

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. It includes proper format according to language sample table</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><i>regrade 4/20/09</i></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><i>regrade 4/20/09</i></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>

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<p>4. “Eyeballing” Technique The results of using “eyeballing” to identify the subject’s oral language strengths and weaknesses are presented on the appropriate MLU table and reflected upon.</p> <p>CEC Standards 8 and 6 PRACTICE: Reflective Prob Solving KNOWLEDGE: Dom Specific Know</p>	<p>The results of the “eyeballing” technique 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>The results of the “eyeballing” technique 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>The results of the “eyeballing” 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 <i>regrade 4/22/09</i></p>	<p>The results of the “eyeballing” 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>5. Identification of Articulation Difficulties Oral language is described in terms of errors of articulation. Student patterns of sound acquisition are described to include</p> <ul style="list-style-type: none"> • identification of sounds acquired • sounds in error • age of sound acquisition. 	<p>This information is not presented or minimal information is presented</p> <p>0-8 points</p>	<p>Description of articulation difficulty does not address all of the three key areas. Description is vague or not supported by examples</p> <p>9-11 points</p>	<p>Description of articulation difficulty addressed the three key areas. Description lacks some detail or is not supported by examples</p> <p>12-13 points</p>	<p>Description of articulation difficulty is detailed with much information presented. The description is rich with examples to further clarify the observations.</p> <p>14-15 points</p>
<p>5. Identification of Oral Language Deficits Language deficits are identified, supported by information identified in the MLU calculation and eyeballing techniques. Rationale for language deficits and language strengths are discussed.</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>

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6 Remedial Plan A remedial plan is developed and described in detail for one of the top three oral language priority needs of the subject. CEC 6 and 4 Instructional Strategies PRACTICE: Professional Practice	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. 0-8 points	The plan presented is generally appropriate to remediate the identified problem but lacks sufficient detail or clarity. 9-11 points	The plan presented is appropriate to the remediation of the identified problem with sufficient detail and clarity. 12-13 points	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. 14-15 points
7. 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
8. 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: Comm. & 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 [REDACTED] Evaluation: Below Standard Approaches Standard Meets Standard Exceeds Standard

Faculty Signature: *Alyan Dell* Date: *4/22/09* ARTIFACT COURSE GRADE: _____

83/93 = 85 max for grade

*regrade
4/20/09*

Oral Language Project
SPED 505



Description of Subject

Mikey is a lovable thirty-six month old boy who likes fire trucks, Mickey Mouse, and making music. He lives with both of his parents and his five year old sister, Jill, in a very nurturing and loving environment. Mikey's primary language is English, but he is familiar with a few Spanish words. Mikey was chosen for this project because he occasionally has difficulty communicating his wants and needs effectively. He has been diagnosed with having developmental delays and does not eat solid food due to having sensory issues. Mikey has been serviced by Early Intervention at home and in the daycare environment which he attends on a full-time basis. Now that he has turned three years old he will be receiving special needs services from the school department, which may include attending an integrated special education preschool class.

Mean Length of Utterance

Throughout the past three months Mikey has made remarkable progress in using his oral language more effectively. Mikey loves to make sounds with his voice, and he is now better able to communicate his wants and needs verbally. At the age of thirty-six months, Mikey should have a Mean Length of Utterance (MLU) between 3.0 and 3.75. Mikey's MLU of 3.26 (see MLU table and formula on page 8 for details) is in the normal range for his age. Calculating Mikey's MLU measures the length of Mikey's communicative acts in order to determine if he is using an appropriate amount of language at this point in his development.

The lengths of Mikey's sentences seemed typical for his age. He used a range of sentence length, from zero to eleven words, to express himself. He also used a variety of pragmatic functions and semantic meaning when he spoke. Mikey commented on objects, made requests for things, imitated what I and his sister said, expressed his feelings, and used acknowledgement. When discussing an unfamiliar topic, Mikey frequently repeated what I said. Mikey used nouns, verbs, and adjectives appropriately so that the intentions of his communication were usually understood. Mikey was not fully understood when he used additional nonsensical sounds or words within sentences. For example, the meaning of "tuh" is unknown when Mikey said "Oh no it go tuh ouch!" Mikey periodically used unintelligible words or sounds within and outside of context. Within context Mikey is usually easily understood, but outside of context his speech is occasionally unintelligible.

