

Special Education 505
Oral Language Project
November 9, 2010

Description

Paul is a seven years and four months old male. He is a student living with his mother, father, and his younger brother, who is three. He is Caucasian and is raised by a middle class family. His primary language is English and he is placed in a second grade general education classroom. Paul receives 1.5 hours of resource service a day including reading, writing, and mathematics. Once a week, he meets with the speech and language pathologist for thirty minutes to work on his language. Paul has been diagnosed developmentally delayed. Paul has been receiving special education services since he was three. They included academic, occupational therapy and speech therapy. Paul exited occupational therapy at the age of five, but the other services are continued. Looking at all academic areas, Paul is performing at a level comparative to a first grader at the beginning of the school year.

Paul's oral language is an area of need. He is currently seeing the speech and language pathologist for communication. The speech and language pathologist reports that Paul needs support in building grammatically correct, specific sentences to express his thoughts and ideas. Paul is always eager to initiate conversation with teachers and other adults, but is hesitant to start spontaneous conversation in a small group with his peers. His overall articulation in small group is good; he needs reminders and cues to carry it over in conversation. Paul's goal in his Individual Education Plan (IEP) is to demonstrate functional communication skills in 90% of informal language (receptive, expressive, pragmatic-social) and articulation activities.

Transcription

See Attached

Mean Length Utterances (MLU)

Paul had 84 utterances. In those 84 utterances, there were about 609 morphemes that were used. Dividing the number of morphemes by the number of utterances will give me Paul's MLU.

$$609/84 = 7.25$$

With a MLU 7.25, it indicates that Paul is well into or beyond Stage V of Brown's stages.

Informal Assessment Techniques

Paul is a very social boy. It takes him a minute or two to open up and truly have spontaneous conversation with another person. He enjoys interacting with adults and sharing stories with them. He prefers talking to adults rather than his peers. He needs encouragement in order to go into a small group of friends and be an active communicator. When looking at the language sample, there were times where he communicated clearly and other times when he would drift off into an imaginary play world. Overall, Paul is a bit immature when compared to his peers. This is expected behavior from a child who has been diagnosed with a developmental delay, like Paul.

Looking at Paul's language in terms of form, he is aware of the sounds and morphemes that make up words. He knows all of his letter sounds which demonstrates that he is proficient when looking at phonology. Although there are some articulation problems, especially with the digraph *th*, Paul knows the sound that it should make, but does not always apply it in spontaneous conversation. There were three examples when

this was evident. The first word was bathroom. Paul substituted the *th* sound for an *f*. The next word was they. Paul pronounced it as *dey*. The third example is both, which was pronounced *bof*. These articulation errors were evident early on in the language sample. The *th* sound comes later in development and is one of the last sounds that a child acquires.

Syntax is another area when looking at the form in language. Paul is able to put subject, verb, object in the proper word order. He does occasionally stumble with some irregular past tense words. For example, in his fifty-fifth utterance, he discusses putting white boards on the ceiling and the lights on the wall. He was trying to be silly. He said, "I putted it up" instead of I put it up. These are immature behavior patterns for a seven year old to have. This is showing that he is still developing knowledge of grammar, especially the exceptions to the rules and the irregular patterns. An additional example where Paul's use of syntax was incorrect was in his sixtieth utterance. This was when he was telling me that he did not get to see me last year. He said "I wasn't be able to see you last year" rather than I wasn't able to see you last year. He put an additional word in the sentence. I think that this may have happened because he was talking too quickly to truly process whether the sentence he was making was grammatically correct or if it made sense. If I were to stop Paul and repeat what he said back to him, he would have been able to correct his mistake.

The last area of form is morphology. When looking at Brown's five stages, Paul is in or beyond the fifth stage. He uses both bound and free morphemes when he communicates. Paul is able to speak in past tense, conjoin sentences, and ask questions with more than a single word. He asked me towards the end of the language sample

which stress ball is the most important. An example of him using a negative statement in an indefinite form is when he uses the word nobody in utterance number 78.

