

Comprehensive Assessment
Activity Packet

3rd Grade Writing Sample

By where me and Danielle live, they had a drug bust. Drug Busts are when police come and search drug dealer houses. It was closer to Danielle's house. It was kinda close to David house two. It was really close to Kasey and Katie because they live less than ten yards away. It was boring because you has to stay inside.

Strengths:

Examine the 3rd grade sample

- Determine the episodic complexity for the story about "Danielle's house".
- Is this within normal limits?
- What is missing?
- What targets could be selected to examine modifiability?
- Why?

Narrative Writing in Children and Adolescents; Examining the Literate Lexicon (Sun & Nippold, 2012) LSHSS V 43, p 2-13

Excerpt from APPENDIX A. NARRATIVE ESSAY TASK "WHAT HAPPENED ONE DAY" ([NIPPOLD, 2010b](#))

At this time, I would like you to write a story. Please write a story about something *funny*, *sad*, or *scary* that happened to you and a friend. You get to decide what to write about. It can be anything that was *funny*, *sad*, or *scary*. If you can't

think of something that *really* happened, you can make it up. It doesn't have to be a true story. You can use your imagination, if you want. It's up to you.

The outline below will help you organize your thoughts and write a good story. In your story, be sure to do the following:

- Tell where the events took place (the setting).
- Tell who the main people are (characters).
- Tell everything that happened in the story (plot).
- Tell about the problems that came up (problems).
- Explain what the characters tried to do (attempts).
- Explain how things turned out (outcome).
- Tell how everyone felt during the events (thoughts).

Dynamic Assessment Video:

Rating Student Responsiveness. Watch the video clip. How would you rate the following?

Prompts	1	2	3	4
Errors	1	2	3	4
Confidence	1	2	3	4
Rate	1	2	3	4

Case Study Example

1st grade student with scores >-2 s.d. below the mean on omnibus language measure (SS 68) and vocabulary assessment (SS 65). During dynamic assessment student was highly responsive and required no prompts to use new vocabulary and sentence structures from the model provided after only one presentation. Student enjoys shared reading but has had limited experience with books outside of school. Classroom observation revealed teacher is on medical leave and substitute teachers do not provide expansions or teach unfamiliar vocabulary.

Case Example Analysis

What data differences exist?

Are differences in performance an artifact of:

- ☐ Cultural or linguistic bias
- ☐ Diagnostic Accuracy issues with tools used
- ☐ Limited experience with tasks
- ☐ Instructional approaches

What data provides an accurate reflection of the student's true ability?

What recommendations can be made?

Narrative Analysis Scoring Protocol for Picture Prompted Stories

TASK INFORMATION

Stimuli: SLAM cards ☐ Bunny ☐ Puppy ☐ Cell Phone ☐ Baseball ☐ Other Source : _____

Elicitation Context

Verbal

- ☐ Model of story provided (story retell task)
☐ No story model provided (story generation task)

Pictures sequenced by

- ☐ Student
☐ SLP

Transcription

Write the student's utterances on page 2 and complete columns for Macrostructure and Microstructure. Do not transcribe phonetically.

Additional Supports Required

- ☐ Redirection – focusing attention to task ☐ Clarification after student question
☐ Encouragement to begin or continue ☐ Other: _____

Using information from page 2, complete the Macrostructure and Microstructure sections.

MACROSTRUCTURE

Setting information present: ☐ Yes ☐ No

Total number of Initiating Events _____

Indicate the episodic complexity for each episode by placing a tally mark below.

No episodic structure Setting/Characters (3–4 yrs) Action Sequence (4–5 yrs)	Incomplete	Minimally Complete 5 yrs	Complete 6 yrs	Expanded Complete	Complex 7+ yrs
#	#	#	#	#	#

MICROSTRUCTURE

Lexical Diversity

List mental state verbs used. If verbs are repeated, indicate number of times each is used.

Interesting vocabulary used:

Cohesion

	Correctly	Incorrectly
Conjunctions used:		
Pronouns used:		

Sentence Pattern

_____Independent clauses (complete idea that stands alone or a simple sentence)

+ _____Dependent clauses (Ideas that cannot stand alone)

_____ **Total # of Clauses** ÷ _____ **Total # of Utterances** = _____ **Clausal Density Value**

Directions:

Write each utterance on a line. Do not transcribe phonetically. Represent unintelligible words using an X.

Macrostructure Analysis: Indicate the story grammar element for each utterance. Draw a wavy line across the table at the start of each new episode. Indicate Episodic Complexity for each episode in the space provided. **Microstructure Analysis:** Identify mental state verbs, and conjunctions and pronouns used. If complete independent and dependent clauses are present indicate with a tally mark.

Utterance #	Student utterance	Story Grammar Element	Episodic Complexity	Mental State Verbs Used	Conjunctive Cohesion	Pronominal Cohesion	Independent Clause	Dependent Clause
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								

Setting (S) introduces the main characters, time, and place
Initiating Event (IE) Occurrence (includes mental state verbs) that influences the main character(s) to action.

Internal Response (IR) Thoughts/feelings of the main character in response to the IE.

Plan (P) Indicates the intended action of the main character.

Attempt (A) The actions of the main character in pursuit of the goal.

Consequence (C) The achievement (or not) of the goal, as well as any other events or states that might result.

Reaction (R) Any emotional or evaluative response of the main character to the preceding chain of events.

Ending (E)

No Episodic Structure no causal relationships) aka. heaps, chains, sequences	Incomplete IE + A or C (2 parts)	Minimally Complete IE + A + C (3 parts)	Complete IE + [any 2 IR,A,P] + C (4 parts)	Expanded Complete Complete + extra parts	Complex Multiple episodes or all parts
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