**Students Full Name:** Click here to enter text.

**Date of Birth:** Click here to enter text.

**Age:** Click here to enter text.

**Grade:** Click here to enter text.

**Date(s) of Evaluation:** Click here to enter text.

Purpose for Referral

Student was referred for a communication evaluation as part of a full referral through the Jackson County Public Schools. Student’s teacher and parents have noted that he/she is struggling with academics.

Background Information

Student is currently in the insert grade grade at school name school. He/She is reading at a level insert level according to assessment results from Reading 3D. Student’s teacher reports he/she is having difficulty with spelling and writing activities. Currently his/her performance in reading, writing, math, and spelling is below expected levels. A social developmental history was completed in which student’s insert informant such as “mother” served as informant. A speech/language screen on date indicated

Assessment Procedures and General Observations

This evaluation took place over number sessions and included both formal and informal measures. Student was observed to Click here to enter text. This evaluation is felt to adequately represent student’s speech and language skills.

*Hearing:*

Student’s hearing was screened on date using pure tone audiometry at 20db for the following frequencies: 500hz, 1000hz, 2000hz, 4000hz, 6000hz. Student detected sound at all frequencies. Student’s hearing appears to be adequate for learning in his/her classroom.

*Voice:*

Student’s voice quality was subjectively judged to be within normal limits.

*Fluency:*

Student’s rate of speech and general flow of speech were subjectively judged to be within normal limits.

The Stuttering Severity Instrument-third edition (SSI-3) assesses three major parameters of dysfluent speech including frequency, duration, and physical concomitants. By adding the scores for the three parameters, a total overall score is obtained and compared to others in similar age ranges. Student’s total overall score of number is at the number percentile and is considered to be Click here to enter text.

*Oral Motor:*

The Oral Peripheral Exam For The School Setting guides a quick look at a student’s face, tongue, jaw and dentition, and hard/soft palate as these structures can be potentially related to speech and language. Student’s oral mechanism is judged to be adequate for speech.

Student’s oral mechanism is judged to be adequate for speech with concerns.

An informal observation of Student’s oral mechanism yields information to believe that structures are adequate for speech.

*Articulation:*

The Goldman Fristoe Test of Articulation-2 (GFTA-2) is designed to provide a systematic means of assessing an individual's articulation in single words. Descriptive information about the individual's articulation skills is obtained through three subtests: Sound-in-words, Sound-in-syllables, and Stimulability. Student's errors are listed below with error sound followed by target sound:

 /n/ for /ing/(final position) Example: ‘rin’ for ‘ring’

 /s/ for /sh/ (all positions) Example: ‘fising’ for ‘fishing’

 /ts/ for /ch/ (final, medial) Example: ‘watses’ for ‘watches’ \* inconsistent

 /w/ for /r/ (all positions) Example: ‘wabbit’ for ‘rabbit’

 /dz/ for /j/ (final position) Example: ‘orandz’ for ‘orange’

 /f/ for /th/ voiceless (all positions) Example: ‘fum’ for ‘thumb’

 /d/ for /th/ voiced (all positions) Example: ‘dis’ for ‘this’

 /b/ for /v/ (initial) Example: ‘bacuum’ for ‘vacuum’

*Interpretation:*

The Clinical Assessment of Articulation and Phonology (CAAP) is a norm-referenced instrument designed to assess English articulation and phonology in preschool and school-age children. It provides two types of standard scores that measure articulation competence. These are a Consonant Inventory Score (CI) and a School Age Sentence Score (SAS) both of which have a mean of 100 and 85-115 as the range of average. In addition, phonological processes are analyzed for percentage of occurrence. Student's CI standard score of number is considered Click here to enter text.. Student’s SAS standard score of number is considered Click here to enter text. A review of student’s consonant inventory and consonant singleton index indicate that Click here to enter text.

Student's errors are listed below with error sound followed by target sound:

 /n/ for /ing/(final position) Example: ‘rin’ for ‘ring’

 /s/ for /sh/ (all positions) Example: ‘fising’ for ‘fishing’

 /ts/ for /ch/ (final, medial) Example: ‘watses’ for ‘watches’ \* inconsistent

 /w/ for /r/ (all positions) Example: ‘wabbit’ for ‘rabbit’

 /dz/ for /j/ (final position) Example: ‘orandz’ for ‘orange’

 /f/ for /th/ voiceless (all positions) Example: ‘fum’ for ‘thumb’

 /d/ for /th/ voiced (all positions) Example: ‘dis’ for ‘this’

 /b/ for /v/ (initial) Example: ‘bacuum’ for ‘vacuum’

An analysis of student’s productions on the Phonological Process Checklists indicate the following processes to be active (greater than 40% occurrence): Click here to enter text.