Content or semantics is made up of vocabulary; more specifically one's expressive and receptive language. Paul's expressive and receptive are a bit under developed for his age. He will often pause or have sentence fillers in order to give him time to process and recall the word he wants to use. His most common sentence fillers are um and well. He will often repeat something he has previously stated as an additional way to give him more time to process. Paul has been exposed to a great deal of vocabulary from his parents. He has also been in school and receiving special education services since he was three years old. I think Paul also compensates for his struggle with expressive vocabulary by acting out what he wants to say or making noises. When he was talking about the vents that he has at home, early in the language sample, he was drawing the shape in the air, rather than saying that it was a square. Also, instead of describing the sound that it makes, he made a noise for it. These are common occurrences that happen when adults interact with Paul; it was not just an isolated incident in this language sample.

The final area of language to look at is Paul's use of pragmatics. Paul struggles with maintaining on topic for a long period of time. I asked him if his brother was around to help in the bathroom, and he went off on a tangent about how his brother is not always nice to him and doesn't let him do what he wants to do. That was not the only time that Paul changed the topic. Paul also changed the topic from his ceiling fan, to pretending to have a pen, to moving the white board in the classroom and he even incorporated a pretend monster in the conversation, to name a few. When Paul plays he

uses his imagination. He is very creative and imaginative. He does not always wait for people to finish speaking before he interrupts them, although that was not present in this language sample. When Paul switches to a new topic, it often took me a minute or two to figure out what he was talking about. If I could not figure it out quickly I would ask for clarification from Paul. This is something that children do not always do with one another. I think this makes it difficult for Paul to be an active participant in a small group of children communicating.

Overall, this language sample was very telling about Paul's patterns when he communicates. I have now been working with Paul on a daily basis for the past two months. This language sample was consistent to what I see and notice each day. I am sure there are days where a language sample may look a little different from what was recorded the specific day I met with him, especially in terms of interruptions. I am positive that it would have been much more different if there was another adult or a few children in the room. It would be interesting to see how some of these areas of language would have changed.

gest


Identification of Oral Language Deficits

There are many specific areas of deficits that stuck out to me when analyzing the language sample. The first area of need is in articulation. Paul struggles with the digraph *th*. Another deficit is in Paul's syntax. He struggles with past tense of some verbs, especially irregular verbs. Paul's expressive and receptive language also could be enhanced. He often had to struggle with word retrieval in order to finish his thoughts. Finally, an area of need that has been identified for Paul is in pragmatics. He needs to

learn how to take turns and be a member in a group of other people, more specifically with his peers.

Articulation is an area of need due to the mispronunciations that Paul made in the language sample. Although I am able to understand everything he says, other people that he may be interacting with may not be able to understand it all. At this age, his mispronunciations can be considered cute, but as he gets older they will no longer have that affect on the adults around him and his peers will be more aware of the differences.

Many students in the beginning of second grade still struggle with using the correct past tense when they speak and word organization. This is a skill that is continuously taught throughout the year and is continued in the upper elementary grades. Although many students struggle in this area, all students do not. There will be a time when instruction in grammatically correct sentences will stop being provided in the general education classroom and will have to be taught more in a small group setting. As a special educator, our goals are to try and keep our children mainstreamed in the general education curriculum as much as possible as well as providing supplementary explicit instruction in other areas. If more time is spent on this area now, Paul will not have to be pulled out of the classroom to work on it in the future.

Paul needs additional wait time when responding to questions or comments. He needs this time to help him process and organize what he is going to say. This can affect his receptive and expressive vocabulary in terms of retrieval of words. Paul currently pauses, uses word fillers such as um and well, and will repeat what he has previously stated in order to compensate for this deficit. I fear that his peers will begin to finish his sentences or be impatient when communicating with him as he gets older. With constant

exposure to new words and content Paul's receptive and expressive language can increase. Paul needs this to be done through explicit instruction and practice opportunities that are designed to address this need.

