

Western-DHH Curriculum-Based Spoken Language Assessment Tool

Discourse

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Summary Form: Discourse

Student Name: _____

Date: _____

Note: Only administer sections relevant to your specific student's needs. This summary form can help to guide programming.

Information - What is this task assessing? These tasks assess the student's knowledge of, and ability to use, the key elements of discourse in oral language.	These tasks address oral language skills in three broad types of discourse: narrative (story telling) language skills, opinion, and expository (informative) language skills. Typically, narrative discourse skills develop prior to expository discourse skills.	
Section A: Student Performance – use table on reverse side to capture student performance		
Section B: Prompts, Supports, Accommodations – use this table to summarize helpful strategies		
List prompts or supports attempted or trialed	Effective (E) Sometimes Effective (S) Not Effective (N)	Notes
Accommodation(s) that may be helpful for this student (e.g., for intervention, in the classroom, in general, etc.):		
Section C: Next Steps (where to go from here) For the areas the student has difficulty with, try: <ul style="list-style-type: none"> Using talk throughs together with think-alouds as you discuss the task. Identify key words and compile key word lists for practice (these lists could also be sent home with the student). Explicitly teach the elements for inclusion (e.g., for narrative, teach the macrostructure elements; for expository, teach elements such as description, sequence of use, alternative options, etc.). Practice retelling parts of the story, gradually increasing the demand until the student is able to retell the whole story. Note: use the supports considered effective in <i>Section B</i>		
Section D: Sample IEP Statements <i>Note: Be sure to adapt these sample statements to be appropriate for your specific student, their goal(s), and the practices of your specific school board.</i> <u>Sample Statement #1:</u> The student will increase the use of appropriate classroom discourse skills to tell a narrative story using the complete (macrostructure) elements of a story. <u>Sample Statement #2:</u> The student will increase the use of appropriate classroom discourse skills to verbally present expository information about an object/sport, including factual information, explanations, and clarifications.		

Section A: Student Performance

Indicate the discourse skills that were targeted with the student, and whether this was an area of strength or challenge for the student. Include any relevant notes (e.g., prompts used, observations, etc.).

Discourse		Area of Strength	Area of Challenge	Notes
Narrative (Macrostructure Elements)	Characters			
	Setting			
	Problem			
	Feelings			
	Plan			
	Actions			
	Resolution			
	Other			
Expository and/or Opinion	Use of Specific Vocabulary			
	Relevant Details Included (note any missing)			
	Listener Understands			
	Other			

Narrative Language: Using a Story Starter

Task: Providing a narrative using a sentence or picture story starter

- Using the *Parts of a Story* visual, discuss the components of a narrative with the student.
- Select a story starter sentence or picture from the *Supporting Materials* document or one of your choosing. You want it to be a story starter that can prompt a narrative from the student, but doesn't necessarily have a set storyline.
- Record the student's responses in the blank template below.
- Page 3 includes questions about the student's meta-narrative knowledge. This is optional and would follow the student providing their narrative.

Possible Script:

Picture Story Starter: show the student the picture. "Tell me a story based on this picture."

Story Starter Sentence: "I'm going to give you a sentence to start off a story. Tell me a story that begins with that sentence."

Optional: "Remember to include all of the parts of a story that we talked about"

Suggestions:

- This task may be easier with the use of a voice recorder but a recorder is not required. Transcribe as much as necessary.
- If the student is having difficulty with the task, allow them to see the *Parts of a Story* visual as a visual reminder/prompt for what to include in their story.
- Try this task first with the student without any prompts or models. Record the student's responses in the table below. Following this, provide the student with verbal prompts to get the student to provide any missing information (e.g., "did you tell me about where this story takes place?" or "did you tell me how the main character was feeling?"). Provide verbal prompts as needed for any missing information.
- Before having the student tell their story, do a talk-through of the parts of a story, explaining what each component is and what is typically included for that component. Discuss each component.

Student Name: _____ Date: _____

Story Starter/Picture: _____

Directions: “Tell me a story based on this picture.” OR “I’m going to give you a sentence to start off a story. Tell me a story that begins with that sentence.”

	Student’s Initial Response(s)	Student’s Response(s) Following Prompts/Questions	Prompt(s) Provided
Character(s)			
Setting			
Problem(s)			
Feelings			
Spiral (if applicable)			
Plan			
Action(s)			
Resolution			
Notes (Anything else?)			

	Student's Initial Response(s)	Student's Response(s) Following Prompts/Questions	Prompt(s) Provided
Overall Coherency (Did their narrative make sense? Was it easy to follow?)			
Overall Length (Did they provide enough info to convey a story?)			
Use of Specific Vocabulary (if applicable)			
Meta-Narrative Knowledge (Optional)			
Title (Does your story have a title? Did you tell me a title for your story?)			
Setting (What kind of setting information did you tell me? e.g., place, time, characters)			
Events/Storyline (What events happened in the story? Were there any problems? What happened? What were the solutions?)			
Feelings (How did the characters feel?)			
Dialogue (Did you use any dialogue in your story?)			
Notes/Anything Else? (e.g., If you were going to tell the story again, how would you change or improve it?)			

Narrative Language: Using a Sentence or Picture Story Starter - Supporting Materials

1. List of suggested story starter sentences
2. Examples of story starter pictures

1. List of suggested story starter sentences

Note: you can choose any story starter sentence. You will want it to be open enough to prompt a narrative from the student without suggesting a set storyline.

