

Designing Dynamic Assessment for Vocabulary

Mary Mitchell, PhD, CCC-SLP

Pacific University
 School of Communication Sciences & Disorders
 Financial Disclosures: Salaried employee at Pacific University
 Non-financial Disclosures: None

BACKGROUND: Authentic assessments are central to culturally responsive communication evaluations for students from linguistically and culturally diverse backgrounds. **Dynamic assessment (DA)**, one form of authentic assessment, aligns with the convergent evidence framework presented by Castilla-Earls et al. (2020) for evaluating bilingual students. DA involves **observation of learning** using a test-teach-retest structure. Based on evidence from a recent meta-analysis on the use of DA for diagnosing language disorders in bilingual children, DA is supported as one approach to differentiate bilingual speakers with a language disorder (Orellana et al., 2019).

Although SLPs are responsible for conducting culturally responsive evaluations (ASHA, 2010), **many SLPs lack confidence** with accurate identification of children with language disorders who speak more than one language (e.g., Guiberson & Atkins, 2012). Further, many SLPs lack confidence knowing how to go about assessing bilingual students using DA (Gormon, 2015).

OBJECTIVES

Participants will be able to: (a) explain a rationale for using DA for vocabulary; (b) identify three common DA components & (c) design a DA task using the *Dynamic Assessment Vocabulary: Planning Checklist*:

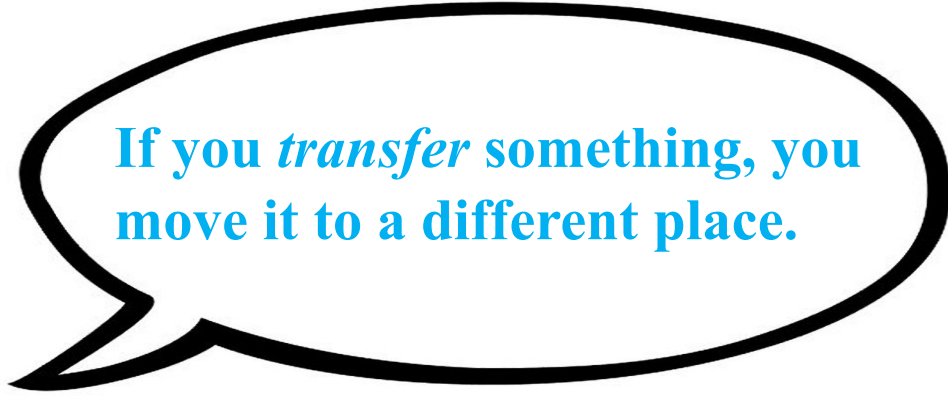
BACKWARD DESIGN

- ➔ Determine learning outcomes and how to measure
- ➔ Select teaching procedure, words, & activities
- ➔ Analyze student learning (performance & modifiability) through test-teach-retest

VOCABULARY OUTCOMES: CONTENT EXAMPLES

- Identify** (written words, pictures, sentences, &/or passages)
- Name** (label word)
- Categorize** (objects, pictures, written words)
- Define or describe** (student-friendly definitions, categories, attributes, synonyms, examples)
- Infer** (from within word, sentence, or short passage)
- Use word-learning strategy**
- Use word in context**

TRANSFER



VOCABULARY SCORING EXAMPLES

Rating Scales	Total Points Correct
Points awarded based on rubric-type scale	0-10 points for various expressive (definition) & receptive (identification) tasks (e.g., Petersen et al., 2020).
Gellert & Arnbak (2020) described what constituted 2 points, 1.5 points, 1 point, or 0 points for each response.	Total points on researcher-created tasks for Synonyms and Words-in-Context (e.g., Spielvogel & Ehren, 2021)

MODIFIABILITY SCALE EXAMPLE

Modifiability Scale & Learning Strategies Checklist (Peña, 2000)
MODIFIABILITY SCALE: Examiner effort (scale of 0-3, extreme to slight); Child responsivity (scale of 0-3, none to high); Transfer (scale of 0-2, low to high)

LEARNING STRATEGIES (further sub-skills included in checklist). Scale of 0-2 (none/some/most)

Attention/discrimination	Comparative behavior
Planning	Self-regulation/awareness
Transfer	Motivation



Photo credit: Allison Shelley for EDUImages

TEACHING PROCEDURE EXAMPLES

- General Learning Structures**
- Mediated Learning Experience (MLE; Gormon 2015; Lidz, 1991; Peña et al, 2007)
 - Cue/Do/Review (Ehren, 2008; Spielvogel & Ehren, 2021)
- Vocabulary-Specific Instruction**
- Robust Vocabulary Instruction (e.g., Beck et al., 2008; 2013)
 - Research protocols used for word-level skills, excluding morphology-only instruction (e.g., Kapantzoglou et al., 2012; Mitchell et al., under review; Peña, 2000; Petersen et al., 2020)

DA VOCABULARY: PLANNING CHECKLIST

Dynamic Assessment Vocabulary: Planning Checklist (Mitchell, 2021)

Name: _____ Languages and/or dialects spoken: _____ Concerns expressed by teacher/caregivers/student: _____
 Age: _____ Race: _____
 Ethnicity: _____ Other cultural background notes: _____

Select Type(s) of Vocabulary Tasks	Select General Teaching Procedure
<input type="checkbox"/> Identify (written words, pictures, sentences, passages) <input type="checkbox"/> Categorize (written words, pictures) <input type="checkbox"/> Name (label word) <input type="checkbox"/> Define or describe (categories, attributes, examples, synonyms) <input type="checkbox"/> Infer (from within word, sentence, or short passage) <input type="checkbox"/> Use word-learning strategy <input type="checkbox"/> Use word in context <input type="checkbox"/> Other: _____	<input type="checkbox"/> General learning structure: MLE (Gormon, 2015; Peña et al., 2007) <input type="checkbox"/> General learning structure: Cue/Do/Review (Spielvogel & Ehren, 2021) <input type="checkbox"/> Other: _____ Select Target Academic Vocabulary Words <input type="checkbox"/> Beck et al. (2008) word list by grade range <input type="checkbox"/> Flocabulary.com word list by grade <input type="checkbox"/> Academic Word List (Coxhead, 2000) <input type="checkbox"/> Clinician-made from curriculum <input type="checkbox"/> Other: _____ Design Activity & Draft Directions for Students (align with type of vocabulary task) <i>Robust vocabulary instruction includes: intentional selection of academic vocabulary words, explicit instruction, student friendly explanations, contextual information, multiple encounters in different contexts, and interactions involving deep & active processing of word meanings (e.g., Beck et al., 2008; 2013)</i> <input type="checkbox"/> Beck et al. (2008) Menu of Instructional Activities <input type="checkbox"/> Flocabulary.com activities corresponding to word sets <input type="checkbox"/> Clinician-made <input type="checkbox"/> Other: _____
Select a Vocabulary Scoring System	
<input type="checkbox"/> Rating scale (e.g., Gellert & Arnbak, 2020) <input type="checkbox"/> Total points correct (e.g., Petersen et al., 2020; Spielvogel & Ehren, 2021) <input type="checkbox"/> Other: _____	
Select Modifiability Scale	
<input type="checkbox"/> Modifiability Scale & Learning Strategies Checklist (Peña, 2000) <input type="checkbox"/> Mediated Learning Observation (MLO; Peña et al., 2007) <input type="checkbox"/> Postteaching Modifiability Scale (Petersen et al., 2017; 2020) <input type="checkbox"/> Other: _____	

Pretest Date	Dates of Teaching Session(s)	Posttest Date

QR CODE: PRESENTATION, HANDOUT, & REFERENCES

