: Word /Syllable Segmentation

Posttest

Instructions: to student: "Say (word). Now say (word) without (highlighted portion)"

ballon

☐

Correct

☐

Incorrect

handle

☐

Correct

☐

Incorrect

window

☐

Correct

☐

Incorrect

hammer

☐

Correct

☐

Incorrect

cousin

☐

Correct

☐

Incorrect

Stop timer

Submit

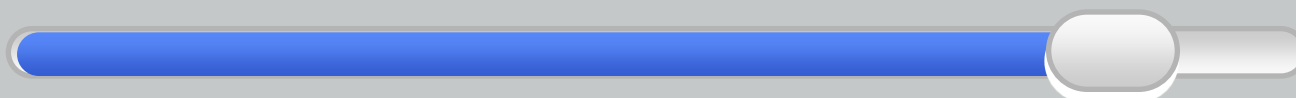
**Phonological Awareness:
Word /Syllable Segmentation**

Performance Evaluation

Examiner Effort



Examinee Modifiability



Enter comments here...

Q	W	E	R	T	Y	U	I	O	P
A	S	D	F	G	H	J	K	L	
↑	Z	X	C	V	B	N	M	←	X
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Word Associations/ Verbal Analogies

Pretest

Tell student: Finish this sentence. “(word A) goes with (word B) like (word C) goes with . . .(pause). Response should be a highlighted word choice

Start timer

Correct Incorrect

(A)Plate/ (B) food --

(C)cup/. . . **juice/water/drink**



(A)House/ (B) walls –

(C)Box/. . . **sides**



(A)Rabbit/ (B) fur –

(C)Chicken/. . . **feathers**



(A)Bird/ (B) nest –

(C) Bear/ . . . **cave**



(A)Elevator/ (B) stand –

(C)Staircase . . . **walk**



Next 5

Word Associations/ Verbal Analogies

Pretest

Tell student: Finish this sentence. “(word A) goes with (word B) like (word C) goes with . . .(pause). Response should be a highlighted word choice

Correct Incorrect

(A) Sandwich/ (B) food --
(C) ball/ . . . **toy**



(A) Car/ (B) key –
(C) Bike/ . . . **legs**



(A) Door/ (B) knock –
(C) Paper/ . . . **write**



(A) Sleep/ (B) bedroom –
(C) Swing . . . **playground**



(A) Teacher/ (B) book –
(C) Fireman . . . **hose**



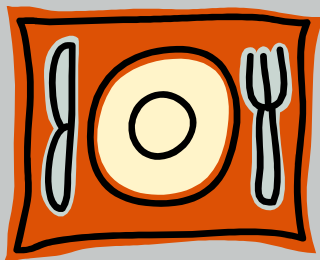
Stop Timer

Word Associations/ Verbal Analogies

Teaching Segment

(Tap to make analogy components appear. Examiner explains relationship between first two items. When student correctly finishes analogy, reward animation will appear).

Start timer



plate

“

Goes with



food

like



cup

Goes with



juice

Reset



Correct



Incorrect

Next

Word Associations/ Verbal Analogies

Posttest

Tell student: Finish this sentence. “(word A) goes with (word B) like (word C) goes with . . .(pause). Response should be a highlighted word choice

Start timer

Correct Incorrect

A) Up B) down –

C) In**out**



A) Car B) ride –

C) Bed**sleep**



A) Knock B) door

C) Ring . . .**bell**



A) Walk B) legs

C) Eat. . . .**mouth**



A) Worm B) bird

C) Sandwich . . .**people**



Next 5

Word Associations/ Verbal Analogies

Posttest

Tell student: Finish this sentence. “(word A) goes with (word B) like (word C) goes with . . .(pause). Response should be a highlighted word choice

