

Dynamic Assessment Protocol

Name of Student:	Age:	Gender:
Grade:	School:	
Date of Birth:	Dates Tested:	
Teacher:	Examiner:	

REASON FOR TESTING _____

BACKGROUND INFORMATION

Primary language of child: _____ home: _____

Teacher's Concerns:

Receptive Language:

Vocabulary/Concepts
Following Directions
Answering Questions

Expressive Language:

Grammar
Sentences
Narratives

Sound Production:

Sounds
Syllables/Words
Sentences

Parent's Concerns:

Child's Language Development has been:

Slower than siblings / peers Similar to siblings / peers Faster than siblings / peers

Behavior During Evaluation:

Compliance: Cooperative/uncooperative

Easy to establish rapport/difficult to establish rapport

Attention/alertness: Alert/easily distracted

Maintained attention/did not maintain attention

Need for Redirection:

Without prompting/with minimal prompting/with frequent prompting

Formal Tests Administered:

English:

CELF-4
CASL
OWLS

Spanish:

CELF-4:S
PLS-4:S
PLS-5:S

Other Observations: _____

Directions:

Based on areas of difficulty noted during formal testing, select one language target for Dynamic Assessment. Conduct Pre-testing using 5 items taken from baseline probes. Record results. If 80% accuracy or higher, select another target. If 60% or lower, conduct Mediated Assessment session, followed by Post-testing with Minimal Support. Continue to increase level of support until 80% accuracy is reached.

Dynamic Assessment Protocol

Mediated Assessment

Strategy	Purpose	Example
Intentionality:	What's the goal? State the purpose of the teaching.	We're going to work on <u>following directions that have 3 steps</u> .
Meaning:	Why are we working on this? Tell why it's important and relevant.	When someone <u>gives you directions</u> , it's important to <u>do each step so that you finish the task</u> .
Transcendence:	What happens if we don't have this skill? Develop awareness of the relevance of the skill to real life through critical thinking.	What if your teacher <u>tells you to color, cut, and glue</u> , but you <u>only follow two of the directions</u> ? <u>Then your project wouldn't be finished</u> .
Application:	Here's what I expect you to do. Let's try it together. Clarify expectations and give explicit instructions. Provide a model and allow opportunities for practice.	This time when I <u>give you a direction that has 3 steps</u> , I want you to <u>do all 3 steps in the order that I say them</u> . I'll do it first and then it will be your turn.
Competence:	What did you learn? Why is it important? When will you use this skill? Check for understanding of the skill and its importance for the current context and future classroom activities.	Remember, it's important to <u>listen to all the steps in a direction and follow each one</u> . Now you tell me what we practiced and why it's important. Think about when you might need to <u>follow directions correctly in the classroom</u> . Then we'll try it five more times.

Support Strategies (Teacher Effort)

Minimal:	Moderate:	Maximum:
Repetition	Modeling correct response	Direct imitation (verbal)
Rephrasing	Providing a demonstration	Physically prompted (non-verbal)
Slowed rate	Multi-sensory input	Reduced Content
1-2 presentations	Multiple (3-4) prompts	Performs task for child

Dynamic Assessment Protocol

Language Target		Pre-Test Results	Post-Test Results (Min)	Post-Test Results (Mod)	Post-Test Results (Max)
		Date:	Date:	Date:	Date:
Concept:	Quality (color)				
	Quantity (#)				
	Spatial (location)	___/5	___/5	___/5	___/5
	Ordinal/Temporal				
Following Directions:	1-step				
	2-step	___/5	___/5	___/5	___/5
	3-step				
Answering Questions:	What / Who				
	Where / When	___/5	___/5	___/5	___/5
	Why				
Repeating Utterances:	Number of words				
	Grammatical forms	___/5	___/5	___/5	___/5
	Word order				
Creating Utterances:	Number of words				
	Use of conjunctions				
	Grammatical forms	___/5	___/5	___/5	___/5
	Vocabulary				

