

WRITTEN LANGUAGE: A TEST TO TEACH FROM

Mae J. Balaban, Ed.D

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WORKSHOP GOALS:

1. Selecting and Prioritizing
targets for remediation
based on
2. Analysis of writing Samples
3. using the Conceptual Framework of
The Test of Written Language - 3
(TOWL - 3)

WRITING

1. Highest Form of Communication
2. Spoken Language and Reading Precede and Underpin
3. Includes Interrelated Elements:
Grammar, Capitalization, Punctuation,
Vocabulary, Spelling, Handwriting, and
Thought
4. Assessment:
 - 1) Document Strengths and Weaknesses
 - 2) Monitor Effectiveness of Remediation

3 Components of Writing

Conventional: involves use of rules for punctuation, capitalization, and spelling

Linguistic: involves use of acceptable syntactic and semantic structures, e.g., suitable words, tenses, plurals, noun-verb correspondences, and cases

Cognitive: involves ability to write logical, coherent, and sequenced written products

TEST OF WRITTEN LANGUAGE - 3

Third Edition

TOWL - 3

**Donald D. Hammill and
Stephen C. Larsen
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Pro-Ed**

Test (TOWL-3) Format

Contrived Writing

Spontaneous Writing

Component and Format Characteristics

Component

Conventional

Linguistic

Cognitive

Contrived Format

Spelling
Style

Vocabulary
Sentence Combining

Logical Sentences

Component

Conventional

Linguistic

Cognitive

Spontaneous Format

Contextual Conventions

Contextual Language

Story Construction

Contrived Writing

1. Vocabulary (VO)
2. Spelling (SP)
3. Style (ST)
4. Logical Sentences (LS)
5. Sentence Combining (SC)

Sampling of Vocabulary items

1. see

7. avoid

14. debt

21. epilogue

28. blunder

Sampling of Spelling and Style items

3. He sat next to Mary.
6. I'm going to take that section.
9. Was the hospital on Broad Street?
12. Mrs. Hill, the new teacher, was very political.
15. Despite the catastrophe, the people rebuilt their village near the volcano.
18. As the paper was too opaque to be used, it was discarded.

Sampling of Logical Sentences

4. You listen with your nose.
8. The gas tank was thirsty.
13. Skiing on a slope is better than a swimmer in a pool.
18. Read the rules and then you should try to play the game.
22. The president asked for a report from both the secretary and treasurer.

Sampling of Sentence Combining items

5. Tim drives fast. He has a red car.
10. Kathy has a hat. It is blue. She wears it at night.
15. Dad bought a new car. It was a station wagon. The car was brown. It was a Ford.
20. The hiker came upon a mountain. It was snow covered. It appeared impassable. The mountain loomed.

Spontaneous Writing

Contextual Conventions:

capitalization, punctuation, spelling, and other arbitrary elements in writing (e.g., paragraph indents)

Contextual Language:

vocabulary, sentence construction, and grammar

Story Construction:

quality of plot, prose, development of characters, interest to the reader, and other compositional aspects