

COLOURFUL SEMANTICS BASELINE ASSESSMENT



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Note to User

This is an informal baseline assessment to give you a starting point for intervention. It can also be used for monitoring progress. You can repeat the assessment after at least 6 months intervention and see what improvements have been made. Do not do this too often, otherwise the child may become too familiar with the materials and responses.

INTERVENTION:- It is important to make progress equally across each sentence type. Aim to target each sentence type to move them all up to the same level e.g. 3 key elements :- WHO DOING WHAT, WHO DOING WHERE, DOING WHAT WHERE, DOING WHAT Who TO. Then you can move onto adding another element e.g. 4 elements :- WHO DOING WHAT+Cloud, WHO DOING WHAT WHERE, WHO DOING WHAT Who TO.

Once you get to regular use of 4 elements you should start to see some more grammar words and markers emerging e.g. 'is + verb', the/a verb tense endings 'ing'. If not, you can start to emphasise these in the activities. If it is the right time for your child, they should tune into your modelling and copy your examples. If it is really hard for them to do this, it is too early to introduce more grammatical elements.

Please do not use these materials and sentences examples as a teaching tool. If you do this you will not be able to use this assessment to monitor real life progress, because you will have taught the child what to say.

Use the sentence types with your own vocabulary and resources as you plan your interventions. It is always great to use vocabulary and resources familiar to the child or to include topic vocabulary and resources to enable innervations to support the curriculum.



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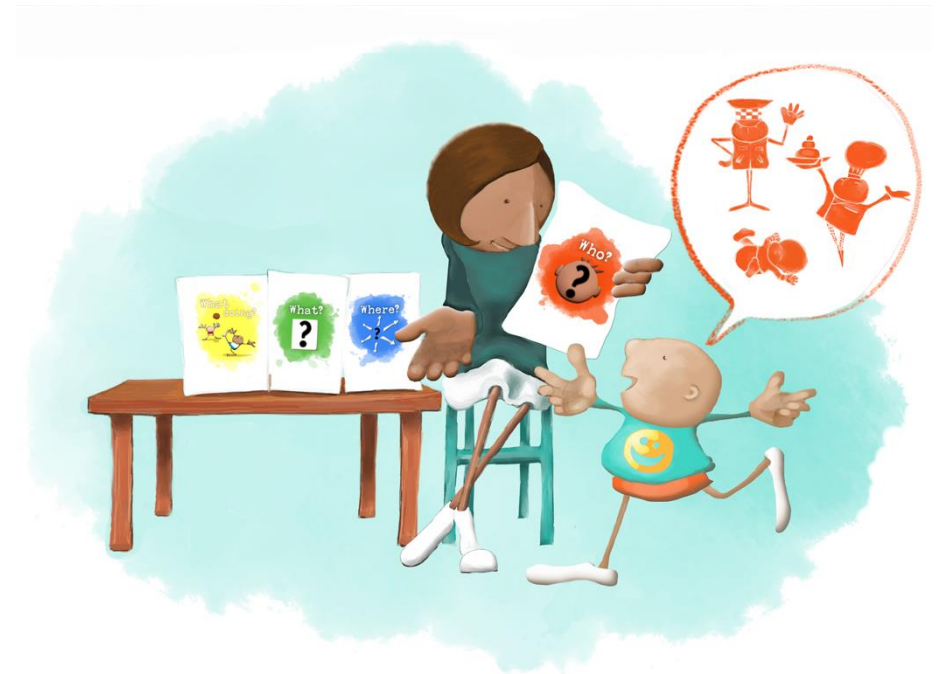
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Instructions on how to use the Colourful Semantics Assessment/Baseline

Who for?

- Verbal children
- Children who are using language to communicate but are struggling to put words together or who are able to use language/sentences to request but need support with using language to describe.
- Children who use sentences but may use the incorrect word order e.g. 'playing outside the boy' or children who miss out function words e.g. is, a, the – boy kicking ball.
- Children aged 3+
- You may want to use the toy alternative option for younger children or children who may struggle to concentrate on the pictures. When using the toy assessment, you may not be able to elicit more complex sentences such as why they are feeling a certain way (Sentence E), but you will still be able to elicit Who + Cloud e.g. the boy is happy by portraying the emotion yourself.
- Toy based assessment:- you are trying to elicit a particular sort of sentence type, the vocabulary does not have to be exactly the same. So you can substitute any toys that you have to hand that work for this sentence if necessary.