The Arizona Articulation Proficiency Scale- Third Revision (Arizona-3) provides a quick, reliable, and standardized measure of articulation proficiency in children. The student is presented with 42 cards and identifies the cards. This instrument covers all the major sounds in the English language including initial and final consonants and blends, vowels, and diphthongs.

Student earned a standard score of No# placing him/her in the No# percentile.

Student's errors are listed below with error sound followed by target sound:

 /n/ for /ing/(final position) Example: ‘rin’ for ‘ring’

 /s/ for /sh/ (all positions) Example: ‘fising’ for ‘fishing’

 /ts/ for /ch/ (final, medial) Example: ‘watses’ for ‘watches’ \* inconsistent

 /w/ for /r/ (all positions) Example: ‘wabbit’ for ‘rabbit’

 /dz/ for /j/ (final position) Example: ‘orandz’ for ‘orange’

 /f/ for /th/ voiceless (all positions) Example: ‘fum’ for ‘thumb’

 /d/ for /th/ voiced (all positions) Example: ‘dis’ for ‘this’

 /b/ for /v/ (initial) Example: ‘bacuum’ for ‘vacuum’

*Interpretation:*

The Photo Articulation Test-Third Edition (PAT-3) is a measure of a student’s spontaneous articulation of consonant, vowels and diphthongs. Student’s errors are listed below by word position with error/target.

*Interpretation:*

Subjective listening during conversation by the SLP was used to assess Student’s articulation skills. She/He presented with no articulation errors and, therefore, further evaluation was dismissed.

*Language and Communication:*

Communication is the exchange of information between two parties. One significant part of this process is a person’s ability to formulate and understand language. Language is comprised of 5 main areas which are explained as follows:

* Morphology – how individual words are put together, word endings, prefixes
* Syntax – the rules we use to put sentences together in an order that makes sense
* Phonology – the rules and patterns that we use to put sounds together and recognize errors
* Semantics – our use and understanding of vocabulary, our internal dictionary
* Pragmatics – the way we use language for social exchanges

Impairments in one or more areas may or may not compromise a student’s ability to communicate with both their teachers and peers.

The Clinical Evaluation of Language Fundamentals-4 (CELF-4) is a standardized measure of receptive and expressive language skills. Each subtest yields a scaled score where 10 is mean and 7-13 is considered the range of average. Student was administered seven core subtests of the CELF-4 from which his/her Core language score was dervied. The Core Language Score (CLS) is considered to be the most representative measure of a student’s language skills. Combinations of subtests also yeielded receptive language, expressive language, language content and language memory scores. For these composite scores the standard score of 100 is mean and 85-115 is considered within the average range for a student’s chronological age. Student’s Core Language standard score of No# is considered within the average range and places him within the No# percentile. At the 90% confidence level this score ranges between No#. Student earned the following standard scores and percentiles in the remaining composite areas: receptive language-standard score of No#, No# percentile; expressive language-standard score of No#, No# percentile; language memory standard score No# , No# percentile.

The individual subtests are listed below:

|  |  |  |  |
| --- | --- | --- | --- |
| Index Score | Standard Score | Percentile | Description |
| Core Language |  |  |  |
| Receptive Language |  |  |  |
| Expressive Language |  |  |  |
| Language Content |  |  |  |
| Language Memory |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Subtest | Scaled Score | Percentile Rank | Percentile Rank Interval at 90% Confidence Level |
| Concepts and Following Directions |  |  |  |
| Recalling Sentences |  |  |  |
| Formulated Sentences |  |  |  |
| Word Classes Total |  |  |  |
| Word Definitions |  |  |  |
| Understanding Spoken Paragraphs |  |  |  |

The Rossetti Infant-Toddler Language Scale (Ages: Birth to 3:0) is a criterion-referenced inventory checklist of developmental communication skills across several expressive and receptive language areas (Interaction-Attachment, Pragmatics, Gesture, Play, Language Comprehension, and Language Expression).  Information is gathered from parent interview and/or observation and yield age performance estimates across developmental levels. Results reflect the child's mastery of skills in each of the areas assessed at three-month intervals across developmental domains tested.

