

APPENDIX D

Protocol for Student Assessments (Lexical Diversity)

Greet the child in the classroom. Tell the child that you have some activities for him/her to do and that you both will leave the classroom to do them, using the following script:

Would it be okay for you to come with me to the (name the specific place designated by the school, e.g., library)? I'd like to learn more about what you know about what words mean and how you tell stories. You don't have to come with me if you don't want to. You can let me know anytime when you want to go back to your room.

Bring the child to a table and chairs, where you can both sit and you can administer the child assessments. The table and chairs should be in a quiet area outside the classroom (e.g., library), but can be, if necessary, in an area of the classroom separate from the rest of the group. Sit at a right angle to the child (or a close approximation, if seated at a round table), not immediately next to nor directly across from the child. Before testing begins, state the following:

I'm going to write down your answers, but I'm not going to tell your teacher(s) or the other kids what you say. I just want to learn more about what kids your age know about words and how you tell stories.

For the **PPVT** and the **EVT**, follow the administration procedures in the manual for each measure.

For the **Lexical Diversity task**, show the child the book (i.e., one of the *Carl* stories) and tell the child that you are now going to look at the book together. Read the Lexical Diversity task instructions to the child:

See this book? We are going to look at this book together. This book has no words in it, so I need you to tell me the story in this book. I bet you could tell me a wonderful story using this book. There is no right or wrong story, you can make up any story you want to go along with the pictures. I will like any story you make up.

I have a tape recorder and a microphone so that I can listen to your story later. Would it be alright if we recorded your story?

So, now you tell me what we are going to do now.

Turn on the tape recorder. If child does not begin telling the story, re-read the directions. Listen to the child's story. The following prompts are acceptable to encourage the child to elaborate:

*Can you tell me more?
What's happening?
What else do you see?*

After child completes the task, turn off the tape recorder.

Thank the child for participating and give him or her the gift/token that has been provided for this purpose. Escort the child back to the classroom.