The final area that was identified as being an area of deficit was Paul's pragmatic language. The most challenging thing about communicating with Paul is trying to keep up with what he is talking about. He quickly changes the topic and will share an idea or thought that has little relevance to what is currently being discussed. Once again, this is an aspect of how Paul communicates, which makes him very cute. This will not be cute when he gets older and when other children are trying to communicate with him. It is also not considered expected behavior in the classroom when there is a discussion about a specific topic that is taking place. Paul needs to learn how to identify the topic that is being discussed. Once he has identified it, he needs to think before he speaks. He must ask himself whether or not what he wants to share is relevant to the conversation. This is hard for many young children, but must be addressed at a young age. Paul is also very hesitant to go and play with other children unless he is directed to do so or if there is an organized event that requires communication.

Remedial Plan

The area that I chose to focus upon in developing a remedial plan is articulation. I chose this topic because it can connect to what I am already doing and working on within my small groups, that Paul is a member of. In my small reading groups we are beginning to look at digraphs. Additionally, many of the other students who are in this small group also struggle with the pronunciation of the *th* digraph. Within the context of my classroom Paul is exposed to the Wilson Reading Program. The Wilson Program has a

sound drill practice, word card exercise, word list reading, sentence reading, and a spelling aspect of the sounds that the students are learning. When the *th* sound is taught, Paul will practice the *th* sound in sound drill practice each day. There is then the word card part of the program. This is when Paul will read about 10 words that have the digraph *th* in the initial or final part of the word. The next step is word list reading. In this section each child will reading another 10-20 words with the *th* digraph in it. The students then read 3-5 sentences that have words with *th* in them. This is practice of connected speech. The students are then responsible for encoding and spelling as well as completing some worksheets that have *th* words on them.

All of the above exercises that were stated take about thirty minutes. Paul will have read over 60 words that have *th* digraphs in them during this time. This sound will be focused upon for one to two weeks. The reading program that our general education classrooms are using is a reader's workshop model. I am responsible for providing the students on my caseload with books at their reading level in their book bags. All students read from their book bags for about 20-30 minutes a day at this point during the school year. I am going to take Paul's book bag and fill it with decodable books that focus upon the *th* digraph. This will provide him with another time to focus upon this sound within many different contexts of the school.

I also plan to talk to his teacher and the speech and language pathologist. I have a good rapport with both of these professionals. I know that they will help me focus upon this digraph in their instruction and in conversations with Paul. I will ask the speech and language pathologist the specific language she uses when cueing Paul to make the correct

sound in order to help keep consistency. An intervention being implemented across many different settings within the school will help with its chances of success.

The reason I chose articulation over the other areas of need are because they are already being addressed in many different ways. The speech and language pathologist is already working with Paul on all of these areas. Additionally, at the beginning of the school year I approached my school's psychologist about Paul's social needs. She has now begun a social thinking group that Paul is apart of. This will help him with his pragmatics. Syntax and semantics are also addressed within the general education classroom. Paul's teacher is working on both of these skills when teaching content areas and writing. I thought articulation is an area of need that can be easily aligned to the instruction that I am currently providing Paul. With its close relationship to the instruction he is getting, there was no reason not to plan and actually implement the outlined interventions.

Reflection

I enjoyed sitting down and actually looking at a language sample. It gave me time to spend with one of my students and get to know him better as a communicator. I was also able to identify areas of weaknesses and brainstormed many ways that I could help supplement his speech and language therapy in my classroom. Paul is an adorable little boy that has immature communication skills. This is expected due to his disability, but needs to be addressed before he gets too old. It is also important to note that the language sample that I took on one given day could look different than the next; especially in terms of the context it was taken in. Paul was with one individual that he knows relatively well

with no other children around. It still took Paul a few interactions back and forth in order to warm up and speak spontaneously.

