Reason for testing: Language problems, language delay suspected

The Oral and Written Language Scales (OWLS) is a measure of receptive and expressive language for children and young adults. The scoring and interpretation of the Listening Comprehension (LC) and Oral Expression (OE) Scales is provided by the OWLS LC/OE ASSIST. This ASSIST also provides interpretation of the Oral Composite, which represents an overall level of oral language functioning. For further guidance in interpretation, see the OWLS test manual for these scales.

SCORE SUMMARY

<table>
<thead>
<tr>
<th>Scales</th>
<th>Raw Score</th>
<th>Standard Score</th>
<th>Conf. Level</th>
<th>Conf. Interval</th>
<th>%ile</th>
<th>Test-Age Equiv</th>
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<th>Stanine</th>
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<tbody>
<tr>
<td>Listening Comp.</td>
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<td>89</td>
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<td>74 - 88</td>
<td>9</td>
<td>6-2</td>
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COMPARISON OF EXPRESSIVE AND RECEPTIVE SCALE SCORES

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<tr>
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<td>Listening Comprehension &gt; OE</td>
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</table>

ORAL EXPRESSION SCALE - Descriptive Categories of Responses

<table>
<thead>
<tr>
<th>Correct Responses</th>
<th>Incorrect Responses</th>
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<tbody>
<tr>
<td>Preferred</td>
<td>Grammatical Errors</td>
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<tr>
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<td>Semantic/Pragmatic (S/P) Errors</td>
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<td>No Differentiation</td>
<td>Grammatical &amp; S/P Errors</td>
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<td>No Response</td>
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### STANDARD SCORE PROFILE

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<tr>
<th>Standard Score Range</th>
<th>Listening Comprehension</th>
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<th>Oral Composite</th>
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<td>90% Conf. Level</td>
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<td>78 - 100</td>
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<td>67 - 83</td>
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<tr>
<td>74 - 88</td>
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ASSESSMENT RESULTS

The Listening Comprehension Scale measures receptive language, which is the understanding of spoken language. This scale assesses how Cynthia comprehends words and phrases, (such as nouns, prepositional phrases, etc.), grammar (such as verb tense, subject-verb agreement, etc.), and higher-order language (such as humor, double meaning, etc.).

The Oral Expression Scale measures expressive language, which is both the understanding and use of spoken language. This scale assesses how Cynthia comprehends and uses words and phrases, grammar, higher-order language, and situation-appropriate language (such as questions, courtesy responses, etc.).

The Oral Composite is a score derived from the scores on these two scales and represents a global or overall level of oral language functioning.

Cynthia obtained an Oral Composite standard score of 80. The chances are about 90 in 100 that the range of scores from 74 to 88 includes her true score. Her percentile rank of 9 means that she scored as high or higher than 9 percent of examinees her age. Her test-age equivalent is 6 years 2 months. According to the OWLS classification system, Cynthia's overall oral language functioning is in the below average range.

There is a significant difference between the Listening Comprehension and the Oral Expression scores, indicating that Cynthia performed better on receptive language tasks than on expressive language tasks. More than 25 percent of examinees her age had such a difference in scores.

Cynthia obtained a standard score of 89 on the Listening Comprehension Scale. The chances are about 90 in 100 that the range of scores from 78 to 100 includes her true score. Her percentile rank of 23 on this scale means that she scored as high or higher than 23 percent of examinees her age. Her test-age equivalent is 6 years 9 months. According to the OWLS classification system, Cynthia's receptive language functioning is in the average range.

Cynthia obtained a standard score of 75 on the Oral Expression Scale. The chances are about 90 in 100 that the range of scores from 67 to 83 includes her true score. Her percentile rank of 5 on this scale means that she scored as high or higher than 5 percent of examinees her age. Her test-age equivalent is 5 years 6 months. According to the OWLS classification system, Cynthia's expressive language functioning is in the below average range.
Oral Expression Scale - Descriptive Categories of Response

Correct Responses

Correct responses to most Oral Expression items are divided into two categories: preferred and acceptable. A preferred response is usually the most common correct response and the response that is intended by the item. An acceptable response is grammatically correct and appropriate in content, but the response is not exactly the one intended by the item. Some items cannot be meaningfully divided into preferred and acceptable and are labeled No Differentiation.

Cynthia gave 2 preferred responses demonstrating complete understanding of these specific items. She listened carefully, grasped what was required, and responded in the modeled fashion.

Cynthia gave 20 acceptable responses. This indicated that she listened, grasped what was required, but responded in a less precise manner. However, her responses did not demonstrate a complete understanding of these specific items.

