















Bilingual Assessment of Simple Sentences	Dr Sean Pert and Dr Carol Stow © 2019
An Expressive Language Screening Assessment of Early Sentence Production	Recording Form







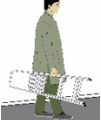




Client's details			
First name(s):		Last name:	
Date of Test:	/ /20	Gender:	Male <input type="checkbox"/> Female <input type="checkbox"/>
Date of Birth:	/ /	Tester:	
Age:	years; months	Role:	
Client's Language(s):	Mirpuri	Punjabi	Urdu
	English	Other:	

This assessment conducted in:	Mirpuri	Punjabi	Urdu
	English	Other:	

Descriptive score summary			
Noun Phrases		Verb Phrases	
AGENTS (Subjects):	/	ACTIONS (Lexical Verbs):	/
PATIENTS (Objects):	/	Auxiliaries:	/

Practice Items: DO NOT SCORE		
Stimulus		Client's response in IPA script or transliterated in Roman script. <i>Do not change phrase / word order for word-by-word translation</i>
	P1. Client's sentence	girl chal mar-ni pija
	Word-by-word translation	(E) girl jump do+contact-ing+female is+male
	English translation	(the) girl he is jumping
	Comments	Wrong gender on auxiliary verb. Normal codeswitching for AGENT
	P2. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	P3. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	P4. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	

Stimulus	Client's response	
	1. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	2. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	3. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	4. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	5. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	6. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	7. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	8. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	9. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	10. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	

	11. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	12. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	13. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	14. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	15. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	16. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	17. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	18. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	19. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	20. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	
	21. Client's sentence	
	Word-by-word translation	
	English translation	
	Comments	

Good practice checklist:

- Child's language checked by three-way **telephone triage** with interpreter in advance of the initial assessment session.
- Child's **language verified** during parent/carer interview with professional interpreter, offering a choice of languages, e.g. 'Do you speak Mirpuri, Punjabi or Urdu?'
- Pre-session planning:** Meet with the interpreter and plan the session activities. Allow the interpreter to see the assessment and familiarise them with recording.
- Greet** the child and family **in home language** and carry out a short play activity in home language to signal that home language use is welcomed in this setting (pragmatics).
- Debrief:** Following the assessment, when the family have left, take time to discuss any matters arising during the session and to discuss the child's responses with the interpreter.
- Where possible, **book the same interpreter** for any follow-up appointments for continuity.

Notes:

- **Do not** ask a child or young person (under 18) to act as an interpreter.
- **Do not** ask a person related to the child to act as an interpreter – always book a professional interpreter.
- **Record** your cultural and linguistic awareness, and clinical skills working with interpreters and bilingual clients in your Continuing Professional Development (CPD) diary.

Session Notes:

Role	PRINT NAME	Signature	Date: dd/mm/yy
Speech and Language Therapist:			/ /
Interpreter:			/ /
Bilingual Speech and Language Therapy Assistant:			/ /
Student/Other (Please state):			/ /

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Mean Length of Utterance (Morphemes) MIRPURI - MLU(m) Mirpuri scoring

Picture	AGENT	PATIENT	ACTION				LU(m) for this utterance
			Infinitive ki	Lexical verb	Inflection -a / -i or -na / -ni	Auxiliary pija / pi or va / vi	
1.							/ 4
2.							/ 4
3.							/ 4
4.							/ 5
5.							/ 5
6.							/ 4
7.							/ 5
8.							/ 4
9.							/ 5
10.							/ 5
11.							/ 5
12.							/ 5
13.							/ 5
14.							/ 5
15.							/ 5
16.							/ 6
17.*							/ 5
18.							/ 5
19.							/ 5
20.							/ 5
21.							/ 5
TOTAL							/ 101
Comments: 1. Practice items are not scored. 2. Item 17 – irregular verb: Plural AGENT ‘men’ for single ‘man’ and (female) gender agreement despite male AGENT as the verb agrees with the female PATIENT ‘ladder’ instead of the usual rules.					Grand total score / 21 = Average MLU(m)		

Instructions:

1. Tick if the structure is present (even if incorrect *form*).
2. If the child produces an unexpected utterance discuss this with the interpreter.
 - a. If the utterance is an acceptable alternative, consult the Translation Protocol. In this case you may need to adjust up or down the *utterance total* and *assessment grand total score*.
 - b. If the utterance is irrelevant, off topic or an unacceptable response, omit it from the analysis and reduce both the TOTAL (score for the omitted utterance) and the number of utterances (by 1 for each missing/inappropriate response) to divide by accordingly.
3. Total each utterance out of the maximum number of morphemes possible.
4. Add up all the utterances.
5. Compare the child’s calculated MLU(m) with the norms data. If the child is +/- 1.0 Standard Deviations then they have age appropriate language skills. If the score is more negative than -1.0 then the child’s expressive language may be a cause for concern.
6. Analyse the child’s sentences *descriptively* to identify additional therapy aims, where appropriate.

PUNJABI AND URDU – PLEASE USE THIS ASSESSMENT DESCRIPTIVELY ONLY – SEE MANUAL