

## NOW WE'RE TALKING: CHILD OUTCOME MEASURE

### INSTRUCTIONS FOR:

## Early Communication and Language Monitoring Tool for English Medium Settings

This monitoring tool will provide data for our child outcome measure.

The purpose of this rubric is to provide a snapshot of children's oral language and communication skills at any given time. This tool can be used for all children attending early childhood education. Te Whāriki (Early Childhood Curriculum) recognises variations in the rate and timing of children's growth and development. This tool aligns with the overlapping categories used in Te Whāriki:

- infant/ ngā pēpi – birth to eighteen months
- toddler/ ngā mokopuna kei te hāereere – one year to three years
- young child/ ngā mokopuna i mua o te haerenga ki te kura – two and a half years to school entry

Use your knowledge and understanding of the tamaiti to decide which category applies best to their development.

Communication skills have been divided into four domains:

- Listening and attention
- Understanding of language
- Speech sounds and talk
- Social skills

Each of the four domains include indicators, ranging from emerging to secure.

To complete the tool:

We recommend that you print the rubrics on A3 paper. Select 30 children at random and complete the following a rubric for each one.

- 1) Identify which stage your child is at (infant, toddler or child) and choose the corresponding rubric
- 2) Read through the indicators for each stage (emerging, developing etc.) in each domain.
- 3) Circle the indicator that is the 'best fit' for the child in that domain. You will know that a child best fits in that domain if you could provide one or two real examples if asked.
- 4) When you have circled a stage for each of the four domains look at where the majority of the child's skills lie in order to give you an overall language development level.

This tool was developed in the context of the oral language collaborative *Now We're Talking*.

The data will be aggregated and used to measure progress towards our aim.

If any questions or concerns arise regarding individual children as a result of completing this tool, please do not hesitate to contact Emma or Suzie.

## Early Communication and Language Monitoring Tool for English Medium Settings

### ngā pēpi / infants

Child Name: \_\_\_\_\_ Age Today: \_\_\_\_\_ Learning English as an additional language: Y/N (please circle) Length of time attending ECE: \_\_\_\_\_

	Listening and attention	Understanding of language	Speech sounds and talk	Social skills
<b>E M E R G I N G</b>	<p>Focuses on the here and now</p> <p>Shows an interest in faces and objects</p>	<p>Responds to name</p> <p>Understands some key words or gestures</p> <p>Can be soothed or comforted with words</p>	<p>Uses body language such as gesture, waving and eye contact to communicate</p> <p>Uses some vocalisations</p>	<p>Seeks social interaction with an adult and learns by imitating others</p> <p>Beginning to initiate interactions with adults such as offering toys to them</p>
<b>D E V E L O P I N G</b>	<p>Listens and responds to simple routine instructions e.g. "Ben put your shoes on", "Mohamed, give it to Daddy"</p> <p>Focuses on an activity of their own choice</p> <p>Takes part in simple interactions with familiar adults, such "what sound does the horse make?" "neigh"</p>	<p>Understands a wide range of single words e.g. stop, go, drink. and some two word phrases in context e.g. "jump up"</p> <p>Follows simple directions, especially with a gestural cue e.g. "sit down" (gesture sit down)</p> <p>They can understand more words than they can say e.g. can point to pictures in a book if asked.</p>	<p>Uses some routine based single words</p>	<p>Likes being with familiar adults and watching them</p> <p>Shows an awareness of adults body language and facial expression e.g. can pick up on adults mood.</p> <p>Says "bye" and other social words, such as "hi," "thank you," and "please"</p>
<b>C O N S O L I D A T I N G</b>	<p>Listens to talk addressed at them but sometimes needs to be tuned in first e.g. say their name first, gesture, remind them to listen.</p> <p>Responds to some simple comments and questions from familiar adults by imitating vocalisations and body language</p>	<p>Understands some simple verbal instructions in context e.g. "Rangi, come and sit down." "Jessica, put your car's away in the basket"</p>	<p>Uses around 20 single words but may not be clear</p> <p>Copies gestures and attempts to use new words and often talks to self during play</p> <p>Has an increasing repertoire of gesture and expressive body movement for communication</p> <p>Is understood by familiar adults some of the time</p>	<p>Engages in simple symbolic play usually involving 1-2 steps e.g. feeding teddy, holding phone to ear and saying hello.</p> <p>Joins in with songs</p> <p>Plays alongside other children</p>
<b>S E C U R E</b>	<p>Beginning to listen to adults talking to them, with interest but easily distracted</p> <p>Interacts with familiar adults and <u>sometimes</u> initiates conversations e.g. "a balloon! Look a balloon"</p>	<p>Understands simple concepts such as in, on and under, big and little.</p> <p>Can understand who, what and where questions</p> <p>Can understand familiar two step instructions e.g. "Jessica, put your cars away and wash your hands"</p>	<p>Has a varied vocabulary e.g. nouns, verbs, adjectives</p> <p>Beginning to string 2-3 words together</p> <p>Asks questions frequently</p> <p>Can express feelings in appropriate non-verbal ways</p>	<p>Pretend play is developing e.g. plays a role e.g. teacher, doctor</p> <p>Gets frustrated when misunderstood</p> <p>Engages in conversation but jumps from topic to topic.</p> <p>Takes an interest in other children playing and may join in.</p>