Incorrect Responses

Where appropriate, incorrect responses to Oral Expression items are divided into two categories: grammatical error and semantic/pragmatic error.

A grammatical error is identified by incorrect grammatical morpheme structure (for example, singular nouns are used for plural nouns; nouns do not agree with verbs; regular and irregular verbs are confused, etc.) or incorrect syntactic form. Cynthia made 2 grammatical error(s).

Cynthia made 10 semantic/pragmatic error(s). Her errors show a lack of understanding of the item's meaning (including both text and picture) or a lack of understanding of the item task.

Cynthia made more semantic/pragmatic errors than grammatical errors. This may indicate that she is having more difficulty using language that is meaningful and appropriate to the situation than using grammatically correct language.

EXAMPLES of Cynthia's oral language errors are:

him's book
other selves
them are jumping

Summary

Cynthia has overall oral language skills in the below average range. She performed better on receptive tasks than on expressive language tasks. On tasks requiring a spoken response she made more semantic/pragmatic than grammatical errors.
SUGGESTED EXERCISES

WORD-BUILDING EXERCISES: Listening Comprehension

1. What Does Not Belong?

Objective: Cynthia will demonstrate an understanding of categories.

Exercise: Prepare sets of four pictures (three that belong to one category and one that does not). (Examples: shoe, hat, shirt, and apple; car, train, plane, and pencil; etc.) Place a set of pictures in front of Cynthia, naming each picture as you set it down. Ask Cynthia to point to the picture that does not belong.

2. Guessing Game

Objective: Cynthia will demonstrate the ability to use clues to identify objects.

Exercise: While holding an object or picture behind your back, give Cynthia three clues that describe the item. (Example: It is red, it is round, and it is a fruit--apple.) Have Cynthia guess the item.

3. Answering Questions

Objective: Cynthia will demonstrate understanding of a story that she has listened to by accurately answering "Wh" questions about the story.

Exercise: Read a story or short passage to Cynthia. Then ask her a variety of "Wh" questions (what, who, where, why, when) about the story. (Examples: What happened to Peter Rabbit? Who was in the garden? Where was Peter hiding? Why didn't Peter tell his mother where he was going? When did Peter's mother find out?)

4. Real Versus Nonsense Words

Objective: Cynthia will demonstrate the ability to distinguish between real words and nonsense words.

Exercise: Say two words (one real and one made up). (Examples: cup and kip; lig and leg; kitty and fitty; etc.). Ask Cynthia, "Which one is a real word?"
GRAMMATICAL/SYNTACTIC EXERCISES: Listening Comprehension

1. Sequencing a Story

Objective: Cynthia will demonstrate the ability to understand the sequence of a story and retell it.

Exercise: Tell Cynthia a story that contains a series of events. Use pictures that illustrate the sequence. Mix up the pictures and have Cynthia put them back in the right order. Then ask Cynthia to retell the story.

2. Sentence Completion

Objective: Cynthia will choose the correct singular or plural forms to complete sentences.

Exercise: Read a sentence to Cynthia, and then ask her to complete the sentence using either the singular or plural form of the word. For example, say: "Listen to this sentence--My mom gave me two... would you say apple or apples?" Repeat the sentence and have Cynthia complete it.

3. What Happens Next?

Objective: Cynthia will identify which sentence appropriately follows a given statement.

Exercise: Present a main sentence to Cynthia. (Example: I went to the store.) Then say, "I will tell you two more sentences, and you tell me which one comes next." (Example: I bought some candy. I buyed some candy.) This example focuses on understanding verb tense; it can be easily changed to focus on other parts of speech, such as pronouns. (Example: I bought some candy. He bought some candy.)

4. Yes-No Game

Objective: Cynthia will demonstrate an understanding of different syntactical structures (parts of speech) by answering yes-no questions.

Exercise: Show Cynthia an action picture such as a boy throwing a snowball. Ask Cynthia, "Is SHE throwing the ball?" Cynthia should answer, "No, HE is throwing the ball." If Cynthia just answers, "No," say, "How should I say it?" This example focuses on understanding pronouns; it can be easily changed to focus on other parts of speech, such as plurals (Is he throwing the BALLS?) or verb tense (Does he THREW the ball?).
WORD-BUILDING EXERCISES: Oral Expression

1. Surprise Box

Objective: Cynthia will label an object and describe its characteristics.

Exercise: Place a variety of objects in a box. (Examples: toy car, scissors, pen, book, etc.) Ask Cynthia to choose one object and tell what it is. Then say, "Tell me three things about the _____ [object]."

2. Brainstorming

Objective: Cynthia will identify objects in a category.