Correct Incorrect

A) Spoon B) stir
C) pen. . . .**write/draw**



A) Refrigerator B) cold
C) stove. . . .**hot**



A) Book B) read
C) Shorts**wear**



A) Hand B) mitten
C) Head. . . .**hat**



A) Mother B) father
C) aunt. . . .**uncle**



Stop Timer

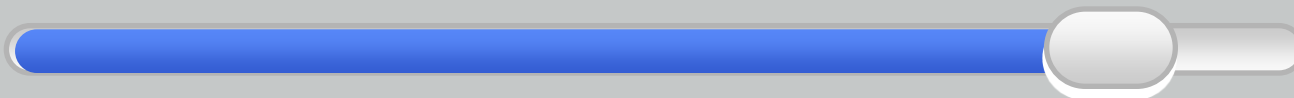
Word Associations/ Verbal Analogies

Performance Evaluation

Examiner Effort



Examinee Modifiability



Enter comments here...

Q	W	E	R	T	Y	U	I	O	P
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↑	Z	X	C	V	B	N	M	←	X
.,123	Space							Submit	

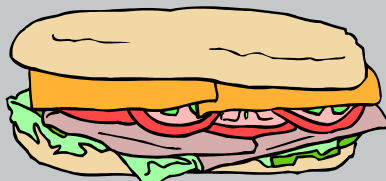
Categorization

PreTest: Receptive Categorization

Start timer

Instructions to Student: “Touch all the
(category name).”

“desserts”



Rapadura



Correct



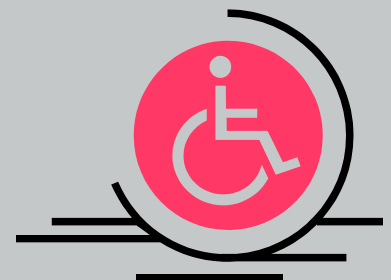
Incorrect

Next

Categorization

Instructions to Student: "Touch all the (category name)."

"letters"



Correct



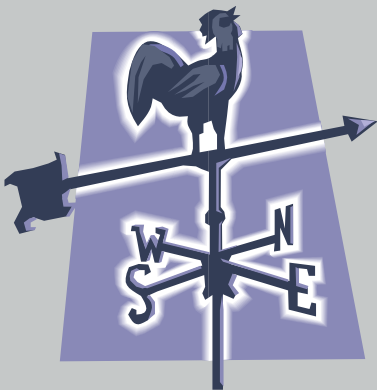
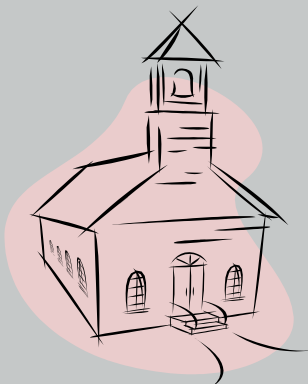
Incorrect

Next

Categorization

Instructions to Student: “Touch all the (category name).”

“Buildings”



Correct



Incorrect

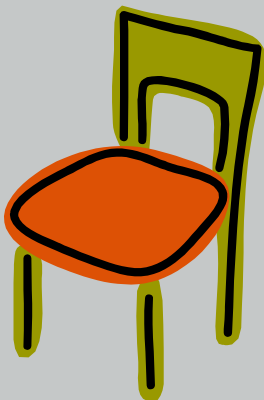
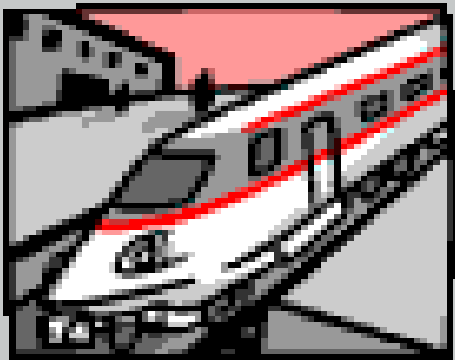
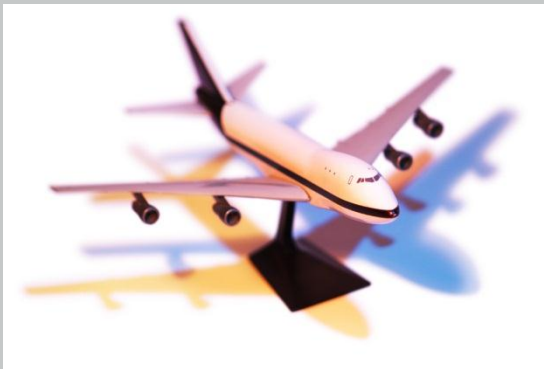
Next



