

Informal Oral Language Assessment

Unless otherwise indicated, many items are assessed orally and without pictures.

Following directions: (1) Hand me the pencil. (2) Clap your hands and hand me the pencil. (3) Wave, clap your hands, hand me the pencil.

Body parts: Expressive – What is this? (point to nose) vs. Receptive – Point to your ear.

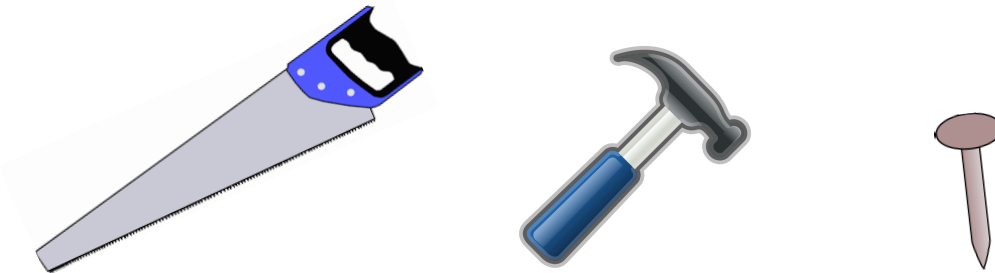
Comparisons: big, bigger, biggest (point to objects) fast, faster, fastest

Naming by category: Name five colors; name five foods; name five animals, etc.

Identify pictures: Point to the animals (pictures include squirrel, bird, dog);



Point to the tools (pictures include hammer, nail, saw)

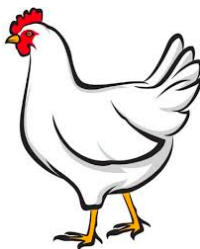
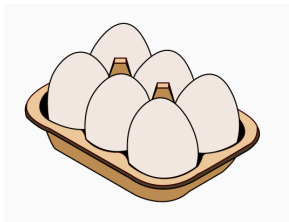


Describe objects by size, shape, color, composition (ball, car, book, paintbrush)

Functions: What do you do with a telephone? What do you do with a shoe?

Associations (how things are similar and different) car & bicycle cat & dog shoe & hat

Go together: pictures to match – chicken/egg pillow/bed bird/nest



Sequencing (4 – 6 part stories, sequencing pictures) retell, then create one

6. The Gingerbread Man

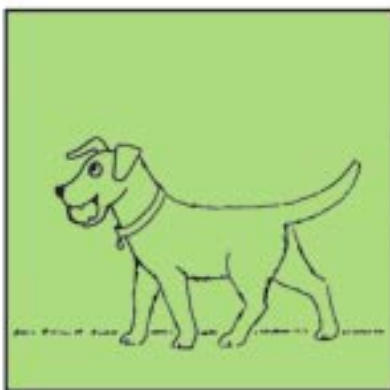
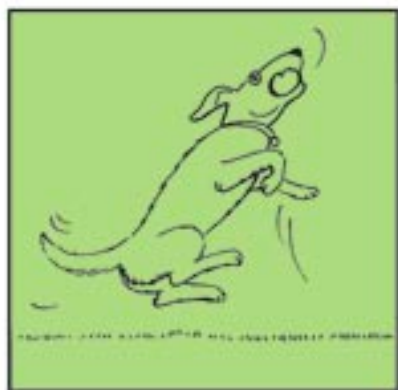
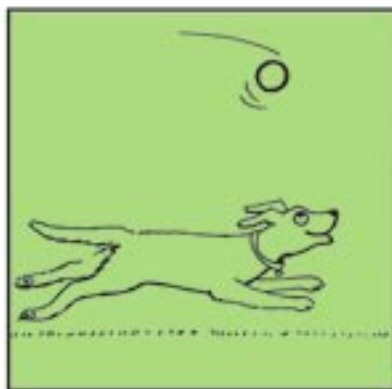
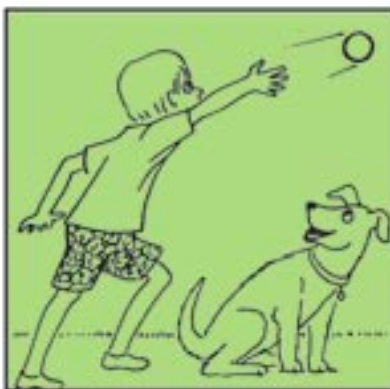
Verbal sequencing: How do you make a peanut butter sandwich? How do you wash your hands?

Opposites (antonyms): in/out light/dark

Similarities (synonyms): puppy/kitten book/magazine loud/noisy

Multiple meaning words: Student provides two different sentences to demonstrate understanding of different meanings of same word.

Narratives: retelling a story (with or without prompting; clear beginning, middle, and end)



Functional problem solving: (provide scenarios) What do you do if your friend fell off his bike and hurt himself?

Grammatical markers: ability to appropriately use of pronouns, regular plurals, possessives, etc.

Articulation of phonemes; distinction between two similar phonemes