

Dynamic Assessment Write-Ups

Natalia

Dynamic Assessment on Plurals

Writing it up

- What did you do?
- What change did you see?
- What does it mean?
- A dynamic assessment was conducted to examine Natalia's performance on plurals with different levels of support.
- She made moderate progress (from 1/5 to 4/5) when provided with verbal and visual cues, as well as repetition and expansion of prompts.
- Her improvement following a short teaching session is a positive prognostic indicator for intervention and suggests that verbal and visual prompts will be an important part of her intervention plan initially.

Melanie

Dynamic Assessment on Subject Pronouns

Writing it up

- What did you do?
 - What change did you see?
 - What does it mean
- Focused on subject pronouns versus object pronouns
 - 1/18 correct to 23/22 correct
 - Moderate to good progress with moderate support. Positive prognostic indicator for intervention.

Paragraph from her report

Melanie's difficulty with the use of subject pronouns was targeted in a dynamic assessment. In her initial story that was told without a model, Melanie produced 1/18 subject pronouns correctly. After a lesson on using subject pronouns (e.g., "he," "she," and "they") at the beginning of sentences, and after listening to the examiner tell the story while emphasizing subject pronouns, Melanie was asked to retell the story. In her story retell, she used subject pronouns correctly in 23/33 opportunities. This represents a change from 5% to 70% accuracy. Her improvement following a short teaching session is a positive prognostic indicator for intervention.

Bella

Dynamic Assessment on Narrative Story Grammar

Writing it up

- Why this target?
 - What did you do?
 - What change did you see?
- When asked to tell a story using a wordless picture book Bella produced a story in the present progressive tense with many sound effects and limited content
 - A short teaching session was implemented to teach the components of a story. Bella then listened to the story and retold it.
 - After a lesson on story grammar components and a model of the story, Bella told a story that included all of the story grammar components from the lesson.

Writing it up

- What else did you do?
- What change did you see?
- What does it mean?
- Next she was asked to complete the task with a novel wordless picture book.
- Even without a model she was able to include the components from the lesson.
- Her quick improvement after a short lesson indicates that speech therapy is not indicated to address this skill.

Briseida

Dynamic Assessment on Story Comprehension Questions and Past Tense Verbs

Briseida – Dynamic Assessment

Receptive Language

- A dynamic assessment was implemented to see if Briseida's ability to answer story comprehension questions improved when she was provided with two-to-four visuals from which to choose. She was asked 10 questions, all of which she did not answer correctly without visual supports. She got 4 out of 10 questions correct when visual supports were provided. Her improvement with the use of visual supports are a positive prognostic indicator for speech therapy, and indicates that visuals will be an important part of her learning environment.

Expressive Language

- focused on using past tense verbs in simple sentences to describe pictures in a story. The examiner started with a 5-word sentence. The sentence was modeled and Briseida was asked to repeat it. Briseida did not repeat any sentences at the 5-word level or 4-word level. At the 3-word level she correctly repeated one out of three sentences with a past tense verb. Her improvement at the 3-word level is a positive prognostic indicator for speech therapy, and indicates that sentences at the 3-word level are a good starting point for Briseida.

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- E: There was a boy who had a dog and a frog.
- S: dog and a frog.
- E: The dog was sleeping.
- S: dog was sleeping.

Nina

Dynamic Assessment on Following Directions

Writing it up – what we did

- During formal testing Nina missed 17 items on the Following Directions Subtest that required her to use order.
- She consistently selected the last item first and the first item last.
- It was suspected that she was starting from the right, consistent with her Arabic reading/writing
- A short teaching session was implemented to teach her the left-to-right order when following directions at school.
- She was retested and got 14/17 items correct upon retesting.

Writing it up – What it means

- Nina's improvement from 0/17 to 14/17 items correct on following directions tasks containing sequencing/order concepts following a short teaching session indicates that she was able to understand the concept with limited input.
- She appeared to be completing her instructions by working from right to left, the direction of reading and writing in Arabic.
- The left-to-right expectation was shared with her and she was given a visual prompt to remember by making an L with her left hand.
- She was then retested and performed very well on the task.
- Speech therapy is not warranted to address these concerns

Xavier

Dynamic Assessment on Story Grammar Components and Past Tense Verbs

Writing it up – what we did

- Xavier demonstrated errors on regular and irregular past tense verbs on formal testing tasks and in a language sample.
- The examiner reviewed the rules for WHY we use past tense verbs and HOW to make past tense verbs.
- A lesson on regular and irregular past tense verbs was presented.
- The examiner went through Xavier's language sample with him, identified errors, and corrected them.
- Xavier then listened to a model of the story.
- Xavier was asked to retell the story.
- His use of irregular past tense verbs went from 44% to 65%
- His use of regular past tense verbs went from 0 to 60%.

Writing it up – What it means

- Xavier's demonstrated improvement in his use of regular and irregular past tense verbs.
- Although he demonstrated improvement, he did not perform at the level expected for his age on the story retell.
- Xavier needed repetition and visual prompts during his story retell to use past tense verbs.
- His improvement from 44% to 65% on irregular verbs and from 0% to 60% on regular past tense verbs is a positive prognostic indicator for speech therapy.
- Models and visual cues will be an important element of support for him.