What do I need?

- Colourful Semantics Baseline Assessment Picture Stimuli
- Colourful Semantics Baseline Assessment Scoring Form
- Colourful Semantics Additional Prompting
- Pencil/Pen
- If doing the toy assessment – you will need the toys shown in the ‘Materials Needed’ column and the ‘Toy Test’ document.



How?

- Show one picture at a time to the child, starting with Picture 1 from Sentence Type A and working your way through them.
- When you show the picture to the child, use the **Scoring Form** to write down the child’s response. There is a column next to the child’s response called ‘Number /type of target elements achieved’, this is where you will score the child. You DO NOT score on the number of words a child has said. Your score is based on how many target elements the child has said. For example, if the child said “girl baking cookies”, this would elicit a score of 3 as the child has included WHO (1), DOING (2) and WHAT (3). If the child said “the girl is baking”, this would elicit a score of 2 as even though the child has included more words and the sentence is grammatically correct, they have only used WHO and DOING.
- Ask the child to tell you the full sentence again at the end of each picture as they may have given you snippets depending on your prompting/their abilities e.g. CHILD: eating cookie YOU: who? The girl? CHILD: boy YOU: you told me ‘the boy is eating the cookie’ – can you tell me it again?



- If your child is able to give a complete sentence structure on the first attempt or even after prompting to get the complete sentence structure you can then go on to use the Additional Prompting Sheet. This may be used when a child is including all target elements e.g. “baby crying bed” (WHO DOING WHERE) – you could then use a prompting question to elicit an additional target element e.g. CLOUD – is the baby crying in the big bed or the small bed?

Specific Sentence Type Information:

- **Sentence Type D - WHO DOING WHAT WHO TO**
 - o The child may put the ‘who TO’ before or after the WHAT so both structures need to be shown as correct e.g. the girl is giving a present to the man OR the girl is giving the man a present. If this is a structure you are teaching to a child, you should always start with WHO + DOING + WHAT + who TO e.g. the girl is giving a present to the man, the boy is kicking the ball to the girl.



Colourful Semantics Baseline Assessment Scoring Form

Sentence Type A - WHO DOING WHAT	Initial Prompt/Question to get complete sentence structure	Target response	Actual response	Number /type of target elements achieved e.g. DOING + WHAT = 2 [<u>not</u> number of words]
Simplest correct form: DOING WHAT e.g. eat cookie, drive car etc.	What can you see? <ul style="list-style-type: none"> If only get DOING WHAT e.g. eating cake - Is Dad eating a biscuit? - 'No, boy eating a biscuit'. Then try and elicit whole sentence again to get best level 	1. The boy is eating a biscuit/cookie		
		2. The man is driving the car		
		3. The girl is brushing her hair		
		4. The girl is eating an ice cream		



Sentence Type B - WHO DOING WHERE	Initial Prompt/Question	Target response	Actual response	Number /type of target elements achieved
Simplest correct forms: WHO DOING or DOING WHERE e.g. baby cry, girl jump, cry bed, jump bed, knock door etc.	Look what happened yesterday /last week – use past tense .	1. The baby cried in the cot/bed.		
	What did the people do?/What did he/she do?	2. The girl jumped in/on the bed		
	<ul style="list-style-type: none"> If only get WHO DOING e.g. baby cry – ‘Did he cry in the bath’ - to elicit WHERE - no in the bed. Then try and elicit whole sentence again to get best level 	3. The girl knocked on the door.		
		4. The boy is sliding down the slide		