The Preschool Language Scale-5 (PLS-5) (Ages: Birth to 7:11**)** is a standardized assessment to assist in identifying children who have a language disorder or delay.  It is composed of two subscales:  Auditory Comprehension (AC) and Expressive Communication (EC).  The Auditory Comprehension is used to evaluate how much language a child understands.  The tasks assess comprehension of basic vocabulary, concepts, and grammatical markers.  The Expressive Communication is used to determine how well a child communicates with others.  Children are asked to name common objects, use concepts that describe objects and express quantity, and use specific prepositions, grammatical markers, and sentence structures.  The responses to each subscale questions yield a standard score where 100 is the mean and 85-115 is considered the range of average.

The Preschool Language Scale-5 (PLS-5) – Spanish ( Ages: Birth to 7:11) is a standardized assessment to assist in identifying children who have a language disorder or delay. The test provides bilingual-conceptual language scores for Auditory Comprehension and Expressive Communication, plus a Total Language score. The test is normed with 1,150 monolingual and bilingual Spanish-speaking children in the United States and Puerto Rico. The tasks assess comprehension of basic vocabulary, concepts, and grammatical markers.  The Expressive Communication is used to determine how well a child communicates with others.  Children are asked to name common objects, use concepts that describe objects and express quantity, and use specific prepositions, grammatical markers, and sentence structures.  The responses to each subscale question yield a standard score where 100 is the mean and 85-115 is considered the range of average.

An analysis of Student’s performance on this instrument yields the following standard scores:

Expressive Communication No#

Auditory Comprehension No#

Total Language Score No#

Interpretation:

The Test of Early Language Development-Second Edition (TELD-3) (Ages: 2:0 to 7:11) is a standardized measure of the early development of oral language in the areas of receptive and expressive language, syntax, and semantics.  It utilizes two subtests, Receptive Language and Expressive Language, and yields an overall Spoken Language score.  The child's responses generate a standard score (with a mean of 100 and a standard deviation of 15), which differentiates groups with known language problems from those without such problems.

Student’s scores on the TELD-3 are as follows:

Interpretation:

The Expressive One-Word Picture Vocabulary Test (EOWPVT) is an individually administered, norm-referenced test designed for use with individuals ages 2 years 0 months through 18 years 11 months. The test offers a quick and reliable measure of an individual’s English speaking vocabulary, which is assessed by asking the individual to name objects, actions, and concepts pictured in illustrations. The EOWPVT is a standardized language assessment based on a mean of 100 and a standard deviation of 15. Scores of 85-115 are considered to be within the average range of functioning. Student demonstrated the following:

 **Raw Score: Standard Score (Mean =100; SD=15): Percentile:**

 No# NO# No#

The Receptive One-Word Picture Vocabulary Test (ROWPVT) in an individually administered, norm-referenced test designed for use with individuals ages 2 years 0 months through 18 years 11 months. The test offers a quick and reliable measure of an individual’s understanding of English speaking vocabulary, which is assessed by asking the individual to point to named objects, actions, and concepts pictured in illustrations. The ROWPVT is a standardized language assessment based on a mean of 100 and a standard deviation of 15. Scores of 85-115 are considered to be within the average range of functioning. Student demonstrated the following:

 **Raw Score: Standard Score (Mean = 100, SD = 15): Percentile:**

 No# NO# No#

*Interpretation:* Scores from these two measures indicate that his/her expressive and receptive vocabulary is above average, below average, equivalent to her same age peers.

It should be noted that his/her expressive vocabulary score is significantly lower than his/her receptive vocabulary score indicating Click here to enter text.

ROWPVT: Spanish-Bilingual Edition (ROWPVT: Spanish-Bilingual Edition)is as standardized specific language assessment based on a mean of 100 and a standard deviation of 15. The assessment was norm referenced on typically developing individuals who are proficient in both Spanish and English. The examinee has the option to respond in English or Spanish and instructions are provided in both languages. The purpose of this assessment is to evaluate an individual’s overall Receptive vocabulary (i.e. what he/she comprehends) skills when given the opportunity to utilize both languages. The examinee is presented with a picture scene, the examiner then verbally presents a word and the examinee must then point to the picture that corresponds with the word. Student demonstrated the following:

**Raw Score: Standard Score (Mean = 100, SD = 15): Percentile:**

No# No# No#

EOWPVT: Spanish-Bilingual Edition: (The EOWPVT-Spanish-Bilingual Edition) is as standardized specific language assessment based on a mean of 100 and a standard deviation of 15. The assessment was norm referenced on typically developing individuals who are proficient in both Spanish and English. The examinee has the option to respond in English or Spanish and instructions are provided in both languages. The purpose of this assessment is to evaluate an individual’s expressive vocabulary (i.e. the ability to name/label a presented picture/object) skills when given the opportunity to utilize both languages. The examinee is presented with a picture scene, and then has to label the presented picture. Student demonstrated the following:

**Raw Score: Standard Score (Mean = 100, SD = 15): Percentile:**

No# No# No#

*Interpretation:* Scores from these two measures indicate that his/herexpressive and receptive vocabulary is Click here to enter text.

