Laureate®
Attainment

LanguageLinks® to Literacy

EXPRESSIVE SYNTAX ASSESSMENT

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Testing Instructions

The Assessment

The *LanguageLinks® to Literacy Expressive Syntax Assessment* (ESA) tests 35 syntactic forms critical to sentence comprehension and expression. The ESA is divided into four units to parallel the organization of the receptive software modules and the expressive lessons contained in the *Instructor's Manual*. Each unit tests 8 to 10 syntactic forms. Administration time ranges from about 5 to 10 minutes per unit. Testing should begin with Unit 1. Complete testing all the forms in the unit. If a student fails any form in a unit, do not proceed to testing forms in the next unit. Instead, begin with **all** the software modules for that unit including those a student may have Mastered in the ESA. Young students on IEPs or older students with significant language impairments will usually fail to master all the forms in either Unit 1 or 2 of the ESA. Kindergarten and 1st grade students who are enrolled in a Response to Intervention (RTI) program may successfully complete the first two units of the ESA and not start missing items until Unit 3 or Unit 4.

Materials

For testing, you need a *LanguageLinks® to Literacy Expressive Syntax Assessment Scoring & Analysis Form* and this manual. After you have scored the assessment, transfer the results to the *ESA Scoring & Analysis Summary* form. This form provides a quick comparison of pre- and post-testing after the student has gone through the computer-delivered receptive software modules and the instructor-delivered expressive lessons.

Testing

Place this book between you and the student with the pictures facing the student. Starting on page 7 are instructions for the two Practice Items, one Imitation and one Spontaneous. These two items are marked with a purple bar ██████ and can be used before testing on any unit. The examiner's script is in blue and the student's expected response is in red.

Testing instructions begin on page 11. At the top of the page facing you is a colored bar to indicate the unit from which the syntactic forms were taken. Underneath the colored bar on the left is the form being tested together with the software module and lesson from which it has been taken.

Each of the 35 syntactic forms is tested using one Imitation (I) followed by three Spontaneous elicitations (S). On the right immediately below the colored bar is an indication of whether the item is an Imitation or Spontaneous response. Since there are three Spontaneous items, each is numbered 1 through 3 to aid in scoring.

Important Administration Instructions

You should say exactly what is written. Note that the discourse context used in eliciting the imitation is important because it sets the condition for the subsequent spontaneous responses. Do not try to elicit the imitative response without using the discourse context. For example, if a student fails to give a response

Testing Instructions

or gives an incomplete response (e.g., *raking*) after you say:

> What is the boy doing? He is raking.
> Say, he is raking.

You should repeat:
> What is the boy doing? He is raking.
> Say, he is raking.

You should not simply say:
> Say, he is raking.

If the student does not respond to the Imitation item, you should repeat the instructions. If the student still does not imitate the form, skip the three Spontaneous elicitations for that syntactic form. When testing each form using the three Spontaneous elicitations, you may return to the Imitation item and repeat it twice for each form (not twice for each of the three spontaneous test items).

Scoring

Use the *LanguageLinks® to Literacy Expressive Syntax Assessment Scoring & Analysis Form* to record student responses. Each imitative and elicited spontaneous item receives a score of 1 or 0. Students must correctly produce all three spontaneous elicitations for that form to be considered Mastered. Students who fail to master all grammatical forms tested in a unit should use the *LanguageLinks® to Literacy Software* for all the modules in that unit before proceeding to the instructor-administered expressive intervention lessons in the *Instructor's Manual*.