When looking at the remedial plan, I believe that it will help Paul. The plan will be intertwined with the normal events and activities that take place each day. It will help him in reading, spelling, and communication. Those are all aspects of English Language Arts, which is a large focus in our school system. I can easily justify the plan and it does not take any additional time away from class. Paul enjoys being in his general education classroom, but it is important that he is learning at his level and not the level of the norm. That is the benefit of the reader's workshop model which is currently taking place. Being a resource teacher, I have many phonics books which focus upon given sounds. I am excited to replace his old books with those new books next week. By focusing upon one specific skill, it will not overwhelm Paul. When Paul can focus on one thing at a time he is much more successful. I plan to sit down with Paul in a month and conduct another language sample. It may not be as detailed as the one that I conducted, but it will be clear as to whether the intervention worked and whether it would benefit other students that I work with.

Excellent
paper, very detailed
and showed ability to
include information from
class.

Transcription

Adult: How was your day off, yesterday?

1 Child: Good. 1

Adult: What did you do?

2 Child: I ~~wor~~ked with Daddy in the bafroom (bathroom). 8

Adult: In the bathroom? What did you do in the bathroom?

3 Child: Daddy needed to put stuff on the floor and that's it. 13 ✓

4 But, ~~but~~ we were going to use hard hats to... ~~um~~, ~~um~~, sometimes we play with our hard hats in the playroom. 23

5 We needed, ~~we needed~~, hard hats to put up the vent. 10

Adult: Now, are they real hard hats or toy hard hats?

6 Child: Real. 1

Adult: Real? You have real hard hats? Like construction worker hard hats?

7 Child: Well, it says bob the builder on it. 8

Adult: Ah! So they are a little bit like toy hard hats.

8 Child: But, dey (they) are hard though. 5

Adult: They are hard? They protect your head?

9 Child: But, ~~but~~, I think Daddy tell me I'm gonna do it today after school, may be. 16 ✓

Adult: What are you doing in the bathroom, vents? Is that what you said?

10 Child: Work. 1

11 The vent from the A/C. 5

12 The air conditioning fan. 4

Adult: Is that in Mommy and Daddy's bathroom or in your bathroom?

95

13 Child: Um, we have it everywhere in my house except, but not the basement and the playroom. 15

Adult: What, the a/c?

14 Child: Yes. 1

15 Well the a/c leads outside. 6

16 Like this one (as he points to the vent in the classroom). 3

17 It leads like these ones. 7

18 Those are the kinds usually. 6

19 Just there are only two different vents. 8

Adult: Yeah.

20 Child: They are shaped like this (he draws a shape in the air with his finger). 6

Adult: Is that a square?

21 Child: Yes. 1

22 And the one shaped in my bedroom is shaped like this (he draws a shape in the air with his finger). 13

Adult: And what shape is that?

23 Child: Um, well, um square bof (both). 2 *just.*

Adult: They are both squares.

24 Child: Yes. 1

Adult: Yeah.

25 Child: Yup. 1

Adult: Are you excited to do that?

26 Child: Mhmm. 1

Adult: What about Ethan, is Ethan around? What is he doing through all of this?

Total
68

27 Child: Um, he was, he was doing it too. 6

28 He was upstairs with me. 6

Adult: Does Ethan do as much helping as you do or not as much?

29 Child: Well, he's small. 3

30 Well, he can work, I can run faster than grown ups. 12

Adult: You what? I asked you a question about Ethan and you are telling me you can run faster than grown ups?

31 Child: Ahhh.

Adult: What did I ask about Ethan?

32 Child: Um, well... um, well... sometimes he is bad to me and he doesn't, sometimes he doesn't let me do what I want to do in my bedroom. 24

33 And, makes um, and yesterday he was, I wanted to make believe my bed was a ship and he said no I want it to be your house. 26

Adult: Do you and Ethan share a room or do you have your own room?

