

Despite relations between written and oral language, many SLPs do not feel competent assessing writing. Thus, the current investigation assessed relations among measures used by SLPs to evaluate oral language samples and measures used by teachers to assess writing. Samples of fifth grade written fictional stories (n=31), personal narratives (n=25), historical retells (N=18), and persuasive samples (n=27) were used to assess the unity and diversity of microstructure (mean length of utterance, subordination, total number of words, number of different words) and macrostructure measures (narrative scoring scheme, persuasive scoring scheme, and six traits); measures used by SLPs as predictors of a holistic measure used by teachers; and differences in scores on microstructure and macrostructure measures by genre.

For both narrative and persuasive samples, four factors emerged: morphosyntax, semantics, and two macrostructure factors. Morphosyntax and semantics predicted scores on the writing measure used by teachers for narrative and persuasive samples, as did the narrative scoring scheme for narratives. Persuasive samples yielded the highest morphosyntax scores. Fictional stories yielded the highest semantics scores. These findings support the competence of SLPs in assessing writing.