

retell) AND ((bilingual) OR (English as a Second Language) OR (English Language Learners) OR (multilingual

Peña, Gillam, and Bedore (2014) explored the identification accuracy of dynamic assessment of narrative ability by comparing ELLs with LI (n=18) and TL (n=18). Of relevance to the present review is the group comparison of narrative ability. Children completed a story retell task with wordless picture books before and after mediated learning sessions took place. Stories were transcribed using SALT, and scored on 10 qualitative items that resulted in a total story score (e.g., story components, story ideas, episode structure). An appropriate ANOVA was conducted, and pairwise comparisons indicated that children in the LI group scored significantly lower than the TL group on the total story score. ELLs with LI produced a greater proportion of ungrammatical utterances compared to the TL group. No significant differences were found between groups for number of different words, total number of words,

