



# Junior Oral Language Screening Tool

J.O.S.T. is a screening tool that has been compiled for teachers who require more information on children's oral language.

## **Communicate to participate: Junior Oral Language Screening Tool**

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# Introduction



## Language and Literacy

It is well established, through studies and theories of language learning that oral language underpins written language. It is vital for children to listen and speak in order to develop a grasp of language. Through talking about events as they happen and discussing their ideas, children construct knowledge and awareness and acquire the language they need in order to make sense of their experiences. From their earliest years on into their school years, children benefit from many and varied opportunities to develop and practise oral language in their homes, communities and classrooms. Their language is enriched when they interact in many contexts where supportive adults, including family, give them plenty of feedback and encouragement. Such interactions provide children with essential experience to build on when engaging with texts and delighting in them.

Reference:

Effective Literacy Practice in Years 1-4, Ministry of Education, 2003

## Aim of Junior Oral Language Screening Tool

J.O.S.T. is a screening tool that has been compiled to meet the expressed needs of teachers who require more information on children's oral language.

The aim is to give teachers useful information around which they can:

- build a programme
- group children appropriately for language groups
- make a decision about referral to a Speech-Language Therapist.

We suggest you use this with children whose oral language is of concern and/or who score poorly on the Record of Oral Language. It is intended for use with five-year-olds but is also suitable for older children where appropriate.

There are three sections:

- vocabulary
- pragmatics (social language)
- grammar.

Speech sounds are not included.

The main focus is on expressive language, as understanding of concepts such as colour, shape and size will be evident through other curriculum activities. This information should be considered together with the results from the J.O.S.T. Information gained should be useful for planning further classroom activities.

# Administration



For J.O.S.T. to be the most useful we recommend administration by the class teacher or a person who knows the child well.

There are no pass or fail criteria. Most items have been based on normed tests in the 4.6 - 5.6 year level. J.O.S.T.'s intent is to gain information to decide how to help each child access the curriculum.

Materials required: A pen

1. Sit the child on your right.
2. Observe:
  - concentration
  - need for cueing
  - speed of response
  - hearing and/or vision needs
3. Cover the recording sheet if necessary.
4. In the grammar section, to be scored correct, the child must use the words listed under Acceptable Responses.

# Junior Oral Language Selection Tool

## Body Parts



Point to the following parts and ask,	"What's this?"	
	head	eyebrow
	arm	little finger
	thumb	elbow
	knee	neck
	chin	shoulder
	hand	toes

## Body functions

Ask	Acceptable Responses
"What do you do with your eyes?"	see, look, blink, wink
mouth?	talk, eat
ears?	hear, listen
nose?	blow, smell, sniff, breathe



## Verbs

Ask	Acceptable Responses	
What can:	cut	scissors, knife, saw, axe
	swim	fish, people
	tell the time	clock, watch
	sting	bee, wasp
	melt	ice-cream, butter, snow, chocolate
	burn	fire, sun, heater, food, pot, matches, fireworks

## Associations

Ask	Acceptable Responses	
"What goes with..."	(shoes) "shoes and ..."	socks, another shoe, laces, foot
Toothbrush		toothpaste, teeth
Table		chair, placemats, cloth
Pencil		paper, rubber, sharpener, pencil case
Bucket		spade, shovel, water, sand
Bat		ball, wings

## Vocabulary

Say:

"I want you to tell me as many animals as you can?"

Teacher to write them down. Child should be able to give at least six in the one minute allowed.

