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Oral Language Assessment

The purpose of the “Talk Contexts” oral language assessment is to observe students talking and listening in different environments and settings and to assess areas in which the children may be weak. Also it is an evaluation of whether the oral language is conducive to learning or hinders learning. The purpose of the “Oral Language Functions: Classroom Observation” is to observe the children’s skills in communicating orally their knowledge and to assess their growth. Also you want to assess your classroom to see whether or not it provides children to efficiently express their knowledge orally or in other ways.

I didn’t observe an individual child, but I observed a whole class, specifically a second grade class at Constable School. The methodology I used for assessment was the Talk Contexts Reproducible on page 109 and Oral Language Functions on page 110 in the Kidwatching textbook.

I found that there was a lot of self-talk during the math activity, almost as though the children were talking themselves through the steps of how to complete the task. There was also one-on-one with adults during the math activity, as some students were confused as to what was being asked of them. During the morning meeting, there was whole group interaction; the children had to work together to act out different emotions, which coincides with expressing feelings and empathy. When the children first came into the classroom, I observed one-to-one with peers. The children had to finish a word search and I saw multiple children walking over to other groups trying to help one another find the words. Throughout the day, I observed lots of question asking whether it was on the homework, after someone shared at morning meeting, or during the math lesson. Sharing stories and explaining how to do or make something is ubiquitous in a second grade classroom. Stories were shared during morning meeting and throughout the day with their peers and the students even told me a few stories. One student shared a magic trick for his share time, and then he explained how to do it.

These findings tell me that the students are knowledgeable in their oral and written languages, have good cooperation skills, and are active learners by asking questions. I would make sure that my classroom and lessons were set up so that in certain instances students can work cooperatively and in some instances they can work independently. I would teach my students lessons that encourage questioning and further development and expansion of knowledge. I would give my students opportunities to not only tell their stories, but illustrate and write them down.