



## **JOHNNIE MAX<sup>®</sup>** Oral Language Pre-screening and Summative Assessments

### **Using the Oral Language Pre-Screening Assessment**

Use the Oral Language Pre-Screening Assessment and Scoring Rubric at the beginning of the year to gain insight into the child’s development and to establish a baseline for ongoing assessments. The individual 5-minute screening tool allows you to use a Picture Prompt to collect an oral language sample from each child, which you can then score with the Oral Language Scoring Rubric developed for the program.

### **Procedure**

1. Display the Picture Prompts and ask the child to select one. Do not discuss the pictures during the preview.
2. Place the picture the child selects on the table and say, *“Please tell me what is happening in this picture.”* Provide encouragement without asking leading questions. For example, when the child stops speaking, ask, *“Can you tell me more?”*, *“What else is happening.”*, or *“What else would you like to say?”* Use a device with audio recording to capture the child’s entire response or make a transcript as the child is speaking.
3. Score the child’s language sample using the Oral Language Scoring Rubric (on the next page) and then add it to the child’s portfolio along with a transcript of the sample.
4. Use the results of the assessment to inform instruction, noting particularly the areas of language development where intensive intervention may be required.

### **Using the Oral Language Summative Assessments**

Repeat the process at mid-year and end-of-year, using the same Picture Prompt the child selected at the beginning of the year. Add the assessments and transcripts to the child’s portfolio.

## Oral Language Assessment Scoring Rubric

### Vocabulary

- 4 Uses a variety of descriptive and content vocabulary and most word types.
- 3 Uses descriptive vocabulary that includes adjectives and adverbs and some content vocabulary.
- 2 Uses basic vocabulary consisting mostly of nouns and verbs.
- 1 Is unable to use vocabulary to identify the elements of a picture.

### Syntax

- 4 Speaks in longer and more complex sentences and uses plurals, past tenses, and irregular verbs correctly.
- 3 Speaks in longer simple sentences and uses plurals and past tenses correctly but not irregular verbs.
- 2 Speaks in short simple sentences and uses most plurals and past tenses correctly.
- 1 Does not speak in complete sentences.

### Expression of Content Knowledge

- 4 Is able to explain the relationships between concepts and ideas.
- 3 Is able to use explain basic concepts and ideas as complete thoughts.
- 2 Is able to talk about basic concepts and ideas using limited language.
- 1 Is unable to talk about basic concepts and ideas.

### Attitude and Participation

- 4 Is eager to participate and shows confidence and interest in the task.
- 3 Is able to complete the task without hesitancy.
- 2 Is reluctant to participate in the task but does so with encouragement.
- 1 Is unwilling to participate in the task.