"Eyeballing" Technique

Mikey is able to form simple declarative and negative statements using a subject, auxiliary verb, verb, and object. Mikey is successful at using some auxiliary verbs (examples from transcription: *can*, *can't*, and *didn't*) when forming sentences. Mikey uses some imbedding, by using words such as *in* and *gonna*. At the age of thirty-six months, Mikey should be using copulas, interrogative wh- words (such as *where* and *what*), conjoining, and more advanced embedding. Mikey did not show any evidence of using copulas or conjoining words in his speech. His sentence formation is lacking those elements, which puts him at a lower stage in some areas of sentence form acquisition than expected for his age and MLU. Mikey's use of declarative sentences, embedding, and conjoining are slightly below an appropriate level for his stage of development (see Table 9.9 for more details).

Articulation Difficulties

Mikey has mastered almost all of the speech sounds appropriate for his age and beyond. He is using some sounds not expected to be mastered until the age of six. Mikey has shown evidence of mastery of the following speech sounds: *m*, *n*, *h*, *p*, *w*, *y*, *r*, *k*, *g*, *d*, *b*, *s*, *l*, and *t*. When Mikey said "I say wake up" and "I bup my head" using all of the sounds appropriately, he showed competence in using the *s*, *y*, *w*, *k*, *p*, *b*, *m*, *h*, and *d* sounds. Mikey only seems to have difficulty using the *f* sound, when analyzing the sounds that should be mastered by the age of

three. For example, when Mikey was trying to say "faster" he would substitute the *b* sound instead of using the *f* sound in the beginning of the word. Also, when Mikey attempted to say "fire truck," he substituted the *p* sound for the *f* sound that should have been the initial sound in "fire."

Mikey does a great job at using the correct sounds in the middle of words. He also had very few errors of distortion. Most of his errors occurred when he omitted final sounds in words. For example, many times when Mikey tried to say "school bus" he omitted the *l* sound at the end of school and the *s* sound at the end of bus. Sixty-eight percent of Mikey's errors were errors of omission, and sixty percent of his errors were in the final sound of the word. Mikey also had some errors of substitution in initial part of words. Mikey had about fifty-three articulation errors in the fifty communicative acts documented. ✓

Remedial Plan

Mikey has an age appropriate MLU which will be expected to progress normally as he grows older. Mikey would benefit from receiving help with articulation to reduce the amount of errors that occur when he communicates verbally. Mikey could use help with the use of sentence formation and vocabulary building so that he may begin to use more age appropriate complex sentences. He should also be provided with help in using the *f* sound so that he may correctly use all of the sounds appropriate for a child of his age.

As a young language learner, Mikey can benefit from many interventions a teacher can offer for help with articulation. Mikey can be provided with concrete objects and pictures when presented with new vocabulary that is modeled for him. He can benefit from adults that use slow speaking, shortened phrases, and literal language when communicating with him. Language modeling should also be used with Mikey so that he is presented with examples of how to communicate appropriately. Modeling by using self-talk or parallel-talk can help Mikey recognize the correct way to articulate the sounds in words. Using expansion or elaboration can present Mikey with new vocabulary that he may be able to articulate properly when modeled for him.

Reflection

This analysis of communicative acts helped me to more clearly recognize all of the aspects of speech and oral language. After analyzing the sample of Mikey's language I was able to identify all of his strengths and weaknesses in a very objective manner. Having known Mikey since infancy, my vision of his oral language was at a much lower level than what I found through completing this project. I was surprised to find that he is at an age appropriate level in many aspects of his speech and even exceeds the age appropriate level in the speech sounds area. I now know of ways that I can help his speech improve when I spend time with him. I can also give his family some tips to help them work with him on his articulation.