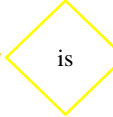



Sentence Type C - WHO DOING WHAT WHERE (including put) Simplest correct form: DOING WHAT WHERE e.g. put it box, put it in bag.	Initial Prompt/Question	Target response	Actual response	Number /type of target elements achieved
	What is happening? <ul style="list-style-type: none"> If only elicit 'put toy box' may need to prompt for WHO – 'is it the boy?' May need prompt for WHAT so child doesn't just use 'it' – 'is he putting water in the glass?' – no milk. That's right 'the boy is putting milk in the glass'. Can you look at the picture and tell me it all again? 	1. The boy is putting the toy in the basket/box		
		2. The man is putting clothes in the suitcase/bag/case		
		3. The boy is putting clothes in the washing machine		
		4. The boy is putting/pouring milk into the glass/jug		



Sentence Type D - WHO DOING WHAT Who TO	Initial Prompt/Question	Target response	Actual response	Number /type of target elements achieved
Simplest correct form: DOING WHAT Who TO e.g. give book girl DOING Who TO WHAT e.g. give her book, give boy present etc.	What can you see? • may need to use questions to elicit the WHO or Who TO • If only elicit 'lady book' or 'lady holding book' – you may need to prompt with 'the lady is giving the book – who to?'	1. The lady is giving the book to the girl		
		2. The girl is giving the present to the man/The man is giving the present to the girl.		
		3. The lady is giving the sandwich/food to the girl		
		4. The boy is rolling/pushing/giving the ball to the man/the man is rolling/pushing/giving the ball to the boy.		



Sentence Type E - WHO	Initial Prompt/Question	Target response	Actual response	Number /type of target elements achieved
  Simplest correct form: WHO CLOUD e.g. boy happy, girl angry etc.	<p>Look... ____ is getting a present/going on a slide/has fallen over etc. I wonder how he/she is feeling?</p> <ul style="list-style-type: none"> May need to add elicitation question to get the WHO. If you don't get the DIAMOND WORD 'is' try modelling the sentence slowly emphasising the 'is'. 	<p>1. The boy  </p>		
		2. The girl is happy/excited		
		3. The boy is happy/excited		
		4. The boy is scared/nervous		



Additional Prompting Questions

Additional Prompting/Information Sentence Type A WHO DOING WHAT	Child's response WHO DOING CLOUD WHAT e.g. Boy eating chocolate biscuit WHO DOING STAR WHAT e.g. Boy eating his/own biscuit WHO DOING WHAT WHY e.g. Boy eating biscuit because he hungry	Number /Type of elements correct [not number of words]
<ul style="list-style-type: none"> • ADD CLOUD: 'Is he eating a yellow biscuit' • ADD STAR: 'Is he eating the dog's biscuit?' • ADD WHY: 'I wonder why he's eating a biscuit?' • Wow, you've told me such a lot. You've told me that The boy is eating his chocolate biscuit because he's hungry. Can you see if you can remember all that? Look at the picture again and have a go! 	1.	
	2.	
	3.	
	4.	



<p>Additional Prompting/Information</p> <p>Sentence Type B</p> <p>WHO DOING WHERE</p> <p>NB Questions in past tense</p>	<p>Child's response</p> <p>WHO DOING Prep WHERE e.g. Baby cry in bed</p> <p>WHO DOING CLOUD WHERE Baby cry blue/big bed</p> <p>WHO DOING WHERE HOW e.g. Baby cried [in] bed loudly</p> <p>He went down the slide fast</p>	<p>Number /Type of elements correct</p> <p>[not number of words]</p>
<ul style="list-style-type: none"> ELICIT Preposition / 'little blue word' Was he under the bed or in the bed? ADD CLOUD: 'was he crying in the black bed?' ADD HOW: Did he cry in the bed loudly or quietly ? Wow you've told me so much, 'the baby cried in the bed loudly'. Can you look at the picture and tell me it again? 	1.	
	2.	
	3.	
	4.	