It should be noted that his/her expressive vocabulary score is significantly lower than his/her receptive vocabulary score indicating…

The Test of Language Development –Intermediate 4 (TOLD-I:4) is a standardized language assessment based on a mean of 100 and a standard deviation of 10 within subtests. The average range of functioning in this assessment is 90-110. This evaluation identifies children who are significant below their peers in oral language proficiency and determines specific strengths and weaknesses in oral language skills. Subtests are administered and used both individually and as part of a composite performance.

* Sentence Combining – the child is to form one compound or complex sentence from two or more simple sentences spoken by the examiner (measures grammar and speaking)
* Picture Vocabulary – the child is to point to one picture of six presented that best represents a series of two-word stimuli (measures semantics and listening)
* Word Ordering – the child is to form a complete, correct sentence from a randomly-ordered string of words, ranging from three to seven in length (measures grammar, organizing)
* Relational Vocabulary – the child must tell how three words, spoken by the examiner, are alike (measures semantics, organizing)
* Morphological Comprehension – the child must distinguish between grammatically correct and incorrect sentences (measures grammar and listening)
* Multiple Meanings – the examiner says a word to a child who responds by saying as many different meanings for that word as he/she can think of (measures semantics and speaking)

Student demonstrated the following:

|  |  |  |  |
| --- | --- | --- | --- |
| **Subtest:** | **Scaled Score:** | **Percentile Rank** | **Descriptive Term:** |
| Sentence Combining |  |  |  |
| Picture Vocabulary |  |  |  |
| Word Ordering |  |  |  |
| Relational Vocabulary |  |  |  |
| Morphological Comprehension |  |  |  |
| Multiple Meanings |  |  |  |

Composite Performance:

|  |  |  |  |
| --- | --- | --- | --- |
| **Composite:** | **Index score:** | **Percentile Rank:** | **Descriptive Term:** |
| Listening |  |  |  |
| Organizing |  |  |  |
| Speaking |  |  |  |
| Grammar |  |  |  |
| Semantics |  |  |  |
| Spoken Language |  |  |  |

*Interpretation:*

The Comprehensive Assessment of Spoken Language (CASL) is a norm-referenced oral language assessment battery of tests for children and adults aged 3-21. Each of the CASL tests is individually administered and yields a standard score compared to other individuals of the same chronological age. For this standard score 100 is mean and 85-115 is considered the range of average for student’s chronological age.

### Lexical/Semantic Category of Tests

### Basic concepts: This test measures the ability of young children to comprehend words that refer to basic perceptual and conceptual relationships such as size, shape, quantity, quality, distance, direction, and position.

* Antonyms: the antonyms test is designed to measure the ability to identify words that are opposite in meaning and to be able to retrieve, generate and produce a single word when its opposite is given as a stimulus.
* Synonyms: This test is designed in a multiple choice format to allow the student to recognize from a list of words the word that would have the same meaning or that is sufficiently alike in meaning to be substituted for the stimulus word.
* Sentence Completion: This test is a measure of word retrieval, knowledge, and expression within a linguistic context. The student is required to comprehend the vocabulary and syntactic structure of the stimulus sentences as well as have sufficient world knowledge to use its content and grammatical structure to generate an acceptable completion using a single word.
* Idiomatic Language: For this test, students are asked to complete a given idiom. Idioms are defined as a group of words that when used together in a particular linguistic or environmental context, have a conventional meaning different from the literal rendering of the individual words. This test measures a student’s knowledge, retrieval and oral expression of American English idioms.

