

Dynamic Assessment

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Disclosure

- *Financial* – Received registration and honorarium from WV and faculty member at WVU
- *Nonfinancial* – No relevant nonfinancial relationship exists

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Learning Outcomes

- Describe the underlying principles of dynamic assessment.
- Discuss the benefits of utilizing dynamic assessment in the diagnostic process
- Develop dynamic assessment plans for students with a variety of speech and language disorders

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What is Dynamic Assessment?

Definition

Dynamic assessment (DA) is a method of conducting a language assessment which seeks to identify the skills that an individual child possesses as well as their learning potential.

ASHA, 2019



Static Assessment

- Passive participants
- Examiner observes
- Identify deficits
- Standardized

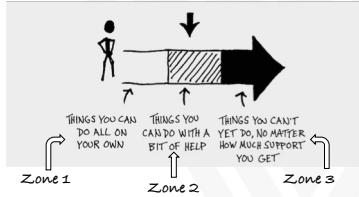
Dynamic Assessment

- Active participants
- Examiner participates
- Describe modifiability
- Fluid, responsive



ASHA, 2019

Why?

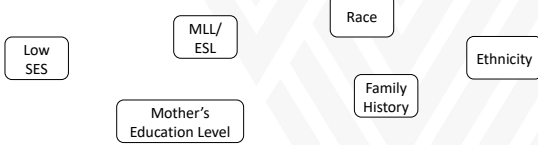


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Vygotsky, 1978

Why continued?

- Decreases likelihood of misdiagnosis



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Concerns with Static Assessment

- Artificially isolate speech and language skills
- Targeting isolated areas of concern
 - May not relate to classroom demands
 - Teacher's expectations are no longer integrated
 - Isolation of skill results in unnatural metamorphosis

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How can you do this?

Adapt a Test

Modify the test items

Ask student "why?"

Provide feedback on answers

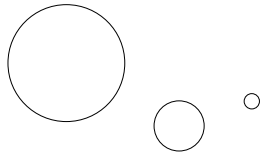
Teach a skill

Assess-teach-retest

Evaluate "teachability"



Adapting Tests to Determine Breakdown | Let's Practice



Teaching a Skill to Assess Need for Ongoing Services



Measure Modifiability

- Support provided:

1	2	3	4	5
Min.				Max.
- Accuracy on task:

1	2	3	4	5
0-20	21-40	41-60	61-80	81-100

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Test-Teach-Retest

```

    graph TD
      A[Select Task/Activity] --> B[Analyze Tasks]
      B --> C[Collect Data]
      C --> D[Pre-test]
      C --> E[Intervention]
      C --> F[Post-test]
      D --> G[Evaluate Progress]
      E --> G
      F --> G
    
```

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Narrative Example (During evaluation)

- Analyze Task (What skills are?):
 - Parts of the story (macrostructure)
 - Quality of the story (microstructure)
 - Grammaticality
 - Word choice
 - Complexity

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2. Collect Data

- Pre-testing (take data on the skill)
 - Research tested intervention for **short** time
- Instruction
 - MUST** the exact same task as pre-testing with minor changes (e.g., different picture prompt)
- Post-test

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Narrative Example (During evaluation)

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What did you see in the video...

- Macrostructure changes?
- Microstructure changes?

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Applied Practice

Vocabulary

1. Select your Task
2. Analyze the Task
 - How will you assess?
 - How will you teach?
 - What should be included in the Tx? (EBP)
3. Pre-test-> Intervention -> Post-test
4. Analyze the data



Case 1

- Preschooler (4 year old male)
- Low SES home
 - Mom has high school education
 - Dad dropped out of high school
- Child at home with grandma
- No birth to 3 services



Speech

1. Select your Task
2. Analyze the Task
 - How will you assess?
 - How will you teach?
 - What should be included in the Tx? (EBP)
3. Pre-test-> Intervention -> Post-test
4. Analyze the data



Case 2

- 3rd grade male
- No history of services
- Reads similar to peers in class (but not on grade level)
- Unable to produce /w/ for /r/ in medial, final and blends. Distorted /r/ in initial position.