Suggested Story Starter Sentences (or use one of your own):

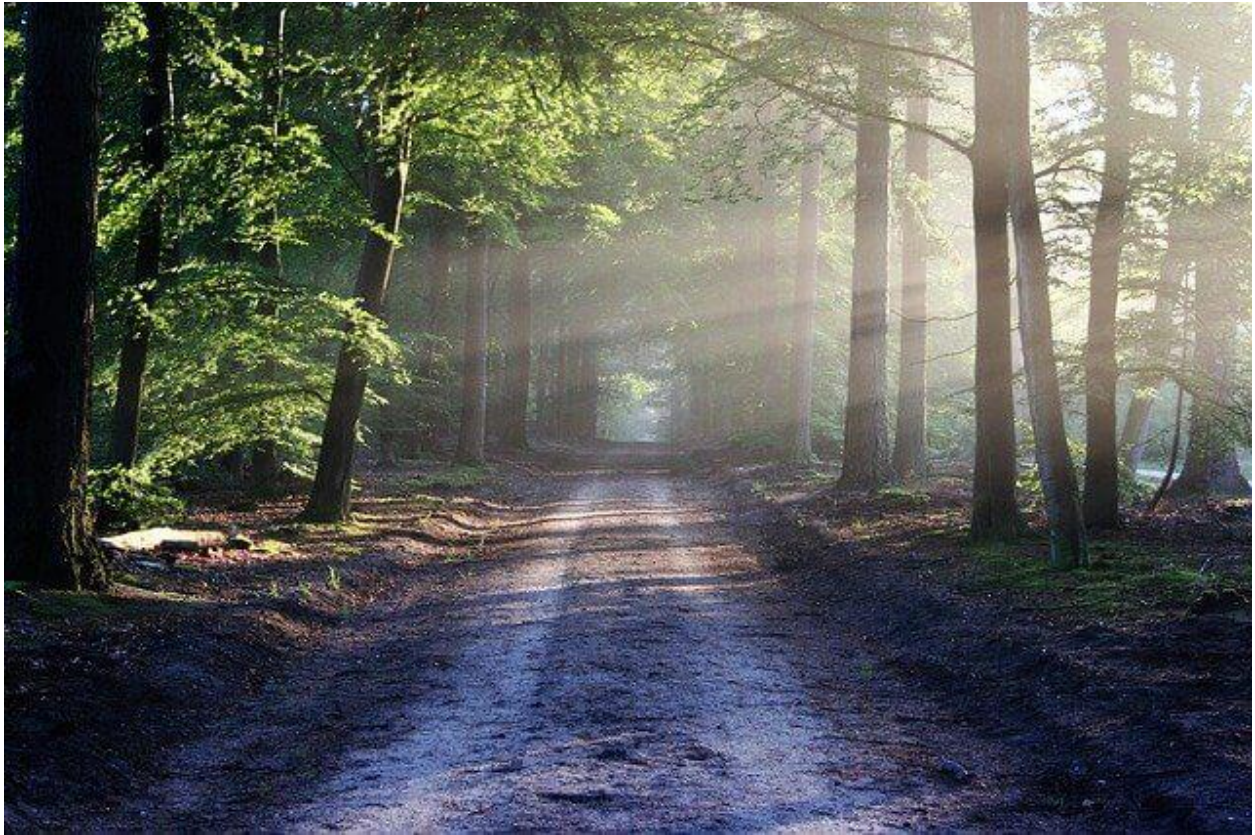
1. It was a dark and gloomy night ...
2. It started as an ordinary day, but then ...
3. The day of the big snowstorm I decided ...
4. I took a deep breath and stepped out onto the stage ...
5. It was the best day ever! It all started with ...
6. It took a long time but we finally arrived at ...
7. It was the best/worst weekend ever. It started with ...
8. The best/worst school day ever was when ...
9. The day I won the lottery, I had big plans! First ...
10. They had everything planned out. They would start with ...

2. Examples of Story Starter Pictures

Note: These images have been taken from Google Images. Please feel free to use your own images if desired. Try to ensure the images are broad enough to prompt a narrative from the student, but don't necessarily have a set storyline.











Setting



Characters



Parts of a Story



Problem



Resolution



Feelings



Actions



Feelings



Setting



Characters



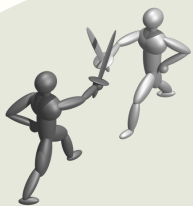
Spiral



Parts of a
Story



Problem



Actions



Resolution



Plan

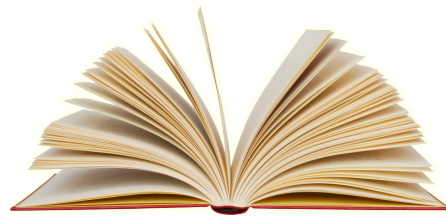
Setting



Characters



Feelings



PARTS OF A STORY

Problem



Action



Resolution



Setting



Characters



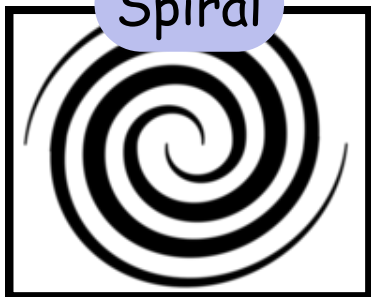
Feelings



Problem



Spiral



PARTS OF A STORY

Plan



Action



Resolution



Expository Language: Explain an Object

Task: Describing how to use [an object].

- Select an object from the list below or any object that the student uses (preferably not tech like a phone/tablet). You want it to be an object that has a sequence of steps. The list below includes a variety of objects, each with a range of typical steps for their use.
- Provide photo support if possible (see images in the Supporting Materials document for the objects in the list below).
- Record the student's responses in the blank template below.