### Syntactic Category of Tests

* Syntax Construction: this test is designed to assess the ability to generate sentences with an emphasis on the use of the rules that govern sentence formulation and expression. These include basic sentence types and verb tense rules.
* Paragraph Comprehension: this test measures the comprehension of sentence structure (syntax). It consists of short stories containing simple to complex sentences and the student is then asked to point to pictures that answer simple questions about each story.
* Grammatical Morphemes: this test measures the metalinguistic knowledge of the form and meaning of the grammatical morphemes in the English language. Morphemes are words or word endings that add meaning to sentences such as plurals, possessives, pronouns, derivational suffixes, etc
* Sentence Comprehension: This test measures the ability to comprehend the meaning of the structure organization of sentences. It assesses the ability to comprehend sentence types such as simple, complex, and embedded declarative sentences with one or more phrase/clause and grammatical structures including active/passive voice, direct/indirect objects, possessive forms, prepositions and negatives. It also assesses the ability to comprehend word order when such order distinguishes meaning.
* Grammaticality Judgment: this test assesses the student’s ability to make immediate judgments of the grammaticality of presented sentences and to correct those sentences that present with errors. The test looks at the student’s ability to recognize and correct errors in the use of the syntactic areas of noun-verb agreement, noun number, verb tense, pronouns, negatives, prepositions, irregular forms, direct/indirect objects, active/passive voice coordination, and embedding.

### Supralinguistic Category of Tests

* Nonliteral Language: this test is designed to assess the ability to comprehend nonliteral language in the form of figurative speech, indirect requests, and sarcasm. The student must be able to recognize that spoken language cannot always be interpreted in a literal manner and then give an explanation of how the spoken language was intended to be interpreted.
* Meaning from Context: this test measures derivation of the meaning of words from their oral linguistic context. It measures the inference ability that does not require the student to use world knowledge to arrive at the full meaning of the spoken text but rather for him/her to rely on information found within the linguistic context of the immediate stimulus to determine meaning of an unknown word.
* Inference: this test measures the student’s ability to use previously acquired world knowledge to derive meaning from inferences. Students must integrate appropriate world knowledge with information provided in messages spoken by the examiner in order to comprehend what the sentences mean.
* Ambiguous Sentences: this test assesses the ability to comprehend sentences containing elements that produce ambiguity. The elements in the test that cause the ambiguity are words that can have more than one meaning and sentences that can be interpreted in more than one way.

### Pragmatic Category of Tests

* Pragmatic Judgment: this test is designed to measure the knowledge and use of pragmatic rules of language by having the student judge the appropriateness of language used in a specific situation or to actually respond with appropriate language for a given situation.

**Subtest: Standard Score: Percentile:**

*Interpretation:*

The Test of Language Development-Primary (TOLD-P:3)is designed to measure the various features and systems of language of children between the ages of 4-0 and 8-11. It is comprised of six subtests, each of which derives a standard score based on 10 being the mean and 7-13 the range of average. These subtests are then used to generate composite quotients where 100 is the mean and 85-115 being the range of average when compared to other children of the same chronological age. Additional supplemental subtests, which assess word discrimination, phonemic analysis and word articulation are added to the test battery but are not a component of the core composite scores.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Subtest | Standard Score | Percentile | Interpretation |
| Picture Vocabulary |  |  |  |
| Relational Vocabulary |  |  |  |
| Oral Vocabulary |  |  |  |
| Grammatic Understanding |  |  |  |
| Sentence Imitation |  |  |  |
| Grammatic Completion |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Composite | Quotient | Percentile | Interpretation |
| Spoken Language |  |  |  |
| Listening |  |  |  |
| Organizing |  |  |  |
| Speaking |  |  |  |
| Semantics |  |  |  |
| Syntax |  |  |  |

*Interpretation:*

The Test of Auditory Comprehension of Language – third edition (TACL-3) is designed to measure a child's knowledge of specified lexical and grammatical forms. It is comprised of three subtests. Each subtests derives a scaled score where the mean is 10 and 7 to 13 is the range of average. All three subtests are then combined to derive the Total Score where the mean is 100 and the standard deviation is 15.

Vocabulary measures the comprehension of the literal and most common meanings of word classes. Standard Score: No# Percentile: No#

The Grammatical Morphemes subtest measures the comprehension of morphemes such as prepositions, nouns number and cases, etc.

 Standard Score: No# Percentile: No#

The Elaborated Phrases and Sentences subtest measures comprehension of elaborated sentence constructions, including the modalities of single and combined constructions embedded sentences etc.

 Standard Score: No# Percentile: No#

Therefore, student obtained a Total Score standard score of No#, which is at the No# percentile. This is considered to be average, above average, below averate when compared to same age peers. Analysis of student responses indicated Click here to enter text.