The student's production of each imitative and spontaneous response is evaluated solely on the basis of the syntactic form being tested. The targeted syntactic response is italicized, underlined, and in bold (e.g., in testing *Is Verb + -ing*, the first Spontaneous response elicited is He ***is swimming***). Substitute lexical items are acceptable (e.g., *He is walking* for *He is running*). Similarly, if a student correctly produces the syntactic form being tested but makes a different grammatical error when responding, the response is still considered correct. For example, if a student responds to an item testing *Is Verb + -ing* with *Him is swimming* instead of *He is swimming*, the item would still be scored as correct because s/he correctly produced the Present Progressive form targeted (*Is Verb + -ing*).
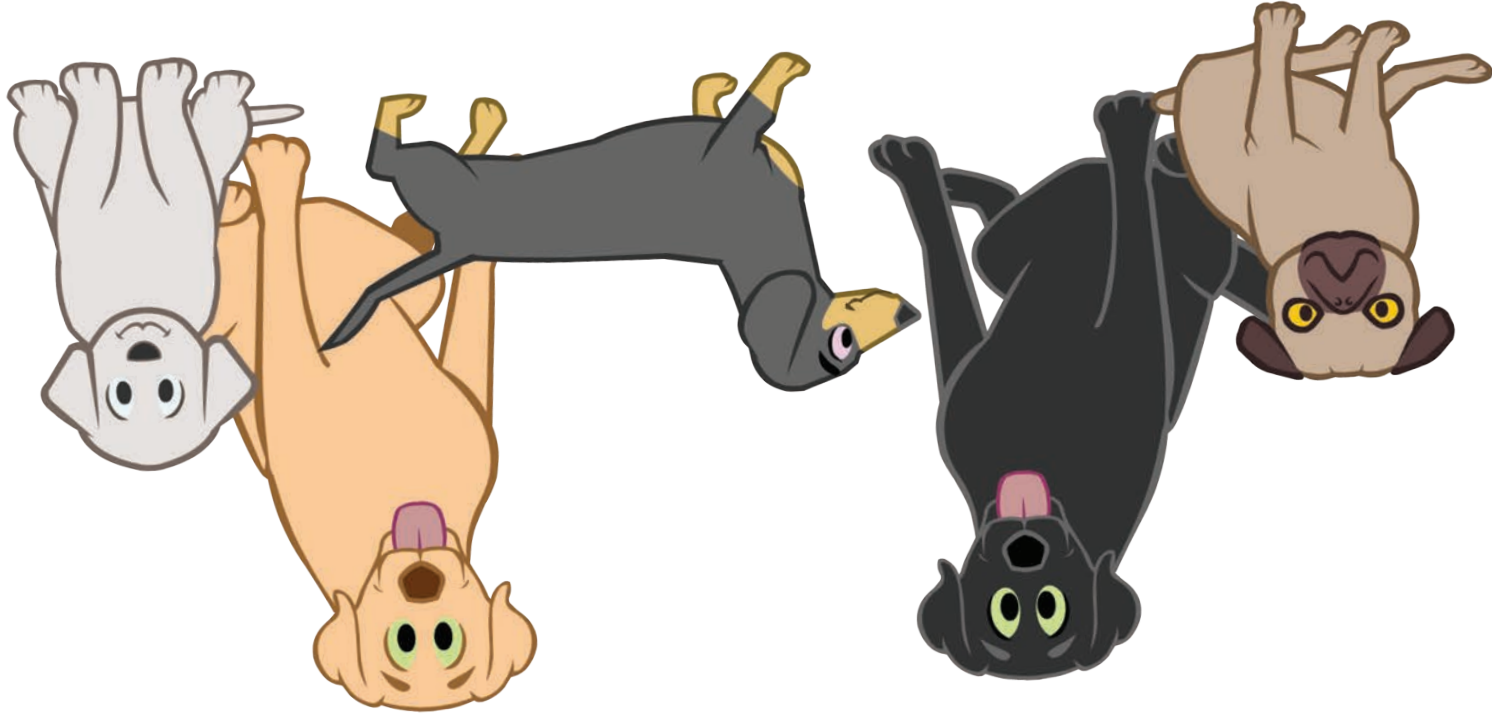
Progress Documentation

In addition to the progress monitoring done during lesson administration, the ESA provides evidence of generalization. The ESA uses different illustrations than those used in the software modules and the expressive lessons. This means that post-testing after a student has completed the receptive modules and expressive lessons provides documentation of generalization.

Expressive Syntax Assessment (ESA)

Contents

Examiner says:

What are these? ***Dogs***.

Say, *dogs.*

Student responds:

Dogs.