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### ngā mok opuna ke i te hāree re / toddlers

Child Name: \_\_\_\_\_ Age Today: \_\_\_\_\_ Learning English as an additional language: Y/N (please circle) Length of time attending ECE: \_\_\_\_\_

	Listening and attention	Understanding of language	Speech sounds and talk	Social skills
<b>E M E R G I N G</b>	<p>Listens to talk addressed at them but sometimes needs to be tuned in first e.g. say their name first, gesture, remind them to listen.</p> <p>Interacts with familiar adults and <u>sometimes</u> initiates an exchange e.g. "a balloon! Look at the balloon"</p>	<p>Understands some simple instructions in context e.g. "Rangi, come and sit down." Jessica, put your cars away in the basket"</p>	<p>Can string 2-3 words together</p> <p>Is understood by familiar adults most of the time.</p>	<p>Engages in simple pretend play e.g. feeding teddy, holding phone to ear.</p> <p>Joins in with songs when they feel confident to</p> <p>Plays alongside other children</p>
<b>D E V E L O P I N G</b>	<p>Beginning to listen to adults talking to them, with interest but easily distracted.</p> <p>Interacts with familiar adults and <u>often</u> initiates an exchange e.g. "a balloon! Look at the balloon"</p>	<p>Understands simple concepts such as in, on and under, big and little.</p> <p>Can understand who, what and where questions</p> <p>Can understand two step instructions e.g. "Jessica, put your cars away and wash your hands" most of the time</p>	<p>Has a growing vocabulary</p> <p>Uses simple sentences of at least 3 or more words</p> <p>Asks questions frequently</p> <p>Is understood by unfamiliar adults most of the time e.g. librarian</p>	<p>Pretend play is developing e.g. plays a role e.g. teacher, doctor</p> <p>Gets frustrated when misunderstood</p> <p>Engages in conversation but jumps from topic to topic.</p> <p>Takes an interest in other children playing and may join in.</p>
<b>C O N S O L I D A T I N G</b>	<p>Listens to short stories from beginning to end</p> <p>Can switch their attention from something they are doing to an adult speaking to them.</p> <p><u>Sometimes</u> initiates and interaction with an unfamiliar adult in a trusted environment (such as ECE)</p>	<p>Understands a story and can answer simple questions about the book.</p> <p>Now understands simple why/because questions e.g. "why is the boy sad?"</p> <p>Understands two step instructions without visual supports such as gesture, all the time</p>	<p>Uses descriptive language, pronouns, prepositions</p> <p>Frequently uses full sentences although may have some grammatical errors e.g. I falled and hurted myself</p> <p>Talks about things not present</p> <p>Is almost always understood by unfamiliar adults.</p>	<p>Takes turns and shares.</p> <p>Initiates conversations</p> <p>Prefers playing with other children and will demonstrate confidence to stand up for themselves if they disagree</p> <p>Expresses emotions in words not just actions</p> <p>Makes conversational repairs when listener does not understand</p>
<b>S E C U R E</b>	<p>Can often complete listen to instructions while completing a task e.g. teacher gives instructions about morning tea while child plays with playdough</p> <p><u>Often</u> initiates and interaction with an unfamiliar adult in a trusted environment (such as ECE)</p>	<p>Can understand stories about topics unfamiliar to them e.g. learns about hospital from story about child going to hospital</p>	<p>Is understood the first time when s/he is talking with other children.</p> <p>Uses full sentences most of the time. Grammatical errors are rare.</p> <p>Asks one-word "why" questions</p>	<p>Has conversations with other children that last longer than 3 turns e.g.</p> <p>Child a) I've got a blue hat on</p> <p>Child b) My hat is green</p> <p>Child c) My mummy has a green car</p> <p>Child d) Well my car is black</p>

