

Informal Language Diagnostic Example I

The first writing sample (figure 4) is by a 10th-grade girl with an expressive language disorder and dyslexia. The sample is her 10-minute response to a prompt to write about violence in the media. A completed informal language diagnostic for this writing sample follows.

Hollywood, A place were alot of
Student want to go, be and live.
Hollywood seem to attract alot
Of kids and teens to be like them
What ever, movie that comes out
and it has violence, people tend
to copy, Power rangers. the
movie condender seem to have
some act of violence and by
us whatching it and copying
it seems to get us I more
troble For Example the movie
saw an act of violence, But there
is that one person who would
want to try that to see if its
real and if the become addicted
to it will be a daliy thing
WE COPY everything WE
see on tv. Why? No one
NOSES.

INFORMAL LANGUAGE DIAGNOSTIC

Figure 4. Writing sample 1 from a 10th-grade girl with expressive language disorder and dyslexia.

INFORMAL LANGUAGE DIAGNOSTIC

Language Facet	Examples from Student's Work <i>What Student Wrote/What Student Meant</i>
Phonology	<i>the/they; student/students; were/where; condender/contender; troble/trouble; eample/example; noses/knows; //in</i>
Morphology	<i>seem/seems; student/students</i>
Semantics	<i>noses/knows</i>
Syntax	<ul style="list-style-type: none"> • <i>Hollywood. A place were a lot of student want to go, be and live.</i> Hollywood is a place where a lot of students want to go, be, and live. • <i>Hollywood seem to atract a lot of kids and teens to be like them.</i> Hollywood seems to attract a lot of kids and teens who want to be like the movie stars. • <i>What ever, movie that comes out and it has violence people tend to copy, powerrangers.</i> Whatever violent movie comes out, people tend to copy the violence. • <i>the movie condender seem to have some act of violence and by us whatching it and copying it seems to get us I more troble...</i> The movie, <u>The Contender</u>, portrays acts of violence. If people copy it, they will get in trouble. • <i>For Eample the movie saw an act of violence, But there is that one person who would want to try that to see If its real and If the become addicted to It will be a daliy thing</i> For example, the movie shows an act of violence, but if a person decides to try it in real life, he or she may start to be violent on a daily basis.
Lexicon	Some vague language (a lot, thing)
Discourse	<ul style="list-style-type: none"> • Topic not clear until third sentence • Clear point intended despite the syntax. (What ever, movie that comes out and it has violence people tend to copy.) • Offers supporting examples, but the points are totally unclear because they're not specific (... <i>For Eample the move saw an act of violence but there is that one person...</i>) • Makes same point three times using slightly different words • Uses some transition words • Has a clear concluding sentence, but overgeneralizes the point about movies and violence made in the topic sentence

Prosody	NA
Pragmatics	NA
Other	Additional Comments on Student's Work
Capitalization	None on titles: <i>//in; the/The; Eample/example; But/but; If/if; It/it; WE/we; tv/TV; NOSES/knows</i>
Punctuation	<i>its/it's</i> ; periods and commas used with some understanding of rules in place but no consistent application
Spelling	<i>alot/a lot; attract/attract; what ever/whatever; whatching/watching; daly/daily</i>
Legibility	Handwriting clear and spacing good

INFORMAL LANGUAGE DIAGNOSTIC



Informal Language Diagnostic Example II

The second writing sample (figure 5) is by an 11th-grade boy with dyslexia. The sample is his 10-minute response to a prompt to describe how it would feel to attend boarding school. A completed informal language diagnostic for this writing sample follows.

Living at a boarding school in High school is a very intriguing idea. First, the negatives of living at school. Living at school would be negative because I would feel like I am missing out on things at home. Also living at school does not give you as much freedom as you do at home. Second, how living at a boarding school can be positive. One positive is that you can always be with your friends, also living at school they make school you get done your work. Finally, why I am going to live at a boarding school. One reason is living two hours away from school it would be too hard to drive every day so it saves me from that. I also want to live at a boarding school because it allows me to get to know more people around school. Living at a boarding school seems tedious but I think it will be exciting.

Figure 5. Writing sample 2 from an 11th-grade boy with dyslexia.

Language Facet	Examples from Student's Work <i>What Student Wrote/What Student Meant</i>
Phonology	<i>b/d reversals—dording/boarding; teridal/terrible; decaus/because</i> Other: <i>Hight/high; reedom/freedom</i>
Morphology	NA
Semantics	<ul style="list-style-type: none"> • <i>to/too; no/know</i> • <i>... does not give you as mutch reedom as you <u>do</u> at home</i> <i>...does not give you as much freedom as you <u>have</u> at home</i>
Syntax	<ul style="list-style-type: none"> • Includes simple, compound, and complex sentence structures • Changes verb tense from conditional to present • Some sentences incomplete: <i>First, The negitives of living at school.</i> First, there are negatives to living at school. <i>Second, How living at a dording school can de positive.</i> Second, living at a boarding school can be positive. <i>Finaly, why I am going to live af a dording school.</i> Finally, there are a few reasons why I am going to live at a boarding school. • Some issues with sequence and efficient word order: <i>also liveing at school they make schoor you get done your werk.</i> Also, when you live at school they make sure you get your work done. <i>One reson is living two hours away from school it would be to hard of a drive evry day so it saves me from that.</i> One good reason to live at school is to save myself from a daily two-hour drive each way.
Lexicon	Language is specific; a few descriptive words included (intriguing, terrible, exciting)
Discourse	<ul style="list-style-type: none"> • Clear topic in first sentence that is developed throughout the composition with subtopics (negatives, positives, and reasons) • Each subtopic is supported by two examples • Clear concluding sentence • Use of transition words (first, also, second, finally)

INFORMAL LANGUAGE DIAGNOSTIC

Prosody	NA
Pragmatics	NA
Other	Additional Comments on Student's Work
Capitalization	Capitalization not consistent <i>Hight school</i> /high school; <i>First, The</i> /First, the; <i>Second, How</i> /Second, how; <i>with your Friends</i> /with your friends; <i>living</i> /Living; ...
Punctuation	Understands periods and use of commas after an introductory word, though doesn't apply consistently. Does not add comma into either of the two compound sentences.
Spelling	NOTE: many reversals of b/d in addition to other spelling errors. <i>dording</i> /boarding; <i>Hight</i> /high; <i>intreaging</i> /intriguing; negatives/negatives; liveing/living; negative/negative; decaus/because; mising/missing; mutch/much; reedom/freedom; dording/boarding; de/be; alwas/always; de/be; witeh/with; frends/friends; liveing/living; schoor/sure; werk/work; Finaly/Finally; af/at; dording/boarding; reson/reason; to/too; evry/every; whont/want; dordin/boarding; decaus/because; allows/allows; no/know; dording/boarding; teridal/terrible; de/be; exiting/exciting
Legibility	Handwriting legible; spacing fine though a bit crowded



Language Facet	Examples from Student's Work <i>What Student Wrote/What Student Meant</i>
Phonology	
Morphology	
Semantics	
Syntax	

INFORMAL LANGUAGE DIAGNOSTIC

INFORMAL LANGUAGE DIAGNOSTIC

Discourse	
Prosody (Speaking)	
Pragmatics (Speaking)	
Other	Additional Comments on Student's Work
Capitalization	
Punctuation	
Spelling	
Legibility	