

OLR Form

Student: Jose

Recorder: Sue

Date: Feb. 2012

Time + Setting	Teacher/Partner Prompt	Focus Student's Talk/Language/Output
<p>1:1 2:00</p>	<p>T: Tell me what happened in the story. Should we look at it again? Yeah, tell me what happened. Let's just see... What was happening on that page?</p> <p>T: Then what happened?</p> <p>T: Yeah, think that's why Kit ran away? Because of the noise of the helicopter?</p> <p>T: Then what happened?</p> <p>T: How do they feel when they find Kit?</p> <p>T: They were really happy.</p>	<p>S: They saw a fire...and they call to help...and...helicopter went down... right here...</p> <p>S: And they got inside...and, and they get and Kit...and Kit ran... away because (hand motions "sish") He had to go away quick? Hunh?</p> <p>S: (shakes head and mumbles..."uh hunh")</p> <p>S: And they go up and landed to right here</p> <p>And they get water and put it right here...and again right here... and agai...and the same And they go home and home to find Kit</p> <p>S: happy</p>

Setting: 1:1, Small Group, Whole Group, Recess, Lunch, Other

Oral Language Analysis Tool

Date: Feb 2012

Case Study Student Name: Jose

	Language Response	Sentence Structure	Meaning
What are you noticing the child can do in...	Can respond to a prompt	Uses simple sentences	Is able to make meaning to himself
What strengths does the child have that you can use to build on to accomplish your next steps in...	Engaged Likes stories Risk taker Communicates with non verbal gestures	Is able to pick up some book language	Driven by meaning
What does the student need based on your observation / analysis in...	More specific in his responses Move from "they" to ...	Retell structure that allows him to determine importance in beginning, middle, end	Retell without the support of the book
What practices will you use to adjust your instruction to support the student in....	Teaching student how to be more specific in his retell	Prompting student to be specific with who, what, where, when, why to generate more complex structures that incorporate prepositional phrases	Ask himself, "Does this sound right?"

Oral Language Rubric

Date: Feb. 2012

Student: Jose

Setting: 1:1 Fire, Fire Retell

1	2	3	4	5
Provides no response	Uses social (less specific vocabulary) language	Uses academic language or stems when prompted	Uses content vocabulary correctly with little prompting	Uses content vocabulary correctly and independently
Relies on nonverbal communication				
Responses mimic another's answer	Responses are mostly simple sentences	Responses are expanding to use prepositional phrases	Responses include conjunctions that show relationships	Responses are varied and complex in structure
Uses incomplete sentences				
Structure interferes with meaning	Structure is not yet standard usage	Structure is approaching standard usage	Structure is standard English with few lapses	Structure is standard English
Meaning unintelligible or incoherent	Comment requires further probing to determine appropriateness or is off topic	Comment conveys some meaning and is appropriate	Comments are meaningful and appropriate	Comments are meaningful, appropriate and detailed