Categorization

Instructions to Student: “Touch all the (category name).”

“Transportation”



Correct



Incorrect

Next

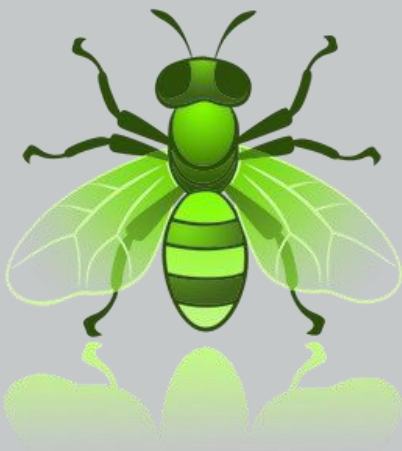
Categorization

Instructions to Student: “Touch all the (category name).”

“Insects”



“



Correct



Incorrect

Next

Categorization

Pretest: Expressive Categorization

Instructions: Alert the student “listen”. Then read each list of three words. Following the list, ask “these are all . . . What?”

Correct Incorrect

A shirt, a sock, a dress. . .
These are all . . . **clothes**



A knock, a honk, a crash.
These are all . . . **sounds**



Frightened, sorry, excited.
These are. . **Emotions (feelings)**



Fall, winter, summer.
These are all . . . **seasons**



Hearing, seeing, smelling.
These are all . . . **senses**



Stop Timer

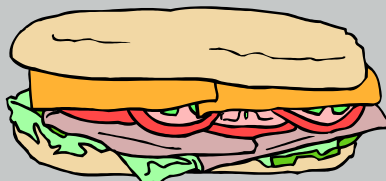
Categorization

Receptive Categories Teaching Segment:

Start timer

Instructions to Student: “Let’s find the (category)”. As each icon is touched, correct icons will animate. Incorrect responses won’t.

“desserts”



Correct



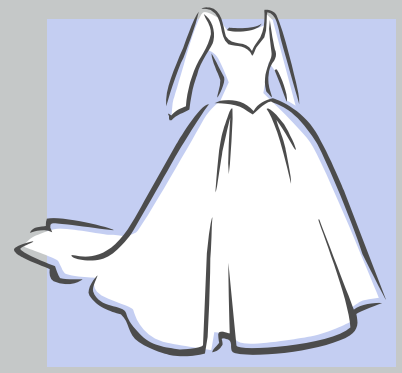
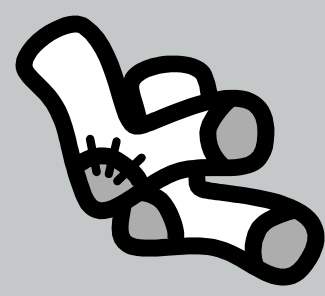
Incorrect

Next

Categorization

Expressive Categories Teaching Segment:

Instructions to Student: Find the category picture below that goes with these items (name each). Touch and drag it to this spot. What are these?





Correct



Incorrect

Next

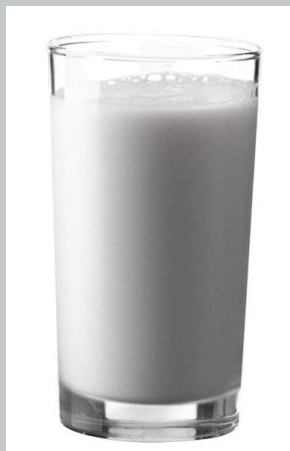
Categorization

PostTest: Receptive Categorization

Start timer

Instructions to Student: “Touch all the (category name).”