Possible Script:

Show the student the picture. "What is this thing? How do you use it? I'm from another planet, and I've never seen it before."

Suggestions:

- This task may be easier with the use of a voice recorder but a recorder is not required. Transcribe as much as necessary.
- If the student is having difficulty with the task, try an object with fewer steps or a more defined sequence of use.
- A table with examples of what the student *might* say is included in the Supporting Materials document. These are possible responses, and not an exhaustive list. Many other responses may be correct.
- Try this task first with the student without any prompts or models. Record the student's responses on the Object Description Table below. Following this, provide the student with verbal prompts to get the student to provide any missing information (e.g., "Did you tell me the steps to use this object?" or "Did you tell me why someone would use this object?"). Next, provide a verbal example of a complete description of a *different* object (e.g., see Model Object Description). Then provide the student with a *new* object, and have them describe it while recording their responses on the Object Description Table. Provide verbal prompts as needed for any missing information.

Object Suggestions: (choose an object with which the student is familiar)

Bathtub
Bicycle
Calculator
Clothes dryer
Dishwasher
Fishing rod
Glue stick

Microwave
Pencil sharpener
Running shoes
Scissors
Sink
Suitcase
Toaster

Toilet
Toothbrush
Toothpaste
Umbrella
Vacuum
Washing machine

Student Name: _____ Date: _____ Object: _____

Directions: "Tell me all about this object. I'm from another planet and I've never seen it before."

Object Description	Student's Initial Response(s)	Student's Response(s) Following Prompts/Questions	Prompt(s) Provided
Description (What does the object or its parts look like? What is it made from/of?)			
Function (What is it used for?) Reasons for use (Does it have only one use? Multiple uses?)			
Sequence of use (Key steps, right number of steps, any key steps missing, steps in a logical order)			
Overall Coherency (Did their explanation or description make sense? Was something missing? Was it easy to follow?)			
Overall Length/Amount of Info (Did they provide enough info to help you understand?)			
Notes (Anything else?)			

Expository Language: Explain an Object - Supporting Materials

1. List of suggested objects
2. Model object explanation
3. Possible examples for suggested objects
4. Images for suggested objects

1. List of suggested objects

Note: you can choose any object that the student is familiar with, as long as it has a clear sequence of steps for its use. For example, a smartphone would not be the best object because there are so many uses and ways to use it, and there isn't a clear sequence of steps to do in order to use it.

Object Suggestions: (choose an object with which the student is familiar)

Note: The number in brackets is the page number (of this document) on which you can find an image for this object.

Bathtub (5)
Bicycle (5)
Calculator (6)
Clothes dryer (6)
Dishwasher (7)
Fishing rod (7)
Glue stick (8)

Microwave (8)
Pencil sharpener (9)
Running shoes (9)
Scissors (10)
Sink (10)
Suitcase (11)
Toaster (11)

Toilet (12)
Toothbrush (12)
Toothpaste (13)
Umbrella (13)
Vacuum (14)
Washing machine (14)

2. Model object explanation

Note: pick an object that the student has not been asked to explain and provide a verbal model of an explanation. Three examples are provided below, but feel free to provide one of your own, or to adapt these as needed for the student.

- A) Microwave: A microwave is a machine that you use to heat up food. You open the door and put the food inside. Then you close the door and push the buttons to set the amount of time you want it to be heated for. When it's done it beeps to let you know. Then you open the door and take your food out. Sometimes it's still cold in the middle, so you might have to stir the food and then heat it for longer.

- B) Scissors: Scissors are for cutting paper. They have two handles and two blades that work together. You put your thumb through the hole in one handle, and your finger through the hole in the other handle and you use them to open and close the scissors. Then you put the paper between the blades while you open and close them.

- C) Bathtub: A bathtub is like a giant bucket of water that you sit in to clean yourself. You start by turning the water on and setting it to the right temperature. Not too hot and not too cold. Then you let the water fill up the bathtub. Once it's full, you take off your clothes and get into the water. You wash your hair and your skin and get all clean. When you're done, you carefully climb out of the bathtub and wrap yourself in a towel to dry off. Then you put on some clean clothes or pajamas. Last, put the plug to drain all the water.

3. Possible examples of responses for suggested objects*Note: This is not an exhaustive list!*

Possible Examples <i>(could be more than one and could be different than these suggestions)</i>			
Object	Possible Description	Function	Possible Steps of Use
Bathtub	Like a big bucket, you put water in it, has a tap, hot and cold	To clean yourself	Turn on the water/tap, adjust the temperature, fill up the tub with water, add bubble bath, turn off the water, get in the tub
Bicycle	A type of vehicle, it has two wheels, it can go fast	To ride on	Sit on the seat, put your hands on the handles, put your feet on the pedals, pedal with your feet
Calculator	Has lots of buttons, keep it in your pencil case, use it at school	To do math	Turn it on, press the number buttons, press the add/subtract/etc button(s), press equals
Clothes Dryer	Makes clothes warm, use it for laundry, use a clothesline instead	To dry clothes	Open the door, put the clean clothes in, add fabric softener, close the door, adjust the settings, press start, wait
Dishwasher	Machine, has buttons, has racks for dishes, need soap	To clean dishes	Open the door, load the dirty dishes, add soap, close the door, push the buttons, press start, unload the clean dishes
Fishing Rod	Wind it up, it has a handle/hook/line, in the water	To catch fish	Put a worm on the hook, cast the fishing line, wait for a fish to bite, reel in the line, take the fish off
Glue Stick	Sticky, yellow, purple, need it for crafts	To stick things together	Take the lid off, twist the bottom of the glue stick, glue the paper, put the lid back on
Microwave	Machine, makes food hot, has buttons	To warm up food	Open the door, put the food in, close the door, press the buttons to set the time, press start
Pencil Sharpener	Plastic, small, need a garbage, sharp, blade	To sharpen a pencil	Put the pencil tip in, turn the pencil, pull the pencil out, empty the shavings
Running Shoes	On your feet, types of shoes, long/short laces, colours, fast	To wear on your feet	Put your foot in the shoe, adjust the tongue, pull the laces tight, tie the laces