34 Child: Um, yes. 1

Adult: You share a room? That's like having a sleepover every night!

35 Child: (Giggles) And, and we have, um, and we have a little ceiling fan. 7

Adult: Mmhm.

36 Child: Little. 1

37 Like this big (shows the size with his hands). 3

38 These are the blades. 5

Adult: Wow.

39 Child: These how much the blades (drawing the blades in the air). 6

Adult: You told me about your ceiling fan at the beginning of the school year.

40 Child: (Making noises like a ceiling fan). Do you know what? 4/

Total

104

J

Adult: What?

41 Child: ~~Um, um~~, the beginning of the school year it was blowing air around and that, not ... but now it ~~um~~, at this time of year it's sucking the air in. 28

Adult: It is sucking the air in?

42 Child: Yes. 1

43 That's why we can't feel any air if we go under it because it is sucking the air. 21

Adult: Oh my goodness.

44 Child: (Makes noise)

Adult: What are you doing? What are you pretending?

45 Child: (Making more noise) Where is my pen? 41

46 Yes, there it is. 41

Adult: What are you pretending to do?

47 Child: Writing. 2

48 Writing that we work to do vent because the vent. 11

Adult: I think you are being goofy right now.

49 Child: This board is next to that board (meaning the white board in one classroom is next to the white board in the classroom next door). 7

50 Like the board up there (pointing to the ceiling). 5

Adult: Well that is the ceiling.

51 Child: ~~Um~~, well how come there's a board up there? 8

52 That would be funny if there was a board up there to write on. 141

Adult: A board, on the ceiling to write on? I don't think so.

53 Child: I putted it up and I took the lights down and put the lights on the wall. 20

Adult: Lights on the wall? But I can't reach that board to write on it.

7:10
125

P. 4

54 Child: I put it up, I put the chalkboard up there for the monsters. 12

Adult: But, I can't reach it. What do I do?

55 Child: Those are boards for monsters to write on. 10

Adult: Where is my board then?

56 Child: Over here. 2

Adult: I thought you were putting the lights on there.

57 Child: I'm not talking about moving this board. 10

58 I'm talking about moving the monster board. 10

Adult: What is the monster board?

59 Child: Um, last year this board was on the ceiling and, and last year the monster board was over here. 17

Adult: Really?

60 Child: Okay I wasn't be able to see you last year. 11

Adult: Last year, you weren't in my school. You were in the little kid school. Now you're in the ...

61 Child: Big kid school. 3

Adult: Yes the big kid school.

62 Child: I'm in the fifth grade school. 7

Adult: You are in the fifth grade school but you're not in fifth grade.

63 Child: How come those things are spinning? (child points to tape recorder) 8

Adult: Because it is recording you.

64 Child: It records long? 4

Adult: It can record for a long time. It is going to record for about one more minute and then we are going to be all done.

65 Child: My piano can record. 4

70/01
98

ps

Adult: You have a piano?

66 Child: Yeah it can record by itself. 6

Adult: A big piano or a little piano?

67 Child: It only can record music. 5

Adult: Only music?

68 Child: Yes, and it does not take long. 7

Adult: Is it a big piano or a little piano?

69 Child: Um, big. 1

Adult: How big?

70 Child: But, this big (he shows size with his hands). 2

Adult: So it is still like a toy piano?

71 Child: Yes, it is a toy piano. 6

Adult: Do you play it a lot?

72 Child: Well, it can play by itself too. (child starts to hum a tune) 6

73 Some day you could come over my house and see it. 11

Adult: Some day.

74 Child: (Starts to imaginary play) One more minute speaking up. 6

75 Ok, I need a volunteer. 5

76 Whoever wants to play with those legos can. 10

77 Only if they are being good. 7

78 Well, mmm... nobody is being good right now, except me so I can play. (Makes noises like he is playing) 13

Adult: Paul, we are almost done.