“vegetables”



Correct



Incorrect

Next

Categorization

Instructions to Student: “Touch all the (category name).”

“people”



Correct



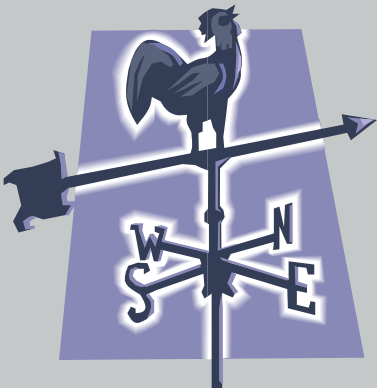
Incorrect

Next

Categorization

Instructions to Student: “Touch all the (category name).”

“Occupations”



Correct



Incorrect

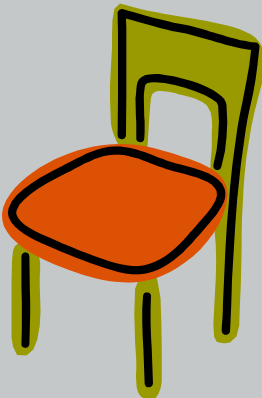
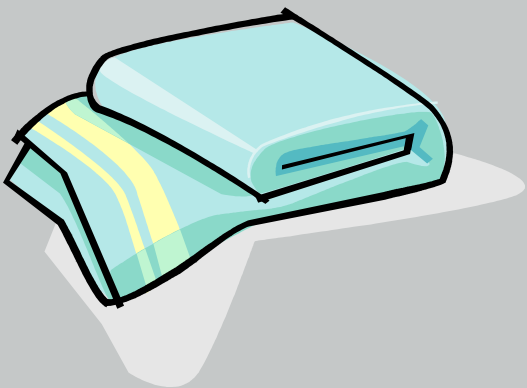
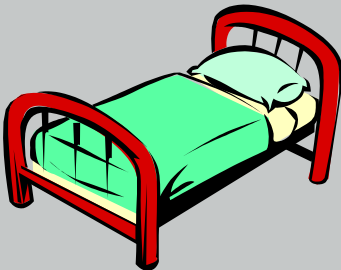
Next

Categorization

Instructions to Student: “Touch all the (category name).”

“Furniture”