<p>Additional Prompting/Information</p> <p>Sentence Type C WHO DOING WHAT WHERE</p>	<p>Child's response WHO DOING WHAT prep WHERE e.g. boy putting milk in jug</p> <p>WHO DOING WHAT prep WHERE WHY e.g. boy putting milk in jug to make pancakes /because he wants pancakes</p>	<p>Number /Type of elements correct</p> <p>[not number of words]</p>
<ul style="list-style-type: none"> • ADD preposition if not being used Is he putting the milk under the glass/jug? • ADD WHY: I wonder why he is putting the milk in the glass/jug? • Wow you've told me such a lot 'The boy is pouring the milk in the glass/jug because he is making pancakes'. Can you look at the picture and tell me it all again? 	1.	
	2.	
	3.	
	4.	



<p>Additional Prompting/Information</p> <p>Sentence Type D WHO DOING WHAT Who TO</p>	<p>Child's response WHO DOING CLOUD WHAT who TO e.g. Mum giving girl cheese sandwich</p>	<p>Number /Type of elements correct</p> <p>[not number of words]</p>
<ul style="list-style-type: none"> • ADD CLOUD: 'is it a cheese sandwich/big ball etc'. • Wow you've told me so much, 'the lady is giving the cheese sandwich to the girl'. Can you look at the picture and tell me it again? 	1.	
	2.	
	3.	
	4.	



<p>Additional Prompting/Information</p> <p>Sentence Type E</p> <p>WHO [DIAMOND] CLOUD</p>	<p>Child's response</p> <p>WHO DIAMOND HOW CLOUD e.g. Boy is very sad WHO DIAMOND CLOUD + WHY e.g. Boy is sad cos fall off bike</p> <p>Early HOW words which add information to emotion CLOUD words might include :- very, really, a bit, a little bit</p>	<p>Number /Type of elements correct</p> <p>[not number of words]</p>
<ul style="list-style-type: none"> ADD HOW: – I wonder how sad he is? Do you think he's a little bit sad or very sad?' ADD WHY: - 'Why is he sad?' Wow you've told me such a lot - 'The boy is very sad because he has fallen off his bike and hurt his arm'. Can you remember all that and tell me. 	1.	
	2.	
	3.	
	4.	



Materials Needed for Toy Colourful Semantics Baseline Assessment

Correct response	Materials Needed
A1. The boy is eating a biscuit/cookie	Boy/girl/man/lady Any food item
A2. The man is driving the car	Boy/girl/man/lady Car/truck/van/tractor
A3. The girl is brushing her hair	Boy/girl/man/lady Brush
A4. The girl is eating an ice cream	Boy/girl/man/lady Food item



Correct response	Materials Needed
B1. The baby is crying in the cot/bed.	Boy/girl/man/lady Furniture item
B2. The girl is jumping in/on the bed	Boy/girl/man/lady Furniture item
B3. The girl is knocking on the door.	Boy/girl/man/lady Doll's house
B4. The boy is playing/sliding/going on the slide	Boy/girl/man/lady Swing/slide/merry go round

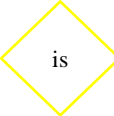



Correct response	Materials Needed
C1. The boy is putting the toy in the basket/box	Boy/girl/man/lady Toy/food Box/basket/trolley
C2. The man is putting clothes in the suitcase/bag/case	Boy/girl/man/lady Mini clothing item Wardrobe/drawer/case
C3. The boy is putting the book in the bag	Boy/girl/man/lady Book/toy Bag
C4. The boy is putting/pouring milk into the glass/jug	Boy/girl/man/lady Drink – milk/orange juice/water Cup/jug



Correct response	Materials Needed
D1. The lady is giving the book to the girl	Boy/girl/man/lady x 2 Book
D2. The girl is giving the present to the man/The man is giving the present to the girl.	Boy/girl/man/lady x 2 Box/present
D3. The lady is giving the sandwich/food to the girl	Boy/girl/man/lady x 2 Food item
D4. The boy is rolling/pushing/giving the ball to the man/the man is rolling/pushing/giving the ball to the boy.	Boy/girl/man/lady x 2 Ball



Correct response	Materials Needed
E1. The boy  sad 	Boy/girl/man/lady You make the emotion and see if they can name
E2. The girl is happy/excited	Boy/girl/man/lady You make the emotion and see if they can name
E3. The boy is happy/excited	Boy/girl/man/lady You make the emotion and see if they can name
E4. The boy is scared/nervous	Boy/girl/man/lady You make the emotion and see if they can name