Scissors	Sharp, metal, plastic, handle, blades	To cut things	Hold the scissors in your hand, open the blades of the scissors, put the paper between the blades, close the blades
Sink	Tap, water, bowl, counter, plug, soap, bubbles, bathroom, kitchen	To wash your hands	Turn on the water, adjust the temperature, get your hands wet, get some soap, scrub your hands, rinse the soap off, turn off the water
Suitcase	Travel/vacation, big/little suitcase, long handle, pockets	To carry your clothes	Unzip the suitcase, put your clothes inside, zip up the suitcase, pull up the handle
Toaster	Plug into the wall, gets hot, toast, bagel, english muffin, waffle	To toast your bread	Plug it in, put a piece of bread in the slot, push the lever down, wait for it to pop, take the bread out
Toilet	In the bathroom, smelly, clean/dirty, bowl, handle, tank	To go to the bathroom	Lift up the lid, sit on the seat, go to the bathroom, wipe, stand up, flush, close the lid
Toothbrush	Bristles, handle, colours, dentist, long	To clean your teeth	Get your toothbrush wet, take the lid off the toothpaste, put some toothpaste on the toothbrush, put the lid back on the toothpaste, brush your teeth, rinse your mouth
Toothpaste	Crest, Colgate, minty, flavoured, breath	To clean your teeth	Get your toothbrush wet, take the lid off the toothpaste, put some toothpaste on the toothbrush, put the lid back on the toothpaste, brush your teeth, rinse your mouth
Umbrella	Use it when it's raining, big/small umbrella, long handle, curve handle, hook	To keep you dry in the rain	Push the button, umbrella opens, put it above your head
Vacuum	Turn the vacuum on/off, loud sound, different attachments, canister, bag, long/short cord, carpet	To clean up the floor	Unwind the cord, plug in the vacuum, turn the vacuum on, push it back and forth on the floor, suck up the dirt
Washing Machine	Machine, used for dirty clothes, need to add soap, parent uses it, lots of water	To clean your clothes	Open the door, put the dirty clothes inside, add the soap, close the door, adjust the settings/push the buttons, press start

4. Images for suggested objects

Note: These images have been taken from Google Images. Please feel free to use your own images if desired.





Expository: Object Explanation - Supporting Materials



Benninger, Archibald and the DHH Team (2022-2024)



Expository: Object Explanation - Supporting Materials



Benninger, Archibald and the DHH Team (2022-2024)



Expository: Object Explanation - Supporting Materials



Benninger, Archibald and the DHH Team (2022-2024)



Expository: Object Explanation - Supporting Materials



Benninger, Archibald and the DHH Team (2022-2024)









Expository: Object Explanation - Supporting Materials



Benninger, Archibald and the DHH Team (2022-2024)



Expository: Rules of the Game

Task: Explain a game or a sport and how to play it.

- Begin by **having a discussion** (a talk through) about the important things to know about a particular game/sport before playing it (see possible script below). Include a level of detail appropriate for your student's specific needs and abilities.
- Have the **student choose a game or a sport** and tell you all about how to play it (or choose one for them if they are unable to, but ensure it is one they will be sufficiently familiar with).
Note: ideally you don't want the student to choose a video game since there is less of a standard set of rules than for other games/sports.
- Record the student's responses in the table below. *Note: students may not provide information in the same order as the table.*

Visual Support & Written Organizer:

1. Rules of the Game with Visual Support & Talk Through: ask the student to explain a game/sport. Use the Visual Support provided to talk through each component of the game. Once complete, ask the child to explain the whole game on their own now. The student can reference the Visual Support as they provide their verbal explanation.
2. Rules of the Game with Written Organizer & Talk Through: ask the student to explain a game/sport. Provide them with the Written Organizer and discuss what each section on the organizer would include. Give the student a couple of minutes to think about their chosen sport/game and to write down a few key points in each section to help them organize their explanation. The student can reference the Written Organizer as they provide their verbal explanation. *Note: the student should be instructed to only write down point form notes or key words, rather than writing out sentences, since this is an oral language task. They are just using the organizer to help organize their thoughts.*

Suggestions:

- It may be helpful to audio record this task, but it is not required.
- Possible idea: have the student explain the game/sport while being recorded and then listen to the recording together with the student and see if they can pick out any important information that they missed. You could prompt them to listen for certain key details prior to listening to the recording.
- Always begin this task with a talk through of the important information needed for the game/sport they will explain.
- Try this task first without any prompts or models. Record the student's responses in the table. Following this, provide the student with verbal prompts to get the student to provide any missing information (e.g., "did you tell me how many players are involved in this sport/game?" or "did you tell me where to play this sport/game?").
- If the student is having difficulty with this task, try providing a model explanation of a game/sport, and/or talk through the parts of the Visual Support/Written Organizer again.

Possible Script:

“We’re going to talk about learning to play a new game/sport. First let’s talk about what is important to know about a game/sport in order to be able to play it. Let’s talk about [insert game/sport]. For example, I want to know what equipment is needed to play the game. Do we need a particular type of ball or specific clothing in order to play? What do you think is important to know?”