79 Child: Walks over to smiley face stress balls, Which ones important? 4

Total
89

P1

80 This one, this one, this, one, this one, or this one? //

Adult: Which one is what?

81 Child: Which ones important? 4/

82 This one, this one, this, one, this one, or this one? //

Adult: They are all important.

83 Child: Mmm... not this one. 3

Adult: He is not important?

84 Child: Um, yeah, yeah, yeah, yeah. /

Adult: Thank you Paul for letting me record you.

Total

$$95 + 68 + 104 + 125 + 98 + 89 = 609$$

$$609 / 84 = 7.25$$

Total
30

Very detailed
120 page
sample

Evidence/CEC Standard	Below Standard	Approaches Standard	Meets Standard	EXCEEDS STANDARD
<p>1. Description of Subject Clear description of the student in terms of</p> <ul style="list-style-type: none"> • age and gender • cultural/linguistic background • primary language • why chosen in terms of oral language concern, LEP, or developmental level • Current school placement if applicable <p>CEC Standard 8: Assessment DIVERSITY: Ind. Diff/ Cult Div.</p>	<p>Detailed description of the student and relevant oral language history is not provided or is lacking two or more of the required elements.</p> <p>0-2 points</p>	<p>Detailed description of the student and relevant oral language history is provided for all, except one of the required elements.</p> <p>3 points</p>	<p>Detailed description of the student and relevant oral language history are described for all required elements.</p> <p>4 points</p>	<p>Detailed description of the student and relevant oral language history are clearly and comprehensively described.</p> <p>5 points</p>
<p>2. Transcription of Oral Language Sample Complete oral language sample transcribed from tapes is presented. It includes proper labeling of each party speaking during session.</p> <p>CEC Standard 6: Language PRACTICE: Professional Practice</p>	<p>Transcription is not provided or does not follow the required format, or is incomplete.</p> <p>0-5 points</p>	<p>Transcription is provided but has minor format issues or omissions.</p> <p>6-7 points</p>	<p>Transcription is provided using proper format and is complete.</p> <p>8-10 points</p>	
<p>3. Mean Length of Utterance (MLU) The MLU is provided and is correctly scored. It is evaluated in terms of its effectiveness as a tool for identifying the language needs of the subject.</p> <p>CEC Standards 8 and 6 PRACTICE: Reflective Prob Solving KNOWLEDGE: Dom Specific Know</p>	<p>MLU or evaluation is not provided, or there are numerous scoring errors, or the evaluation does not demonstrate a reflective understanding of the process.</p> <p>0-5 points</p>	<p>While provided, the MLU contains a few significant and minor errors in scoring. The reflection on the results and the MLU process is weak or unclear.</p> <p>6-7 points</p>	<p>The MLU contains few minor errors in scoring and the evaluation is clear and demonstrates understanding and reflection on the results and process.</p> <p>8-9 points</p>	<p>The MLU scoring is virtually error free and the evaluation is very clear and demonstrates a significant understanding of the results and a solid reflection on the value of the process.</p> <p>10 points</p>
<p>5. Informal Assessment Techniques</p>	<p>The results of informal</p>	<p>The results of the informal</p>	<p>The results of the informal</p>	<p>The results of the informal</p>