#	Referent	Antecedent	Communicative Act	Pragmatic Function	Semantic Meaning	# Words
1	Toy school bus	Cristy says "what do you have Mikey?"	Mikey says, "a <u>skoo bus</u> "	General: Personal Specific: Comment on object	Conjunction	3
2	Computer	Mikey looks at computer	"I wuh see, can I <u>see</u> ?" (I want)	General: Regulatory Specific: Request for permission	Agent action	6
3	Computer	"can you see what?"	"Can I <u>see</u> ?"	General: Regulatory Specific: Request for permission	Agent action	3
4	Rose on computer screen	"What is this on the computer screen?"	"Um, baby?"	General: Personal Specific: Comment on appearance of object	N/A	1
5	Rose on computer screen	"Baby?"	"no"	General: Personal Specific: Comment on appearance of object	N/A	1
6	Computer	C says "What is this?"	" <u>wa is dis</u> " (what is this)	General: Heuristic Specific: Imitating	Nomination	3
7	Computer	C says "a computer?"	"compooter"	General: Heuristic Specific: Imitating	N/A	1
8	Letters on the keyboard	C says "what are these?"	"one"	General: Personal Specific: Comment on appearance of object	N/A	1
9	Letters on the keyboard	C says "those are letters"	" <u>doze are letters</u> ?" (those)	General: Heuristic Specific: Imitating	Nomination	3
10	Letters on the keyboard	C says "yup"	" <u>doze letter E</u> ?" (those)	General: Personal Specific: Comment on object	Nomination	3
11	Letters on the keyboard	C says "letter E is right here" and points to letter	"Eet"	General: Personal Specific: Comment	N/A	0

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12	Keyboard	Mikey presses button on the keyboard. C says "Uhoh, don't touch the buttons."	"Keh" (OK)	General: Heuristic Specific: Acknowledgement	N/A	1
13	None	None	"ih lou" (it's loud)	General: Personal Specific: Express feelings of complaint	Nomination	2
14	None	C says "What's loud?"	"Me?"	General: Personal Specific: Comment	N/A	1
15	None	C says "You're loud?"	"I lou" (I loud)	General: Personal Specific: Comment	Agent action object	2
16	Toy school bus	Mikey looks at toy school bus	"bus loud"	General: Personal Specific: Comment on appearance of object	Agent action object	2
17	Toy school bus	C says "the bus is loud?"	"yeah"	General: Heuristic Specific: Acknowledgement	N/A	1
18	Toy school bus	None	" <u>Skoo buh</u> can't <u>hurt you</u> " (school bus)	General: Personal Specific: Comment on appearance of object	Agent action object	5
19	Toy school bus	C says "It can't hurt you?"	"No"	General: Personal Specific: Comment	N/A	1
20	Toy school bus	None	" <u>I bup my head</u> " (bumped)	General: Personal Specific: Express feelings of complaint	Agent action object	4
21	Toy school bus	C says "You bumped your head?"	"yeh"	General: Heuristic Specific: Acknowledgement	N/A	1
22	Toy school bus	None	"oh man, <u>ih gon trump</u> " (it's gonna jump)	General: Personal Specific: Comment	Agent action object	5
23	Toy school bus	School bus fell off the couch. C says "oh no!"	"oh man, <u>I go maher</u> ?"	General: Personal Specific: Express feelings of complaint	Agent action	4

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24	Toy school bus	C says "What sound does the school bus make?"	"um, a <u>nois innear</u> " (a noise in there)	General: Personal Specific: Comment on appearance of object	Agent action location	4
25	Toy school bus	C says "Does a school bus say beep, beep?"	"koo bus <u>gon baster</u> " (school bus going faster)	General: Personal Specific: Comment on appearance of object	Agent action object	4
26	Toy school bus	C says "It's goin' faster?"	Says "look" and makes the school bus go fast	General: Regulatory Specific: General request for action	N/A	1
27	Toy school bus	Mikey makes the school bus go fast.	"bah me, wackit, <u>it go baster</u> me, nah nah nah nah nahoh! (watch me, watch it, it goes faster)	General: Personal Specific: Express feelings of excitement	Agent action object	8
28	Toy school bus	C says "Oh my goodness-going so fast!"	"oh, oww"	General: Personal Specific: Express feelings of complaint	N/A	1
29	Toy school bus	C says "Did you hurt yourself?"	"yes"	General: Heuristic Specific: Acknowledgement	N/A	1
30	Toy school bus	C says "what did you hurt?"	" <u>I hur my bier tuck</u> "	General: Personal Specific: Express feelings of complaint	Agent action object	3
31	Toy school bus	C says "You hurt your fire truck?"	"No, I din <u>hur my pire puck</u> " (No, I didn't hurt my fire truck)	General: Personal Specific: Comment on appearance of object	Agent action object	7
32	Toy school bus	Mikey makes the school bus go fast and crashes it into something.	"Oh no <u>it go tuh ouch!</u> "	General: Personal Specific: Express feelings of complaint	Agent action object	5
33	Toy school bus	C says "Ouch, be careful!"	" <u>Be carefuh skoo bus!</u> "	General: Personal Specific: Express feelings of warning	Action object locative	4
34	Toy school bus	None	"Ow, hey! Aka koo <u>buh can't nah on you</u> "	General: Personal Specific: Express feelings	Agent action	8