Things the student might suggest or you could prompt for or suggest:

- What are the rules?
- How many players?
- How do you start the game?
- How does the game end?
- How do you know who wins?
- Where do you play?
- How do you score points?
- How long does a game last?
- What is the point of the game (the main objective)?

“Now that we’ve talked about all the things that are important to know, I want you to tell me about [insert game/sport]. Tell me all about it and how to play it. (Pretend I’m from another planet and I’ve never heard of this game/sport before.)

Student Name: _____

Date: _____

Game/Sport: _____

Directions: “Tell me about [insert game/sport]. Tell me all about it & how to play. Pretend I’ve never heard of it before.”

	Student’s Initial Response(s)	Student’s Response(s) Following Prompts/Questions	Prompt(s) Provided
Goal/Object of Sport/Game What is the goal? How do you win? (e.g., score a basket)			
Preparations Playing area and setup. Where do you play? What do players do to get ready?			
Equipment Required What is needed to play?			
Rules What are the main/key rules of the game? (e.g., can’t touch the ball with hands)			
Number of Players How many people are needed to play? (approximate is okay)			
Start How does the game begin? Who goes first?			
Course of Play/Physical Actions/Scoring What actions do the players do? (e.g., running vs skating) How do you score points?			
Duration & End How long does a game last? How/when does a game end? How is a winner decided?			
Tips or Tricks Are there any tips or tricks to help a player do well?			

Overall Coherency Did their explanation make sense? Was something missing? Was it easy to follow?			
Overall Length/Amount of Info Did they provide enough info to help you understand? Was the amount of information provided for each component appropriate?			
Notes Anything else?			

Expository: Rules of the Game - Supporting Materials

1. Explanations of the Visual Support & Written Organizer
2. List of suggested sports/games
3. Model sport/game explanation
4. Visual Support
5. Written Organizer

1. Explanations of the Visual Support & Written Organizer:

Visual Support: ask the student to explain a game/sport. Use the Visual Support provided to talk through each component of the game. Once complete, ask the child to explain the whole game on their own now. The student can reference the Visual Support as they provide their verbal explanation. The Visual Support provides a prompt for the student to include each of the different components in their explanation of the sport/game. Before beginning the task, talk through what each symbol/component means and what would be included in an explanation for that piece. Allow the student to reference the Visual Support as needed throughout their explanation.

Written Organizer: ask the student to explain a game/sport. Provide them with the Written Organizer and talk through what each section on the organizer would include for a particular sport/game. Give the student a couple of minutes to think about their chosen sport/game and to write down a few key points in each section to help them organize their explanation. The student can reference the Written Organizer as they provide their verbal explanation. *Note: the student should be instructed to only write down point form notes or key words, rather than writing out sentences, since this is an oral language task. They are just using the organizer to help organize their thoughts.*

Tips:

When filling in the table based on the student's explanation, consider the following:

- What information did they provide? Did they cover the main things that differentiate it from a different game/sport? For example, can I tell they were talking about basketball vs soccer, or did they leave out how the players move the ball?
- How much information did they provide? Was it enough that I now understand the game/sport? Was it too much information? For example, did they tell me about every single professional hockey team?
- Did they leave any key details out that are needed to understand the game/sport? For example, did they leave out how you know who the winner is?
- If they left a piece of information out, were they able to add the missing information with a prompt from you? For example, if they left out the equipment needed for the sport, would a question like, "how do we get ready for this sport?" be sufficient to prompt the student to add that information?

2. List of suggested sports/games

Notes:

1. Try to have the student choose a sport/game first so that it is one they are sufficiently familiar with.
2. If they are unable to choose on their own, provide a couple of options for them to choose from.
3. If you are choosing a sport or game, ensure it is one that the student will be sufficiently familiar with to be able to explain the rules and how to play (they don't need to know every detail, but they should know the basics/key details)
4. Ideally try to avoid video games since rules and typical game play may be less straightforward in many video games.

Sport Suggestions

Badminton	Bowling	Football	Lacrosse	Soccer
Baseball	Cricket	Golf	Rugby	Tennis
Basketball	Cycling	Hockey	Skiing	Volleyball

Game Suggestions

Capture the Flag	Duck, Duck, Goose	Hopscotch	Red Light, Green Light	Sleeping Bunnies
Checkers	Go Fish	I Spy	Rock, Paper, Scissors	Tag
Chess	Heads Up, Seven Up	Marco Polo	Simon Says	Uno
Dodgeball	Hide and Seek	Musical Chairs	Snakes and Ladders	What Time is it Mr. Wolf?

3. Model sport/game explanation

- A. Sport - Hockey (more detailed): Hockey is a sport where two teams play against each other and try to score goals. You play hockey on ice, so you wear special shoes with a blade on the bottom to skate on the ice. You also wear a helmet and special pads on your body to protect you from getting hurt. The players use special sticks to pass a rubber puck back and forth to their teammates on the ice. Each team has a net and a goalie who tries to stop the puck from going in the net. The players try to get the puck into the other team's net to score a goal. The game starts with a face off in the middle of the ice and it goes for three periods. The team with the most goals at the end of the third period wins the game! There are also other versions of hockey, like ball hockey, air hockey, and field hockey, which are slightly different.
- B. Sport - Hockey (less detailed): Hockey is a sport where two teams try to score goals by getting a puck into the other team's net. You play hockey on ice and you wear ice skates on your feet and a helmet on your head. The players use special sticks to pass a puck back and forth to their teammates. Each team has a goalie who tries to stop the puck from going in the net. The team with the most goals wins the game!
- C. Game - Hide and Seek: To play hide and seek you need a group of people and some places to hide. You decide who is the seeker and everyone else will be the hiders. The seeker covers their eyes and counts to 50 while all the hiders go and find a spot to hide. Once the seeker is done counting, they start to look for the hiders. The hiders want to stay hidden and be very quiet so that the seeker doesn't find them. Once the seeker finds a hider, the hider can come out of their hiding spot. The seeker keeps looking until they have found all of the hiders. The last person to be found is the winner! Then you can play another round and the winner becomes the seeker.

