Using Curriculum-Based Language Assessment to Evaluate School-Age Students

INTRODUCTION

Curriculum-based language assessment is one way for SLPs to create a comprehensive picture of a student’s oral and written language needs and pinpoint areas to target in intervention. In this webinar, the speaker will discuss how to perform curriculum-based language assessment, beginning with the selection of areas of the curriculum to work on. Participants will explore how to use dynamic assessment to identify a student’s particular strengths and weaknesses and answer four questions based on selected curricular tasks: (1) What does the task require? (2) What does the student currently do when attempting the task? (3) What does the student need to do differently to be more successful at the task? (4) What, if any, modifications to the task are needed to support the student’s success?

The course will demonstrate how to integrate formal and informal assessment data to understand students’ individualized needs and plan intervention that can improve language/literacy skills and foster better academic outcomes.

LEARNING OUTCOMES

You will be able to:

- gather parent, teacher, and student input to prioritize language needs and curriculum contexts to target in intervention
- collect a curriculum-based language assessment probe using one or more of the four modalities (listening, speaking, reading, and writing) and analyze it at multiple language levels (discourse, sentence, vocabulary, and sound/word structure) to establish individualized intervention goals
- interpret assessment data to identify when a student needs basic instruction on sound- and word-structure knowledge versus when a student has broader sentence/discourse and vocabulary needs

EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006

ASHA Webinar 17104 / 17204
PROGRAM HISTORY

**Live webinar:**
Tuesday, May 2, 2017
3:00–5:00 p.m. Eastern time
3:00 p.m. ET
2:00 p.m. CT
1:00 p.m. MT
12:00 p.m. (noon) PT

**On-demand webinar:**
May 4, 2017– May 2, 2018

This course is offered for 0.2 ASHA CEUs (Intermediate level, Professional area).