## Opposites

Ask	Acceptable Responses
An elephant is big, a fly is .....	little, small, tiny, wee
A snail is slow, a racing car is .....	fast, quick
A rock is hard, a pillow is .....	soft
A mouse is quiet, a fire engine is .....	loud, noisy

## Prepositions

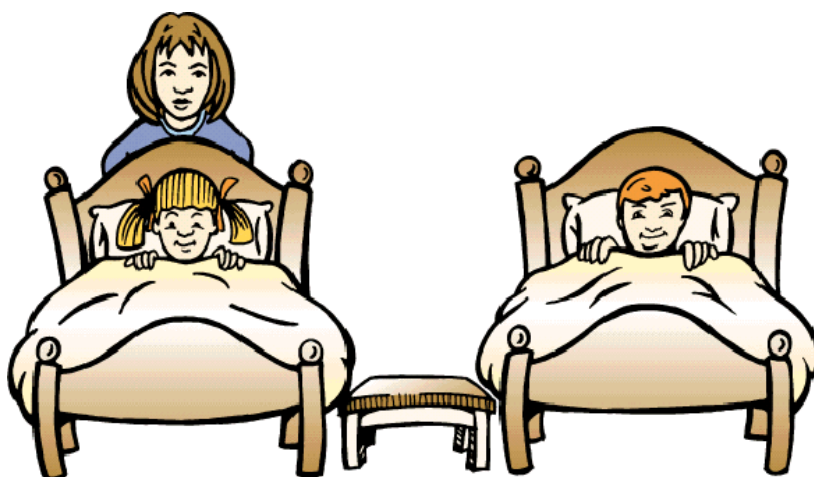
Use of: in, under, beside, behind, between



Tell me:	Acceptable Responses
"Where's the teddy bear?"	in
"Where's the cat?"	under
"Where's the table?"	beside, next to



Tell me:	Acceptable Responses
"Where's the mother?"	behind
"Where's the table?"	between/in the middle



## Pronouns

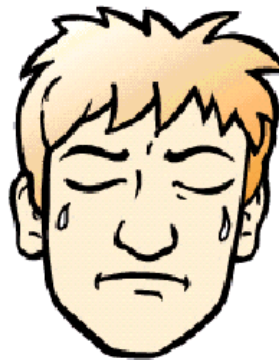
### Use of he/she

Point to the appropriate picture and say

He is/He's happy



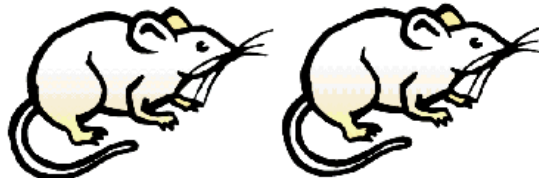
Tell me about this one	Acceptable Responses
	She is/She's crying
	He is/He's crying





## Plurals

Say and point:	Acceptable Responses
"Here is a boat. Here are two ....."	boats, yachts
"Here is a bus. Here are two ....."	buses
"Here is a mouse. Here are two ....."	mice



## Negatives

Point and say:	Acceptable Responses
This boy is running, but this one.....	isn't/is not
This boy will win the race, but this one.....	won't/will not



## Tenses



<b>Past regular</b>	<b>Acceptable Responses</b>
Ask the child to jump	
Ask "What did you do?"	
I...	jumped
Repeat with clap	
I...	clapped
<b>Past Irregular</b>	<b>Acceptable Responses</b>
Say "Let's make the pen fall"	
Ask "What happened?"	
It...	fell
Teacher hides a pen	
Ask child to find it	
Ask "What did you do?"	
I...	found
<b>Future</b>	<b>Acceptable Responses</b>
Teacher says "Look at the whole picture"	Acceptable Responses
Ask "What will happen....."	Sentence to contain
	"will" or "is going to"

## Pragmatic Skills

What school do you go to?  
 Where do you live?  
 How old are you?  
 Observe and tick accordingly

Does the child initiate conversation with:  
 a: other children  
 b: adults  
 c: participate orally in group discussions