## Early Communication and Language Monitoring Tool for English Medium Settings

### ngā mok opuna i mua o te haere nga ki te kura / young children

Child Name: \_\_\_\_\_ Age Today: \_\_\_\_\_ Learning English as an additional language: Y/N (please circle) Length of time attending ECE: \_\_\_\_\_

	Listening and attention	Understanding of language	Speech sounds and talk	Social skills
<b>E M E R G I N G</b>	<p>Listens to short stories from beginning to end</p> <p>Can switch their attention from something they are doing to an adult speaking to them.</p>	<p>Understands a story and can answer simple questions about the book.</p> <p>Understands two step instructions without visual supports such as gesture, all the time</p> <p>Now understands simple why/because questions.</p>	<p>Uses descriptive language, pronouns, prepositions</p> <p>Frequently uses full sentences although may have some grammatical errors e.g. I falled and hurted myself</p> <p>Talks about things not present</p> <p>Is almost always understood by unfamiliar adults.</p>	<p>Sometimes talks to other children about what s/he is doing if there is an adult there to support</p>
<b>D E V E L O P I N G</b>	<p>Can almost always listen to instructions while completing a familiar task e.g. teacher gives instructions about morning tea while child plays with playdough</p> <p>Attends to name being called from another room</p>	<p>Can understand stories about topics unfamiliar to them</p> <p>Follows three-step directions</p> <p>Understands comparatives</p>	<p>Can tell adults who know them well about past events.</p> <p>Can put words into categories with little help and prompts from an adult</p>	<p>Has conversations with other children that last longer than 3 turns e.g.</p> <p>Child a) I've got a blue hat on</p> <p>Child b) My hat is green</p> <p>Child c) My mummy has a green car</p> <p>Child d) Well my car is black</p>
<b>C O N S O L I D A T I N G</b>	<p>Can confidently listen to instructions while completing an unfamiliar task e.g. listen to teacher give instructions about how to make origami while folding the paper themselves</p> <p>Developing language skills in real, play and problem solving contexts as well as in more structured language contexts e.g. through books</p> <p>Playful interest in repetitive sounds and works, aspects of language such as rhythm, thyme and nonsense stories</p>	<p>Can understand a wide range of concepts such as time: soon, yesterday</p> <p>Can categorise independently</p> <p>Understands some concepts of print e.g. direction of text goes left to right, a book has a title page</p>	<p>Can tell adults who do not know them well about past events with support i.e they can describe the events but they are not always in the correct order</p> <p>Answers "how many" questions (in which the answer does not exceed four)</p> <p>Can answer some why questions</p> <p>Always speaks in full sentences</p> <p>Uses words more specifically to make the meaning clearer e.g. "I saw a funny monkey, it was a spider monkey"</p>	<p>Joins in group conversations confidently</p> <p>Uses language to negotiate during play and to organise co-operative play with peers</p> <p>Uses communication to solve problems</p>
<b>S E C U R E</b>	<p>Starting to ignore unimportant information</p> <p>Can realise when they don't understand and ask for clarification</p> <p>Developing language skills in real, play and problem solving contexts as well as in more structured language contexts e.g. through books</p> <p>Playful interest in repetitive sounds and works, aspects of language such as rhythm, thyme and nonsense stories</p>	<p>Can understand a set of instructions to complete a new task</p> <p>Compares words with others that are similar in meaning, look and sound e.g. "my name rhymes with yours"</p>	<p>Can tell adults and children who do not know them well about past events. e.g. "On the weekend I..." and are aware that they need to provide contextual information.</p> <p>Able to engage in conversations that involve making predictions and projecting the thoughts and ideas of others</p> <p>Beginning to show an awareness of what other people know and check e.g. "you know how I have a bike?"</p> <p>Uses language to communicate and explore new ideas and solve problems</p> <p>Uses correct grammar when speaking</p>	<p>Can use words to ask for items from other children "Can I have a turn with the...?"</p> <p>Using language for increasingly complex purposes in social situations such as stating and asking others about intentions: expressing feelings and attitudes and asking other about theirs, planning, reasoning, guessing story telling using the language of probability e.g. might, can't always, never and sometimes...</p>

Now We're Talking 2016

For questions please contact: [emma.quigan@education.govt.nz](mailto:emma.quigan@education.govt.nz) or [suzie.harris@aka.org.nz](mailto:suzie.harris@aka.org.nz)

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