**SPEECH AND LANGUAGE EVALUATION**

**STOKES COUNTY SCHOOLS**

**Student: Grade:**

**Date of Evaluation: Age:**

**Date of Birth:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ received a speech and language evaluation on \_\_\_\_\_\_. Through formal and informal assessment, the following results were obtained:

**Hearing Evaluation:** passed

**Oral Motor:**  functional skillsfor articulation

**Voice and Fluency:**  judged to be within normal limits

**Articulation:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ substituted k/f in the middle of words, w/f in the beginning and middle of words, f/th in the middle and end of words, and errors with /l/ blends. Teacher checklist indicated difficulty understanding \_\_\_\_\_\_\_\_\_\_\_\_\_ in conversation and oral reading.

**Receptive and Expressive Language Skills:**

*Strengths*: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was able to name simple objects and understands and uses grammar at an age appropriate level.

*Needs:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ showed weakness in skills that required comparing objects for similarities and differences, defining words, and sentence imitation tasks.

**Pragmatics:** \_\_\_\_\_\_\_\_\_\_\_\_\_ demonstrated appropriate use of language in conversation (including tone of voice, body language, facial expressions, turn taking, questioning and commenting appropriately).

**Diagnosis and Recommendations:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has a receptive and expressive language disorder. Articulation errors were present but are considered developmentally appropriate at this age. It is recommended that \_\_\_\_\_\_\_\_ continue to receive speech therapy services in the school setting.

If you have any questions, please feel free to call \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ @ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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Jennifer Harper, MA, CCC-SLP

Speech-Language Pathologist