Spontaneous
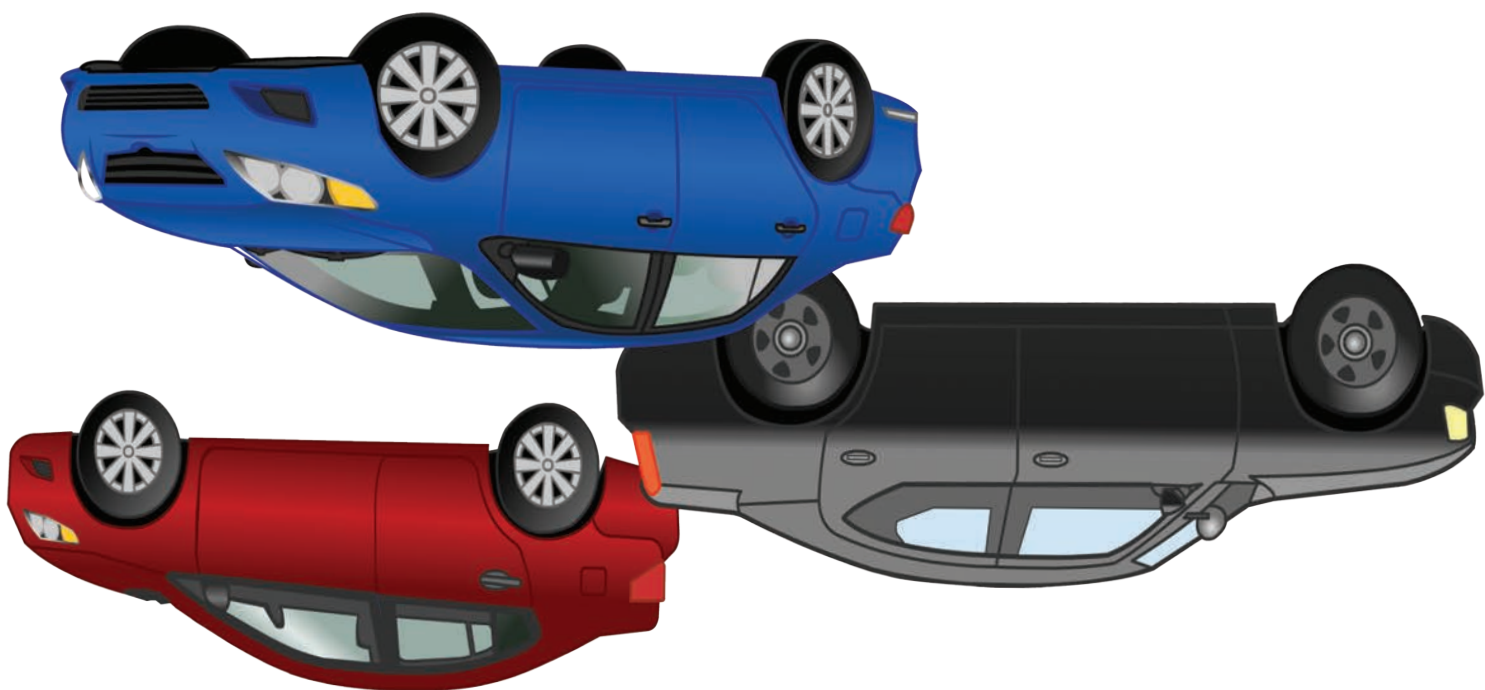
Examiner says:

What are these?

Student responds:

Cars.

1. Is Verb + -ing
(From Module/Lesson 1)

Imitation

Examiner says:

What is the boy doing? He ***is raking***.

Say, he *is raking.*

Student responds:

He ***is raking***.
or
The boy ***is raking***.

11

1. Is Verb + -ing
(From Module/Lesson 1)

Spontaneous 1

Examiner says:

What is he doing?

Student responds:

He ***is swimming***.
             or
The man ***is swimming***.

13

1. Is Verb + -ing
(From Module/Lesson 1)

Spontaneous 2

Examiner says:

What is he doing?

Student responds:

He ***is eating***.
or
The boy ***is eating***.

15

1. Is Verb + -ing
(From Module/Lesson 1)

Spontaneous 3

Examiner says:

What is he doing?

Student responds:

He *is running*.
or
The boy *is running*.

17

2. Are
(From Module/Lesson 2)

Imitation

Examiner says:

What's big? The balls *are*.
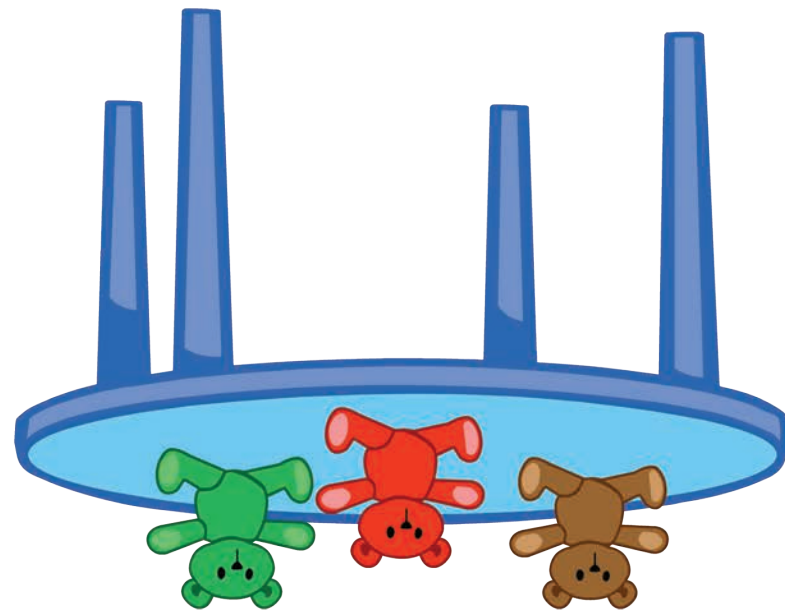
Say, the balls *are*.

Student responds:

The balls *are*.
or
The balls *are* big.

2. Are
(From Module/Lesson 2)

Spontaneous 1

Examiner says:

What's little?

Student responds:

The bears *are*.
or
The bears *are* little.

21