Dynamic Assessment Protocol

Age of Acquisition	Narrative Language Target (Macrostructure)	Pre-Test Results	Post-Test Results (Min)	Post-Test Results (Mod)	Post-Test Results (Max)
3 years	Setting (Time, Place) Initiating event				
4 years	Temporal sequence* Central theme*				
5 years	Labels characters Labels surroundings Attempts Consequence Reaction				
6 years	Provides implicit aims/intentions of characters Resolution				
7 years	Theme and Moral*				
8 years	Explicit aims/plans of characters (uses words like “decided to”)				
11 years	Multiple plans Multiple attempts Multiple consequences Embedded Stories*				
>12 years	Two separate but parallel episodes that influence each other				

*Expectancies that may vary due to culture

Dynamic Assessment Protocol

Mediated Assessment

Strategy	Purpose	Example
Intentionality:	<p>What's the goal?</p> <p>State the purpose of the teaching.</p>	<p>We're going to work on _____</p> <p>_____.</p>
Meaning:	<p>Why are we working on this?</p> <p>Tell why it's important and relevant.</p>	<p>When someone _____, it's important to _____</p> <p>_____.</p>
Transcendence:	<p>What happens if we don't have this skill?</p> <p>Develop awareness of the relevance of the skill to real life through critical thinking.</p>	<p>What if your teacher _____,</p> <p>but you _____?</p> <p>Then _____</p> <p>_____</p>
Application:	<p>Here's what I expect you to do. Let's try it together.</p> <p>Clarify expectations and give explicit instructions. Provide a model and allow opportunities for practice.</p>	<p>This time when I _____</p> <p>_____, I want you to _____.</p> <p>I'll do it first and then it will be your turn.</p>
Competence:	<p>What did you learn? Why is it important? When will you use this skill?</p> <p>Check for understanding of the skill and its importance for the current context and future classroom activities.</p>	<p>Remember, it's important to _____</p> <p>_____.</p> <p>Now you tell me what we practiced and why it's important. Think about when you might need to _____</p> <p>_____.</p> <p>Then we'll try it five more times.</p>

Dynamic Assessment Protocol

Support Strategies (Teacher Effort): Task #1

Minimal:	Moderate:	Maximum:
Repetition	Modeling correct response	Direct imitation (verbal)
Rephrasing	Providing a demonstration	Physically prompted (non-verbal)
Slowed rate	Multi-sensory input	Reduced Content
1-2 presentations	Multiple (3-4) prompts	Performs task for child

Support Strategies (Teacher Effort): Task #2

Minimal:	Moderate:	Maximum:
Repetition	Modeling correct response	Direct imitation (verbal)
Rephrasing	Providing a demonstration	Physically prompted (non-verbal)
Slowed rate	Multi-sensory input	Reduced Content
1-2 presentations	Multiple (3-4) prompts	Performs task for child

Support Strategies (Teacher Effort): Task #3

Minimal:	Moderate:	Maximum:
Repetition	Modeling correct response	Direct imitation (verbal)
Rephrasing	Providing a demonstration	Physically prompted (non-verbal)
Slowed rate	Multi-sensory input	Reduced Content
1-2 presentations	Multiple (3-4) prompts	Performs task for child

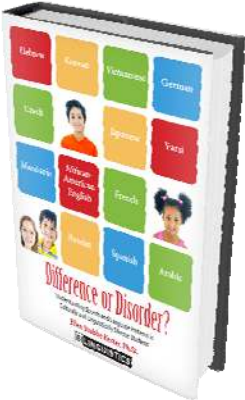
Notes: _____

Great Resources for Evaluations!

Click below to find out more.



Bilingual Articulation and Phonology Assessment (BAPA)



Difference or Disorder? Understanding Speech and Language Patterns in Culturally and Linguistically Diverse Students



Developmental Speech and Language Norms for Spanish and English E-book



Test of Articulation and Phonology (iTap)



Assessment with English Language Learners: A Bilingual Approach



Effectively Evaluating Young Children