Evidence/CEC Standard	Below Standard	Approaches Standard	Meets Standard	EXCEEDS STANDARD
<p>The results of using informal assessment to identify the subject's oral language strengths and weaknesses are presented and reflected upon.</p> <p>CEC Standards 8 and 6 PRACTICE: Reflective Prob Solving KNOWLEDGE: Dom Specific Know</p>	<p>assessment techniques or its evaluation is not provided, or the evaluation does not demonstrate a reflective understanding of the results or the process.</p> <p>0-8 points</p>	<p>assessment techniques and its evaluation are provided. The evaluation is weak or does not clearly demonstrate a reflective understanding of the results or the process.</p> <p>9-11 points</p>	<p>assessment technique and its evaluation are provided. The evaluation is appropriate and demonstrate a reflective understanding of the results and the process.</p> <p>12-13 points</p>	<p>assessment technique and its evaluation are provided. Both demonstrate excellent insight and reflection into the results and the process</p> <p>14-15 points</p>
<p>6. Identification of Oral Language Deficits The three major oral language deficits identified using the DSA, MLU and eyeballing techniques are discussed with a rationale for their choice from other potential language difficulties.</p> <p>CEC Standards 8 and 6 PRACTICE: Reflective Prob Solving KNOWLEDGE: Dom Specific Know</p>	<p>Not presented, or one or more of the priorities are omitted or not discussed. Rationale missing or is inappropriate.</p> <p>0-8 points</p>	<p>While all three deficits are identified, discussion and rationale is weak or somewhat inconsistent with data provided.</p> <p>9-11 points</p>	<p>All three deficits are identified and discussed appropriately. Rationale is appropriate and consistent with data provided.</p> <p>12-13 points</p>	<p>All three deficits are identified and discussed in a highly appropriate and insightful manner. The rationale evidences reflection on the various data uncovered in the process.</p> <p>14-15 points</p>
<p>7. Remedial Plan A remedial plan is developed and described in detail for one of the top three oral language priority needs of the subject.</p> <p>CEC 6 and 4 Instructional Strategies PRACTICE: Professional Practice</p>	<p>Not presented, or the plan described is lacking in sufficient detail, or does not address the identified problem in a manner likely to be successful.</p> <p>0-8 points</p>	<p>The plan presented is generally appropriate to remediating the identified problem but lacks sufficient detail or clarity.</p> <p>9-11 points</p>	<p>The plan presented is appropriate to the remediation of the identified problem with sufficient detail and clarity.</p> <p>12-13 points</p>	<p>The plan presented is appropriate to the remediation of the identified problem with a high likelihood of success based on very clear understanding of the subject's needs and strengths.</p> <p>14-15 points</p>

Evidence/CEC Standard	Below Standard	Approaches Standard	Meets Standard	EXCEEDS STANDARD
8. Reflection The candidate presents a reflection on the benefits of the assignment to both the candidate and the subject assessed. CEC Standards 8 and 6 PRACTICE: Reflective Prob Solving	Reflection is not provided or is limited in its discussion of the benefit to both the candidate and subject. 0-4 points	Reflection is provided but lacks clarity or reflection in its discussion of the benefit to both the candidate and subject. 5 points	Reflection is provided and is clear and shows appropriate level of reflection in discussing the benefit to both the candidate and subject. 6-7 points	Reflection is provided and is very clear and shows a highly appropriate level of reflection in on the benefit of the assignment to both the candidate and subject. 8 points
9. Writing Convention and Format The entire report is evaluated in terms of organization, focus, relevance, spelling, grammar, appropriate use of professional language and vocabulary, and consistence adherence to the subject's confidentiality. CEC 9 Professional and Ethical Practice PRACTICE: Comnt. & Expression	Report shows multiple errors in three or more of the categories: organization, focus, relevance, spelling, grammar, appropriate use of professional language and vocabulary, and confidentiality. -5 to -4 points	Report shows occasional errors in one or two of the categories: organization, focus, relevance, spelling, grammar, appropriate use of professional language and vocabulary, and confidentiality. -3 to -1 points	Report shows primarily correct usage in all of the categories: organization, focus, relevance, spelling, grammar, appropriate use of professional language and vocabulary, and confidentiality. 0 to +1 points	Report is consistently well organized, focused, relevant, error free in terms of spelling, grammar and use of professional language, and strictly adheres to the requirements for subject's confidentiality rights. +2 points

Student Name Danielle Prignano Evaluation: Below Standard Approaches Standard Meets Standard Exceeds Standard

Faculty Signature: [Signature] Date: 11.20.10 ARTIFACT COURSE GRADE: 100