Colourful Semantics Baseline Assessment Scoring Form Toy Test

Sentence Type A - WHO DOING WHAT	Initial Prompt/Question to get complete sentence structure	Target response	Actual response	Number /type of target elements achieved e.g. DOING + WHAT = 2 [<u>not</u> number of words]
Simplest correct form: DOING WHAT e.g. eat cookie, drive car etc.	What can you see? <ul style="list-style-type: none"> If only get DOING WHAT e.g. eating cake - Is Dad eating a biscuit? - 'No, boy eating a biscuit'. Then try and elicit whole sentence again to get best level 	1. The boy is eating a biscuit/cookie		
		2. The man is driving the car		
		3. The girl is brushing her hair		
		4. The girl is eating an ice cream		



Sentence Type B - WHO DOING WHERE Simplest correct forms: WHO DOING or DOING WHERE e.g. baby cry, girl jump, cry bed, jump bed, knock door etc.	Initial Prompt/Question	Target response	Actual response	Number /type of target elements achieved
	Look what happened yesterday /last week (use past tense).	1. The baby cried in the cot/bed.		
	What did the people do?/What did he/she do?	2. The girl jumped in/on the bed		
	<ul style="list-style-type: none"> If only get WHO DOING e.g. baby cry – ‘Was he crying under the bed?’ - to elicit WHERE - no in the bed. ‘Was he crying in the black bed?’ – to elicit cloud. Then try and elicit whole sentence again to get best level 	3. The girl knocked on the door.		
		4. The boy played/slide went on the slide		

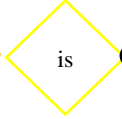
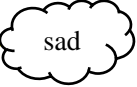


Sentence Type C - WHO DOING WHAT WHERE (including put) Simplest correct form: DOING WHAT WHERE e.g. put it box, put it in bag.	Initial Prompt/Question	Target response	Actual response	Number /type of target elements achieved
	What is happening? <ul style="list-style-type: none"> If only elicit 'put toy box' may need to prompt for WHO – 'is it the boy?' May need prompt for WHAT so child doesn't just use 'it' – 'is he putting water in the glass?' – no milk. That's right 'the boy is putting milk in the glass'. Can you look at the picture and tell me it all again? 	1. The boy is putting the toy in the basket/box		
		2. The man is putting clothes in the suitcase/bag/case		
		3. The boy is putting the book in the bag		
		4. The boy is putting/pouring milk into the glass/jug		



Sentence Type D - WHO DOING WHAT Who TO	Initial Prompt/Question	Target response	Actual response	Number /type of target elements achieved
Simplest correct form: DOING WHAT Who TO e.g. give book girl DOING Who TO WHAT e.g. give her book, give boy present etc.	What can you see? • may need to use question to elicit the WHO or Who TO • If only elicit 'lady book' or 'lady holding book' – you may need to prompt with 'the lady is giving the book – who to?'	1. The lady is giving the book to the girl		
		2. The girl is giving the present to the man/The man is giving the present to the girl.		
		3. The lady is giving the sandwich/food to the girl		
		4. The boy is rolling/pushing/giving the ball to the man/the man is rolling/pushing/giving the ball to the boy.		



Sentence Type E - WHO	Initial Prompt/Question	Target response	Actual response	Number /type of target elements achieved
<p>DIAMOND</p> <p>CLOUD</p> <p>Simplest correct form:</p> <p>WHO CLOUD e.g. boy happy, girl angry etc.</p>	<p>Look... ____ is getting a present/going on a slide/has fallen over etc. I wonder how he/she is feeling?</p> <ul style="list-style-type: none"> May need to add elicitation question to get the WHO. If you don't get the DIAMOND WORD 'is' try modelling the sentence slowly emphasising the 'is'. 	<p>1. The boy  is  sad</p>		
		2. The girl is happy/excited		
		3. The boy is happy/excited		
		4. The boy is scared/nervous		