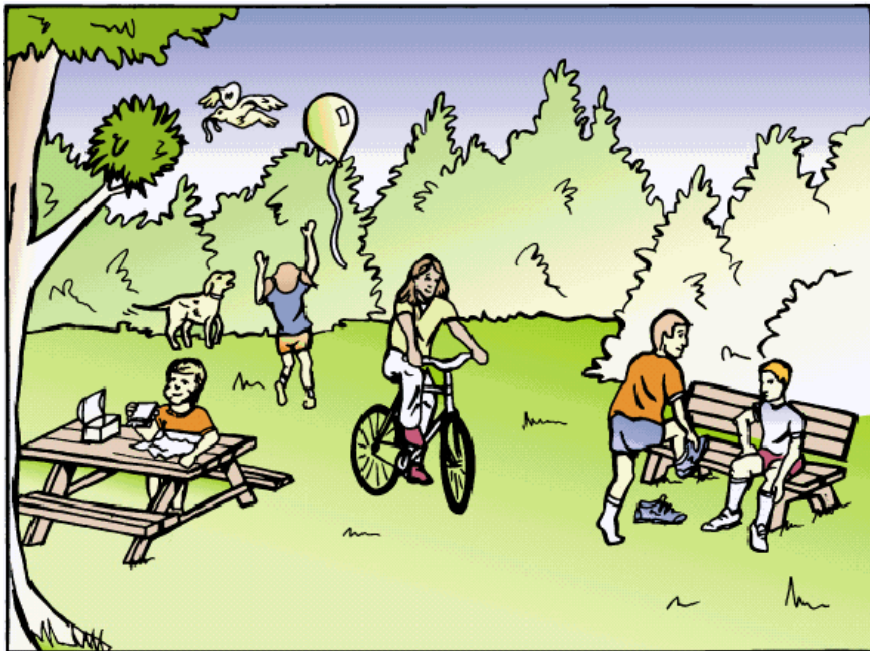
Does the child ask questions - what, where, why, when

## Language Sample

Say "Tell me all about this picture."

Write down exactly what the child says. (Use a tape recorder if necessary).  
Try to elicit as much information as possible using the following cues only.

- a) Tell me more
- b) What else
- c) and...
- d) m-m...



# Interpreting data from the JOST



The JOST is a useful screening tool to determine if Year 1 to 3 learners require a language enrichment programme or a referral to a GSE Speech-Language Therapist.

The following is a suggested process for interpreting the data from the JOST. In addition to administration of the JOST, complete the Grammar Checklist from the Language Sample component of the JOST and teacher observations anecdotal notes.

## Junior Oral Language Screening Tool

Very few correct responses in each section...	Some correct responses in each section...	Most responses are correct in each section...
Seek advice from the GSE Speech-Language Therapist	Monitor in an oral language enrichment programme (e.g. "Talk to Learn")	Language enriched classroom programme

If still concerned seek advice from the GSE Speech-Language Therapist

Adapted from: SES (2000). Communicate to Participate Resource Kit

Name:			Age:    yrs    mths			Test Date 1			2		
Vocabulary:			Grammar			Language sample:					
<b>Body Parts</b>	<b>Test 1</b>	<b>Test 2</b>	<b>Opposites:</b>	<b>Test 1</b>	<b>Test 2</b>	<b>Pronouns:</b>	<b>Test 1</b>	<b>Test 2</b>			
head			big			he					
arm			slow			she					
thumb			hard								
knee			quiet			<b>Plurals:</b>					
chin						boats					
hand						buses					
eyebrow			<b>Associations:</b>			mice					
little finger			shoes								
elbow			toothbrush								
neck			table			<b>Negatives:</b>					
shoulder			pencil			isn't					
toes			bucket			won't					
			bat								
<b>Body Functions:</b>			<b>Animals:</b>			<b>Tenses:</b>			<b>Pragmatics:</b>		<b>Target Areas:</b>
eyes			1.			jumped			school	1:	
mouth			2.			clapped			address		
ears			3.			fell			age		
nose			4.			found			initiates conversation		
			5.			will			-children	2:	
			6.						-adults		
<b>Verbs:</b>			<b>Prepositions:</b>			<b>Other Concerns:</b>			participates in group discussions		
cuts			in						what		
swims			under						where	3:	
tells the time			beside						why		
stings			behind						when		
melts			between								
burns											