much improved

			(How come school bus)	of complaint		
35	Toy school bus	C says "It can't what?"	"Skoo <u>buh</u> <u>can't</u> nah on you. Go, wake uh skoo bus. Ugh! Man. "	General: Personal Specific: Express feelings of complaint	Agent action	11
36	Toy school bus	C says "Oh man"	" <u>I</u> <u>say</u> <u>wake</u> up"	General: Personal Specific: Comment on object	Agent action object	4
37	Toy school bus	C says "It woke up?"	"yes, <u>wackit</u> " (yes, watch it)	General: Regulatory Specific: General request for action	Action object	3
38	Snow	Mikey looks out window and sees snow.	"Lookit <u>there</u> <u>snow</u> out there"	General: Personal Specific: Comment on appearance of object	Demonstrative + entity	5
39	Book	C says "Mikey, you want to go show daddy the book you got?"	"yes"	General: Heuristic Specific: Acknowledgement	N/A	1
40	Book	C says "Go show him"	"Ok. <u>Here</u> <u>dad!</u> "	General: Regulatory Specific: General request for action	Entity locative	3
41	Book	C says "Put the bus down so you can show daddy."	"k"	General: Heuristic Specific: Acknowledgement	N/A	1
42	Toy pirate ship	Jill says "Anchor up!" C says "Anchor up!"	"nah uh, <u>anker</u> up!"	General: Heuristic Specific: Imitating	Agent action	2
43	None	None	"ahhh aaah" (scream) "whoa"	General: Personal Specific: Comment	N/A	0
44	Scream	Jill says "Can you be quiet Mikey?"	"k"	General: Heuristic Specific: Acknowledgement	N/A	1
45	Toy pirate ship	Jill and C play with pirates on the ship.	" <u>I</u> , heh <u>wah</u> ha <u>piwit</u> " (I want have pirate)	General: Instrumental Specific: Request for	Agent action object	4

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				specific object		
46	Toy treasure box	Jill says "you're not going to find treasure"	" <u>I wah fine teshe</u> " (I want find treasure)	General: Instrumental Specific: Request for specific entertainment	Agent action object	4
47	Toy treasure box	Jill says "Oh, you didn't find treasure. I tricked you."	"huh, <u>I wan go downear</u> , I wan go downear" (I want go down there)	General: Instrumental Specific: Request for specific entertainment	Action object locative	5
48	Toy treasure box	Jill says "I'm protecting my treasure and you can't find it"	" <u>I wah fine treashure</u> " (I want find treasure)	General: Instrumental Specific: Request for specific entertainment	Agent action object	4
49	Other part of the room	None	" <u>I ah go ove there</u> " (I want go over there)	General: Instrumental Specific: Request for specific entertainment	Action object locative	5
50	Other part of room	"You want to go over there? Sure. Say 'excuse me'"	"skoo me" (excuse me)	General: Heuristic Specific: Imitating	Action object	2

Mean Length of Utterance Summary Table

# of Words in Phrase	# of Occurrences
0	2
1	15
2	5
3	8
4	9
5	6
6	1
7	1
8	2
9	0
10	0
11	1

$$MLU = \frac{(15 \times 1) + (5 \times 2) + (8 \times 3) + (9 \times 4) + (6 \times 5) + (1 \times 6) + (1 \times 7) + (2 \times 8) + (0 \times 9) + (0 \times 10) + (1 \times 11)}{48} = 3.23$$