Advanced Language

1. Select your Task
2. Analyze the Task
 - How will you assess?
 - How will you teach?
 - What should be included in the Tx? (EBP)
3. Pre-test-> Intervention -> Post-test
4. Analyze the data



Case 3

- 6th grade female
- Described as “slow” but works hard; Reading is at early 4th grade according to state assessment
- ELA teacher has been providing multiple opportunities on writing beyond what classmates are provided
- No history of services

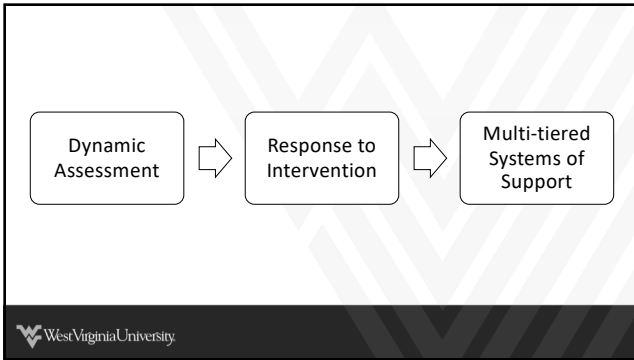


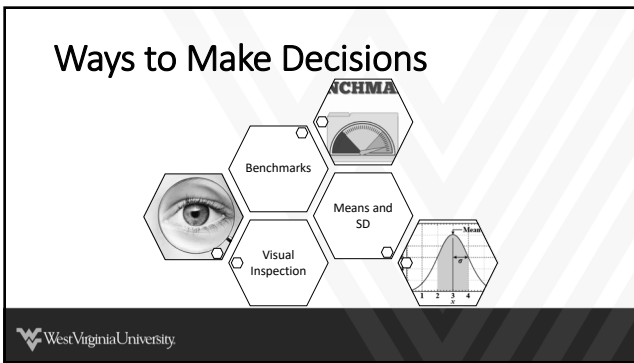
Evolution of Dynamic Assessment

Test-Teach-Retest

with a







Means and Standard Deviations

	Pre	PM1
1	11	15
2	7	8
3	15	14
4	14	10
5	15	16
6	16	21
7	16	9
8	6	8
9	16	20
10	0	0

PRE
Mean = 11.6 or 13
SD = 5.5 or 4?

PM1
Mean = 12.1 or 13
SD = 6.35 or 5

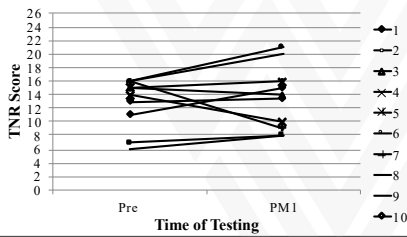
← Outlier

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Benchmarks

Age	Story Grammar	Language Complexity	Miscellaneous	Approximate TNR Score
5	includes characters			2
	setting is emerging			1
	includes problem			2
	emotion is emerging		emotion or ending emotion	1
	includes action			2
	includes consequence or ending			2
	episode bonus			3
		includes causal subordination	because	1
		includes "then"		1
		emerging temporal subordination	when, after, before	1
Total TNR =				16

Visual Inspection



RtI/MTSS for At-Risk Students


- 5 to 6-year old students
 - Held back from kindergarten during screening
- No history of speech or language services
- Teacher was working on
 - Sound-letter correspondence
 - Early reading (sight words and decoding)
- No structured teaching of pre-reading comprehension skills (i.e., language structure)

Example




Analyze the Task - Stories

- Reading Comprehension
 - Words – Does the student understand the vocabulary?
 - Sentences – Does the student understand complex syntax (e.g., prepositions, dependent clauses, coordinating conjunctions)?
 - Structure – Does the student know what is in a narrative?



Analyze the Task – Stories cont.

- Pre-Writing
 - Words – Does the student use a variety of words that are specific and accurate?
 - Sentences – Does the student use complex language (e.g., dependent clauses, prepositional phrases, etc.)?
 - Structure – Dose the student have the correct parts of a story for his/her age?



Plan the Activity

- Assessment Tool
 - Narrative Language Measures
- Intervention Tool
 - Story Champs

Why did we pick these?



Overall Plan

Pre-test	1	2	3	Testing	1	2	3	4	5	6	Testing	1	2	3	4	5	6	Testing
	Classroom				Classroom/Small Group							Classroom/Individual						



General Outcomes

- Class performance improved in oral story telling.
- Teacher reported improvements in journal writing after implementation.
 - Teacher changed how she did discussions during book reading activities, integrating the terminology and focusing on students' ability to extend their story telling abilities outside of the instruction.
 - Able to identify two students (one need ongoing monitoring and another needed further evaluation).



Reflection

- Were we able to identify students needing further evaluation?
- Were we able to improve skills of other students?
- Were we able to



Selected References

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