Exercise: Think of a category. (Examples: clothing, fruits, colors, animals, etc.) Say to Cynthia, "Name as many _____ [pieces of clothing] as you can."

3. Guessing Game

Objective: Cynthia will provide clues about an object not in view.

Exercise: Ask Cynthia to think of an object. Then have Cynthia describe that object for you without telling what it is. You are to guess the object.

4. Comparing Objects

Objective: Cynthia will describe how two objects are the same and different based on their characteristics.

Exercise: Tell Cynthia two words that are different but belong to the same category. (Examples: pants and shirt; carrots and beans; apples and oranges, etc.). Ask Cynthia, "How are _____ [pants and shirt] the same?" "How are they different?"
GRAMMATICAL/SYNTACTIC EXERCISES: Oral Expression

1. Sequence Story

Objective: When presented with a series of pictures, Cynthia will tell a short story about the pictures.

Exercise: Show Cynthia three or four pictures that demonstrate a sequence of events (for example, carving a pumpkin or planting a seed). Have Cynthia tell a story about the pictures.

2. Silly Pictures

Objective: Cynthia will describe what is wrong with a picture.

Exercise: Show Cynthia a picture with several things out of place. Ask Cynthia, "What is wrong with this picture?" If Cynthia responds with only one word, ask her to tell you more. Model and expand if necessary.

3. Story Chain

Objective: Cynthia will create and tell a story about a series of unrelated pictures.

Exercise: Place a series of unrelated pictures face down in front of Cynthia. (Example: a boat, a flag, a boy, etc.) Have her turn over one picture and say a sentence about it. (Possible response: The boat is in the water.) Then have Cynthia turn over the next picture, repeat the first sentence, and add a new sentence about the new picture. (Possible response: The boat is in the water. The flag has stripes.) Continue until all pictures are turned over.

4. Telling Familiar Stories

Objective: When presented with the beginning of a familiar story, Cynthia will complete the story.

Exercise: Begin a story that Cynthia is familiar with and ask her to finish it. For example, say: "Once upon a time there were three little pigs. Now you tell me the rest of the story." If necessary, provide Cynthia with appropriate pictures.
FUNCTIONAL LANGUAGE EXERCISES: Oral Expression

1. What Would You Say If . . .

Objective: Cynthia will demonstrate the ability to give an appropriate answer to a situational question.

Exercise: Ask Cynthia a question and ask her to think of an appropriate answer. (Examples: What would you say to your best friend if he told you that he was moving to a different state? What would you say to your sister if you accidentally broke her favorite toy?)

2. Feelings

Objective: When presented with an emotion, Cynthia will identify a situation in which she experiences that emotion.

Exercise: Say to Cynthia, "Tell me something that makes you feel _____." (Examples: happy, sad, jealous, scared, embarrassed, nervous, etc.)

3. Role-Play Interactive Situations

Objective: When given a topic, Cynthia will verbally role-play the situation appropriately with a peer.

Exercise: Ask Cynthia and a peer to role-play one of the following situations:

a. Pretend that your friend comes over to play. Talk about how you will decide what to play.

b. Pretend that you and your friend both want to play with the same toy. Talk about how you will work it out. Make sure to talk about how you feel.

c. Pretend that you have three cookies and your friend asks if she can have some. Talk about how you will share them.

4. Table Manners

Objective: Cynthia will demonstrate appropriate and inappropriate verbal and nonverbal table manners, including turn-taking, politeness, and body language.

Exercise: Give Cynthia a specific situation such as the following: "You are at the dinner table and you would like some more potatoes. The potatoes are next to your uncle. Your sister and your uncle are talking. Tell me one thing that you should say or do so that you can get the potatoes." (Possible response: Excuse me, Uncle Dan; please pass the potatoes.) "Now tell me one thing that you should NOT say or do." (Possible response: Hey, gimme the potatoes NOW!)
ITEM RESPONSES

Listening Comprehension

37. NR  57. 3
38. 3   58. 3
39. 4   59. 4
40. 3   60. 3
41. 2   61. 2
42. 4   62. 3
43. 3   63. 1
44. 3   64. 4
45. 1   65. 4
46. 2
47. 4
48. 1
49. 4
50. 1
51. 2
52. 1
53. 2
54. 1
55. 3
56. 3

Oral Expression

15. NR  33. S/P  51. S/P
16. A    34. A   52. NR
17. A    35. C
18. A    36. S/P
19. A    37. A
20. P    38. A
22. G    40. S/P
23. A    41. A
24. S/P  42. S/P
25. A    43. A
26. A    44. A
27. S/P  45. A
28. P    46. S/P
29. A    47. A
30. A    48. S/P
31. A    49. NR
32. A    50. S/P