“



Correct



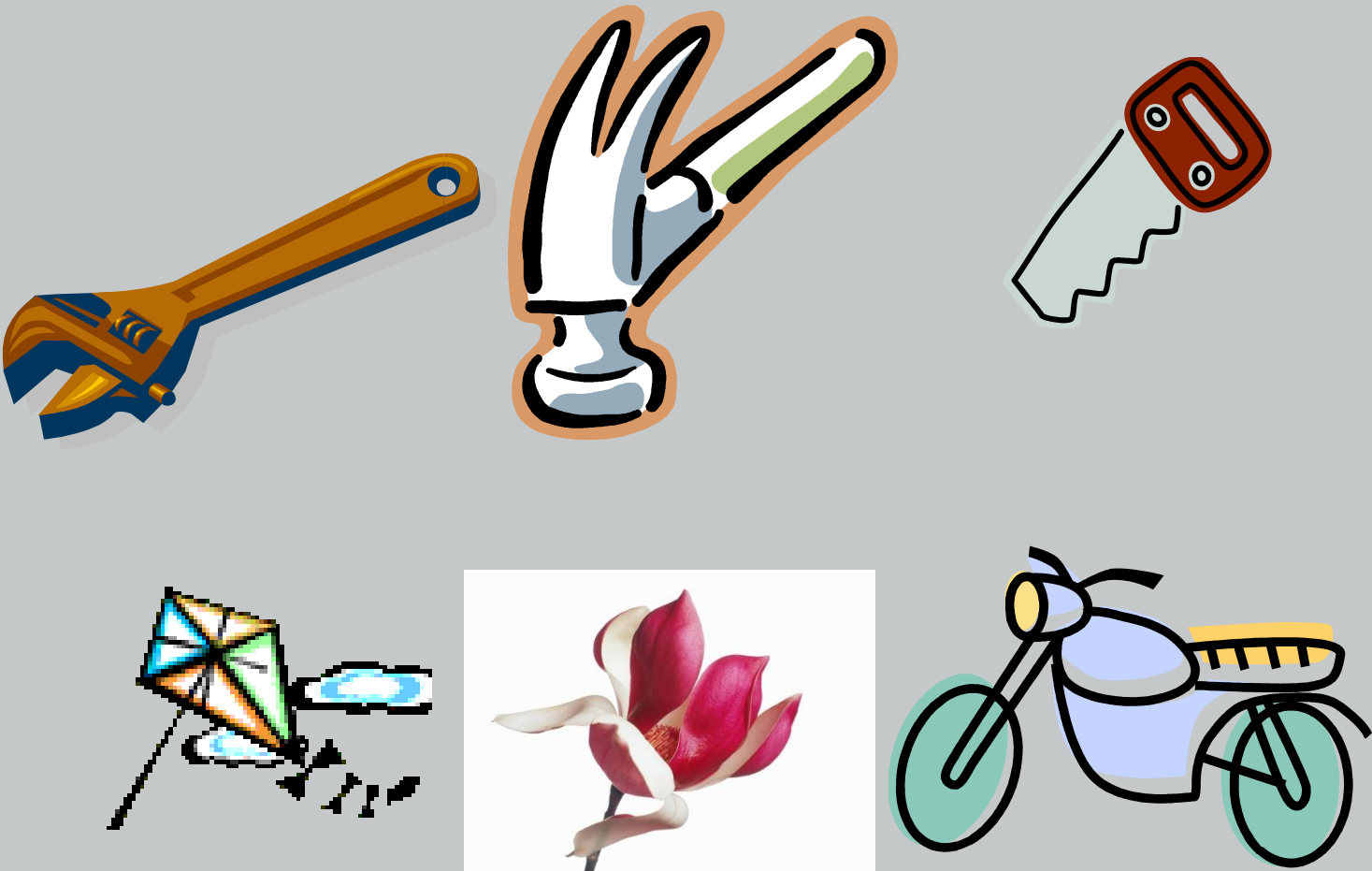
Incorrect

Next

Categorization

Instructions to Student: “Touch all the
(category name).”

“tools”



Correct



Incorrect

Next

Categorization

PostTest: Expressive Categorization

Instructions: Alert the student “listen”. Then read each list of three words. Following the list, ask “these are all . . . What?”

Correct Incorrect

A hand, a foot, a head. . .
These are all . . . **body parts**



A ball, a doll, a game.
These are all . . . **toys**



Monday, Saturday, Tuesday.
These are. . **Days of the week**



Teacher, veterinarian, fireman
These are. . **Jobs/occupations**



Basketball, tennis, swimming
These are all . . . **sports**



Stop Timer

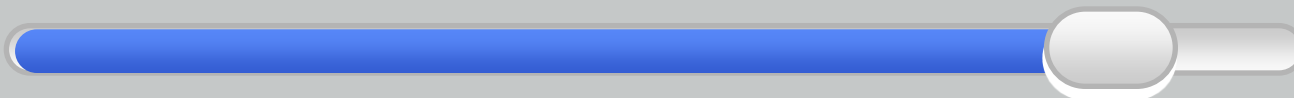
Categorization

Performance Evaluation

Examiner Effort



Examinee Modifiability



Enter comments here...

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↑	Z	X	C	V	B	N	M	←	X
.,123	Space							Submit	