

Oral Language Sample Assessment

Quantitative Assessment

1. Stimulate an oral language sample from a student. Language can be stimulated in many ways.
 - One common way to stimulate a sample is by sharing a picture or series of pictures with a student and having the student tell a corresponding story.
 - Another common way to stimulate a sample is by reading a story to a student and having the student retell the story or create a new ending for the story.
 - Do not ask the student questions while gathering the language sample. If a student stops talking simply ask the student to tell you more.
2. Tape-record the student's language sample and transcribe the sample.
3. Divide the student's sample into T-Units. Remember each independent clause equals 1 T-Unit. If an independent clause is linked with a dependent clause these two clauses equal 1 T-Unit. Also, remember not to count coordinating conjunctions found between independent clauses in the number of words tally.
4. Tally and record the total number of words and total number of T-Units found in the sample on the Oral Language Sample Assessment Form.
5. Divide the total number of words (T#W) by the total number of T-Units (T#TU) and calculate the average number of words per T-Unit score (A#W/TU). (Formula: $T\#W / T\#TU = A\#W/TU$)
6. Record the average number of words per T-Unit score on the Oral Language Sample Assessment Form.
7. Evaluate the student's average number of words per sentence score relative to the T-Unit Scale.
8. Reexamine the language sample and tally the number of simple, compound, complex, and compound/complex sentences.

Qualitative Assessment

1. Read each sentence from the student's language sample.
2. Determine the basic language pattern used in each sentence and how the basic pattern was expanded or extended.
3. Record this information on the Oral Language Sample Assessment Form using the sentence number as a reference.
4. Evaluate which language patterns the student used and which ones the student did not use to make programming decisions.

T-Units

In 1965, Kellogg Hunt introduced the concept of T-Unit. He defined the T-Unit as a main clause (independent clause) including all subordinate clauses (dependent clause) or other constructions that go with it (extensions and expansions). Hunt's construct established a yardstick for measuring syntactic development. I understand that Hunt used the T-Unit to analyze written language.

Examples:

Tarzan ate the banana. = 1 T-Unit because it is 1 independent clause

Tarzan ate the banana and he took a nap. = 2 T-Units because it is 2 independent clauses

Tarzan ate the banana that fell from the tree. = 1 T-Unit because it is 1 independent clause with an extension (who-group)

Tarzan ate the banana after he found it. = 1 T-Unit because it is 1 independent clause with a dependent clause

Loban Scale

In 1976, Walter Loban introduced the term Communication Unit. This term is synonymous with T-Unit. I understand Loban used this unit to analyze spoken language. Loban's work yielded developmental norms. These norms are called the Loban Scale.

Age	Range of Words Per Spoken T-Unit	Average Words Per Spoken T-Unit
5-6	6-8	6.8
6-7	6.6-8.1	7.5
7-8	7.0-8.3	7.6
8-10	7.5-9.3	9
10-12	8.0-10.5	9.5

Adapted from Ed Vavara's KISS Approach to Sentence Structures @ <http://nweb.pct.edu/homepage/staff/evavra/ED498> on 11/6/02.

Oral Language Sample Assessment Form

Student Name: _____ Student Age: _____ Date: _____

Number of Words: _____ Number of T-Units: _____ Average Words Per T-Unit: _____

Number of Simple Sentences: _____ Number of Compound Sentences: _____ Number of Complex Sentences: _____

	EXPANSIONS			EXTENSIONS					CONJOIN
	DET (L2)	ADJ (L2)	PRONOUN (L2)	ADVERB (L3)	P-GROUP (L3)	WHO-GR (L5)	ING-GR (L5)	TO-GR	_____ (L4)
NV									
PA									
PN									
DO									
IO									
UK									