

for the student to repeat; responses are recorded on the scoring sheet. This assessment provides insights into how students master the different structures found in English sentences. Information beyond the raw score and analysis of the actual record sheet shows how students handle sentence structures that are too difficult for them to listen to and understand.

Students scoring below 5 have acquired only limited control over the structures of oral English and are considered at-risk. At-risk students need intensive oral-language development support.

The authors would like to acknowledge that this assessment is influenced by previous research by Marie M. Clay, et. al. (1976).

How to Administer

1. Be sure you have the student's full attention throughout this assessment. If attention should wander, gently redirect the student back to the task before moving to the next sentence.

2. Read each sentence to the student using the phrasing indicated by the bold italics. Speak clearly, with natural tone and pace.

3. Familiarize the student with the testing procedure. Tell the student, *I am going to read some sentences, and I would like you to say exactly what I say. Let's begin*

■ *Sally is walking to her house.*

Very good. Let's try this one.

■ *Where are you going?*

Okay. Say these

Procedure: Begin at Set 1. Administer the sentences in order from 1 to 5. Record the student's repetition of the sentences directly on the scoring sheet, much as one would record a reading record. Continue to Set 2 and Set 3 in the same way.

Scoring: Score one point for each sentence repeated correctly in every detail.

ORAL LANGUAGE ASSESSMENT K-5

Name: _____

Age: _____

Date: _____

Grade: _____

SET 1

Form

1

The puppy's tail is curly.

2

Mommy is baking a cake.

3

The teacher told them a story.

4

There are the children.

5

She's eating her lunch slowly.

Subtotal

SET 2

Form

1

That red bike over there used to be *my uncle's*.

2

The girl in the car is waving *her hand*.

3

Over the weekend Jane brought us some cookies.

4

Here comes the machine that digs the big holes.

5

The bird built a nest high in the tree.

Subtotal

SET 3

Form

1

Be ready to come inside when the bell rings.

2

The car and the truck were carrying *some large boxes*.

3

The brave fireman showed our class *the big red truck*.

4

There go the men who clean the playground *at our school*.

5

My friend likes to eat ice cream *when it's very hot out*.

TOTAL SCORE

Subtotal