Additional Prompting Toy Test

Additional Prompting/Information Sentence Type A WHO DOING WHAT	Child's response WHO DOING CLOUD WHAT e.g. Boy eating chocolate biscuit WHO DOING STAR WHAT e.g. Boy eating his/own biscuit WHO DOING WHAT WHY e.g. Boy eating biscuit because he hungry	Number /Type of elements correct [not number of words]
<ul style="list-style-type: none"> ADD CLOUD: 'Is he eating a yellow biscuit' ADD STAR: 'Is he eating the dog's biscuit?' ADD WHY: 'I wonder why he's eating a biscuit?' Wow, you've told me such a lot. You've told me that The boy is eating his chocolate biscuit because he's hungry. Can you see if you can remember all that? Look at the picture again and have a go! 	1.	
	2.	
	3.	
	4.	



<p>Additional Prompting/Information</p> <p>Sentence Type B</p> <p>WHO DOING WHERE</p> <p>NB Questions in past tense</p>	<p>Child's response</p> <p>WHO DOING Prep WHERE e.g. Baby cry in bed</p> <p>WHO DOING CLOUD WHERE Baby cry blue/big bed</p> <p>WHO DOING WHERE HOW e.g. Baby cried [in] bed loudly</p> <p>He went down the slide fast</p>	<p>Number /Type of elements correct</p> <p>[not number of words]</p>
<ul style="list-style-type: none"> ELICIT Preposition / 'little blue word' Is he under the bed or in the bed? ADD CLOUD: 'is he crying in the black bed?' ADD HOW: Did he cry in the bed loudly or quietly ? Wow you've told me so much, 'the baby cried in the bed loudly'. Can you look at the picture and tell me it again? 	1.	
	2.	
	3.	
	4.	



<p>Additional Prompting/Information</p> <p>Sentence Type C WHO DOING WHAT WHERE</p>	<p>Child's response WHO DOING WHAT prep WHERE e.g. boy putting milk in jug</p> <p>WHO DOING WHAT prep WHERE WHY e.g. boy putting milk in jug to make pancakes /because he wants pancakes</p>	<p>Number /Type of elements correct</p> <p>[not number of words]</p>
<ul style="list-style-type: none"> • ADD preposition if not being used Is he putting the milk under the glass/jug? • ADD WHY: I wonder why he is putting the milk in the glass/jug? • Wow you've told me such a lot 'The boy is pouring the milk in the glass/jug because he is making pancakes'. Can you look at the picture and tell me it all again. 	1.	
	2.	
	3.	
	4.	



<p>Additional Prompting/Information</p> <p>Sentence Type D WHO DOING WHAT Who TO</p>	<p>Child's response WHO DOING CLOUD WHAT who TO e.g. Mum giving girl cheese sandwich</p>	<p>Number /Type of elements correct</p> <p>[not number of words]</p>
<ul style="list-style-type: none"> • ADD CLOUD: 'is it a cheese sandwich/big ball etc'. • Wow you've told me so much, 'the lady is giving the cheese sandwich to the girl'. Can you look at the picture and tell me it again? 	1.	
	2.	
	3.	
	4.	



<p>Additional Prompting/Information</p> <p>Sentence Type E</p> <p>WHO [DIAMOND] CLOUD</p>	<p>Child's response</p> <p>WHO DIAMOND HOW CLOUD e.g. Boy is very sad WHO DIAMOND CLOUD + WHY e.g. Boy is sad cos fall off bike</p> <p>Early HOW words which add information to emotion CLOUD words might include :- very, really, a bit, a little bit</p>	<p>Number /Type of elements correct</p> <p>[not number of words]</p>
<ul style="list-style-type: none"> ADD HOW: – I wonder how sad he is? Do you think he's a little bit sad or very sad?' ADD WHY: - 'Why is he sad?' Wow you've told me such a lot - 'The boy is very sad because he has fallen off his bike and hurt his arm'. Can you remember all that and tell me again? 	1.	
	2.	
	3.	
	4.	



Pictures for Picture Baseline Assessment

