Visual Support

Directions: Tell me all about a game or sport & how to play. Use this visual to help you remember to tell me all of the important information.

The Idea



Get Ready



Start



Actions



Rules



Scoring



End



Win



Tips or Tricks



Written Organizer

Student Name: _____ Date: _____

Directions: Tell me all about a game or sport & how to play. Use this table to organize your thoughts. (Use point form and key words)

Game or Sport:	
Goal/Object of the Game - What is the goal? How do you win?	
Preparations - Where do you play? What do players do to get ready?	
Equipment Required - What is needed to play?	
Rules - What are the main/key rules of the game?	
Number of Players - How many people are needed to play?	
Start - How does the game begin? Who goes first?	
Course of Play/Physical Actions/Scoring - What actions do the players do? How do you score points?	
Duration & End - How long does a game last? How/when does a game end? How is a winner decided? Any tips or tricks?	

Opinion & Justification Questions

Task: Providing an opinion and justification for it.

- Select an opinion & justification question from the list below (or see Supporting Materials document) or any question the student may have an opinion about. You want it to be a question that has multiple points of view or possible opinions. The list below includes a variety of suggestions. Choose one (or one of your own) that you feel is appropriate for this student.
- Provide photo support if possible (see images in the Supporting Materials document for images).
- Record the student's responses in the blank template below.

Possible Script:

"I'd like to hear your opinion on something and why you feel that way. [insert question]"

Suggestions:

- This task may be easier with the use of a voice recorder but a recorder is not required. Transcribe as much as necessary.
- If the student is having difficulty with the task, try a different question.
- Try this task first with the student without any prompts or models. Record the student's responses on the Opinion Justification Table below. Following this, provide the student with verbal prompts to get the student to provide any missing information (e.g., "Did you tell me about any alternative opinions?" or "Did you tell me why you feel this way?"). Next provide a verbal example of a complete description of a *different* opinion question (e.g., see Model Opinion Justification). Then provide the student with a *new* opinion question, and have them provide a justification while recording their responses on the Opinion Justification Table. Provide verbal prompts as needed for any missing information.

Opinion Question Suggestions: (choose a question with a topic the student would be familiar with and would have an opinion)

Note: more suggestions are available in the Supporting Materials document. Just a few are provided here.

- A) How do you feel about doing chores around the house?
- B) How do you feel about roller coasters?
- C) How do you feel about making a pet do tricks to get its food?
- D) If you could have any superpower, which one would you choose and why?
- E) What's your favourite subject in school, and what makes it enjoyable for you?
- F) If you could visit any place in the world, where would you go?
- G) Do you prefer playing outdoors or indoors, and why?

Student Name: _____ Date: _____ Question: _____

Directions: "I'd like to hear your opinion on something and why you feel that way. [insert question]"

Opinion Justification	Student's Initial Response(s)	Student's Response(s) Following Prompts/Questions	Prompt(s) Provided
Opinion (What is the student's opinion?)			
Supporting Reasons (What reasons do they provide for this opinion? e.g., personal anecdotes, background information, etc.)			
Alternative Opinions and/or Arguments Against Their Opinion (Why does their opinion differ from other possible opinions? e.g., why don't they believe [alternative opinion]?)			
Overall Coherency (Did their explanation or description make sense? Was something missing? Was it easy to follow?)			
Overall Length/Amount of Info (Did they provide enough info to help you understand?)			
Notes (Anything else?)			

Opinion & Justification Questions - Supporting Materials

1. List of suggested opinion questions
2. Model opinion justification
3. Images for suggested opinion questions

1. List of suggested opinion questions

Note: you can choose any question that prompts the student to provide an opinion and justify that opinion. Some more controversial topics might be more appropriate for older students than younger, so choose a topic appropriate for your specific student. Feel free to reword any of the suggested questions below to adapt them for your student.

Question Suggestions: (choose a question with a topic the student would be familiar with and would have an opinion on)

Note: images have been provided to accompany each of these suggestions, but feel free to use any images. The number in brackets corresponds to the page number of this document with the provided image)

- A. How do you feel about doing chores around the house? (3)
- B. How do you feel about roller coasters? (3)
- C. How do you feel about making a pet do tricks to get its food? (4)
- D. If you could have any superpower, which one would you choose and why? (4)
- E. What's your favorite subject in school, and what makes it enjoyable for you? (5)
- F. If you could visit any place in the world, where would you go? (5)
- G. Do you prefer playing outdoors or indoors, and why? (6)
- H. Who is your favourite fictional character, and what do you admire about them? (6)
- I. What do you think is the most exciting sport, and why do you enjoy it? (7)
- J. What's your favorite hobby, and why do you enjoy it so much? (7)
- K. If you could invent something to make the world a better place, what would it be, and how would it help? (8)
- L. What's your favorite season, and what do you like most about it? (8)
- M. Do you prefer spending time with a large group of friends or a few close friends, and why? (9)
- N. What's your favorite type of music, and how does it make you feel when you listen to it? (9)
- O. What do you think is the most important quality (trait) in a friend, and why? (10)
- P. If you could have any pet in the world, which one would you choose? (10)

2. Model opinion justification

Note: pick a question that the student has not been asked to give an opinion for and provide a verbal model of a justification. Three examples are provided below, but feel free to provide one of your own, to change the model opinion, or to adapt these as needed for the student.

- A) Do you prefer playing outdoors or indoors?: I prefer to play outdoors because you can run around and be loud outdoors. When you play indoors, you can't make a mess, and I like to be messy when I play.
- B) If you could have any pet in the world, which one would you choose?: I would choose to have a pet rabbit because they are so fun and so cute. They can be trained to use a litter box like a cat, and they can learn tricks like a dog. I can't have a dog because it would need a big backyard to run around in and I don't want a hamster because it's too small to cuddle with.
- C) How do you feel about roller coasters?: I think that roller coasters are a lot of fun but they can be dangerous too. Sometimes they go way up high and if they aren't safe, someone could get hurt. As long as a roller coaster is safe and has proper seat belts, I think they are lots of fun!

3. Images for suggested opinion questions

Note: These images have been taken from Google Images. Please feel free to use your own images if desired. If possible, try to ensure the images are neutral in their content and don't bias the student to choose one opinion over the other.





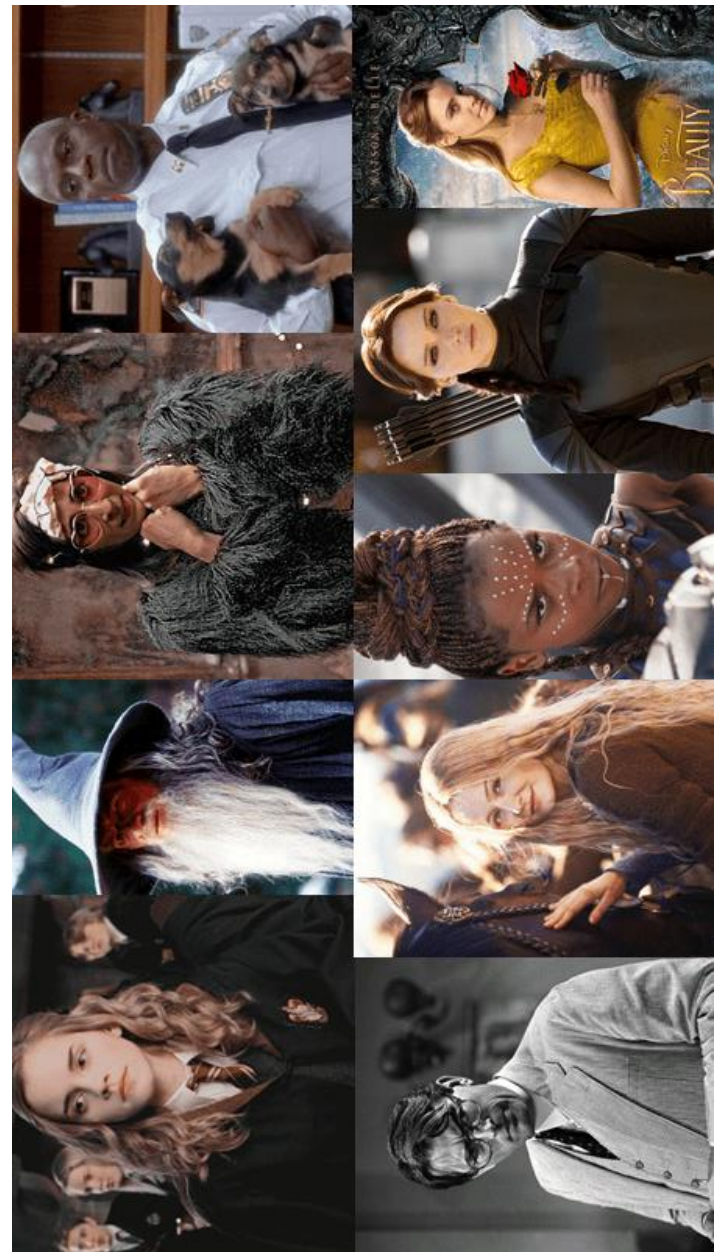


Curriculum-Based Spoken Language Assessment



Opinion & Justification Questions - Supporting Materials

Western-DHH Design Project



Benninger, Archibald and the DHH Team (2022-2024)

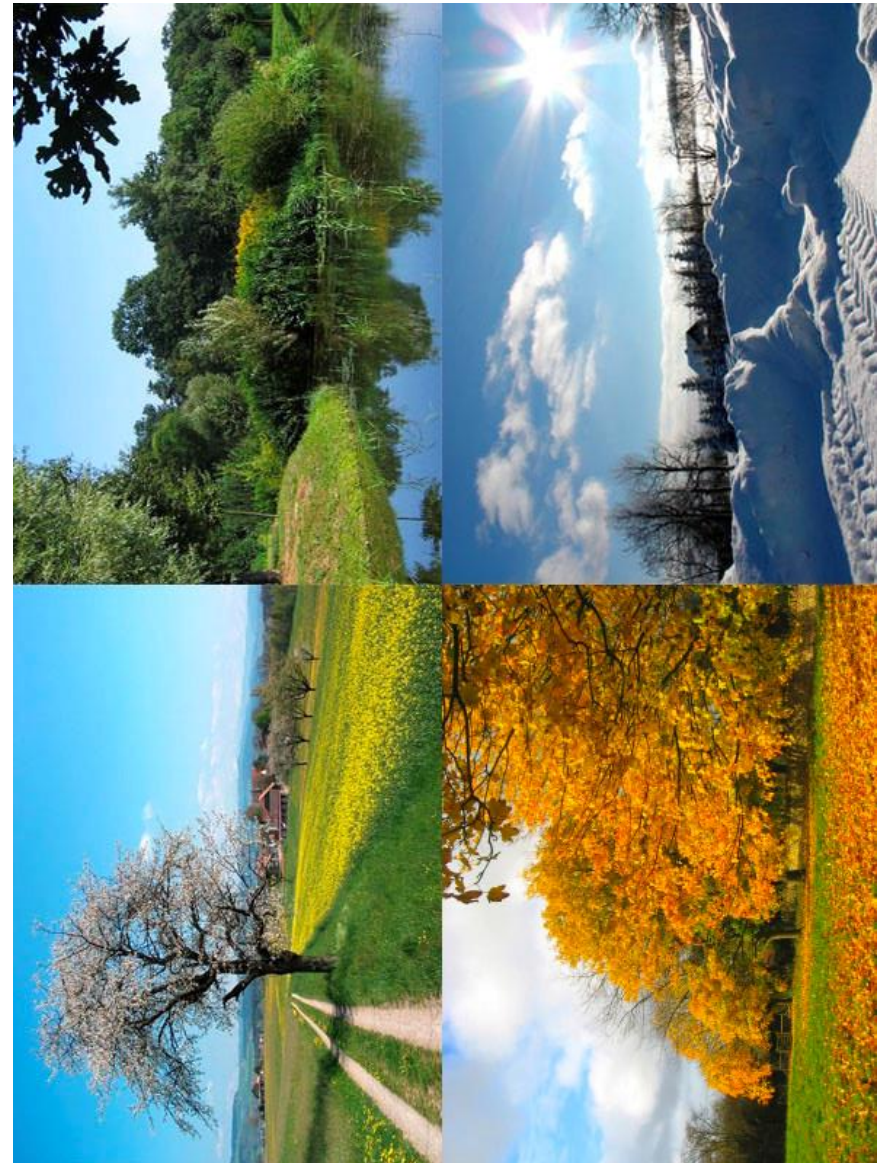


Curriculum-Based Spoken Language Assessment

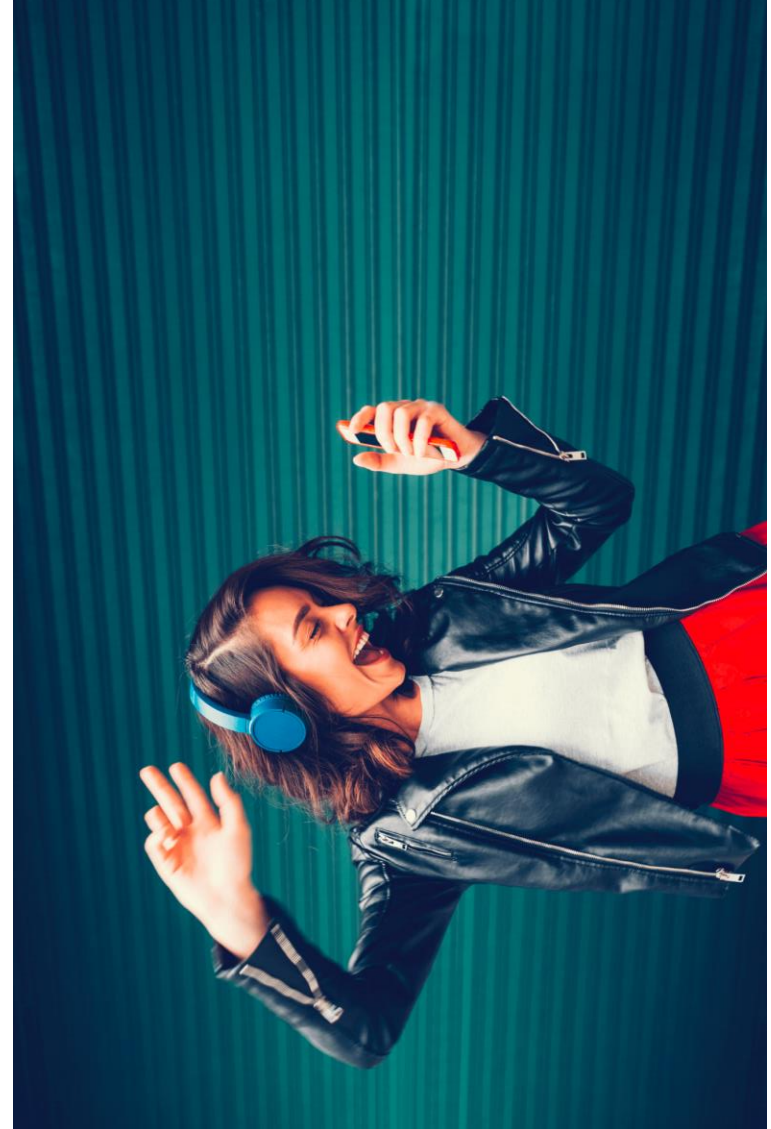


Opinion & Justification Questions - Supporting Materials

Western-DHH Design Project



Benninger, Archibald and the DHH Team (2022-2024)





Opinion & Justification Questions - Supporting Materials



Benninger, Archibald and the DHH Team (2022-2024)

Western-DHH Curriculum-Based Spoken Language Assessment Tool

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Note:

Another useful resource for targeting Narrative Language skills is the CUBED-3 Narrative Language Measures assessment from Language Dynamics Group. There is a free version that can be downloaded from <https://www.languagedynamicsgroup.com/cubed/>

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