The Receptive-Expressive Emergent Language Test-Third Edition (REEL-3) consists of two subtests, Receptive Language and Expressive Language, whose standard scores can be combined into an overall composite score called the Language Ability Score each score is based with 100 as the mean and 90-110 being the range of average. The test targets responses that range from reflexive and affective behaviors of babies to the increasingly complex intentional, adult-like communication of preschoolers. The Receptive language subtest measures the child’s current responses to sounds or language as reported by a parent or caregiver . The Expressive language subtest measures the child’s current oral language production as reported by a parent or caregiver. student's Language Ability standard score of no# is considered Click here to enter text.. Analysis of his/her responses indicated strengths in the areas of Click here to enter text. student had difficulty comprehending/using Click here to enter text.

The Oral-Written Language Scale (OWLS) is a standardized assessment of receptive and expressive language skills. It consists of three scales: Listening Comprehension (LCS), Oral Expression (OES) and Written Language. The skills of oral language (LCS and OES) are often assessed separately from those of written language and by professionals in varied fields. The LCS is designed to measure the understanding of spoken language. The student is asked to respond by pointing to one of four pictures that correspond to the word or sentence given by the examiner. The OES is designed to measure the understanding and use of spoken language. The student is asked to respond orally by answering a question, completing a sentence, or generating one or more sentences. The test responses yield a standard score where 100 is mean and 85-115 is considered the range of average.

Student received a standard score of No# with a percentile rank of no# on the Listening Comprehension scale. He received a standard score of No# with a percentile rank of no# on the Oral Expression Scale.

Student's total test standard score of no# is considered Click here to enter text.

The Language Processing Test -Elementary (LPT) is designed to assess a subject’s ability to attach meaning to language and effectively formulate a response. The two pretests (Labeling and Stating Functions) and the following five subtests are constructed to yield information about specific areas of language processing in a hierarchical order. The mean standard score is 100 and the standard deviation is 15, therefore performances between 85 and 115 are within the average range.

Associations No#

Categorization No#

Similarities No#

Differences No#

Multiple Meanings No#

Attributes (Composite Processing) No#

TOTAL TEST No#

Student obtained a Total Test Score of No#, which is at the No# percentile. This is in the Click here to enter text range compared to his/her same age peers. Again, Student’s responses indicated strengths in Click here to enter text. She/He demonstrated weaknesses in Click here to enter text.

*Pragmatics:*

The Test of Pragmatic Language (TOPL) is an individually administered instrument that provides a formal assessment of the pragmatic, or social dimension, of language. The responses yield a quotient score where 100 is the mean and 90-110 is the range of average. Student's standard score of no# is considered Click here to enter text.. Analysis of his/her responses indicated strengths in the areas of Click here to enter text and also that he/she had difficulty with Click here to enter text.

*Language Sample:*

Language sample: This measure is based on a recording of a child’s spontaneous utterances for the purpose of analyzing range in length of utterance, mean length of utterance (MLU), word order (syntax), and semantics (word usage).

Range in length of utterance = morphemes

Key structures:       basic plural marker (-s, as in toys)

 ( E = emerging)       basic verb marker

 ( P = present)       question marker

 (A = Absent)       WH- questions

       is / are verb marker

       simple negative

       basic pronouns (e.g., I, me, you)

       pronouns (he, she, they)

Vocabulary Inventory: This includes words of the child’s vocabulary spontaneously offered by the child and words reported by the parent. It includes specific noun-labels, action words and basic descriptors.

Estimated size of vocabulary =

Language Sample: The purpose of a language sampleis to assess a student’s length of utterance, grammar, syntax (word order), vocabulary and function.

Length of Sample:       utterances

Longest utterance:

Mean Length of utterance (MLU):

In accordance with research, an MLU of       morphemes equates to a language age of       months. A predicted MLU for this child’s age would be approximately      .

Total Number of Morphemes:

Total Number of Words:

Total Number of Questions:

 Of , or % of utterances were complete and grammatically correct.

 Of , or % of utterances contained one or more grammatical errors.

Examples of utterances made during assessment (excluding articulation errors) include:

*Information from Teacher:*

When completing student’s evaluation, input from teachers was used to determine if his/her communication skills were impacting him/her within the classroom environment. Checklists were completed by teacher(s) name(s).

Summary of Evaluation and Recommendations:

Based on a battery of evaluations, parent and teacher report, and observations, it is recommended that the IEP team consider Click here to enter text.

Student exhibits delays in articulation and language as evidenced by testing results, observations, and teacher/parent information. It is recommended that Student’s IEP team consider placement in the speech/language program to improve his/her communication skills.

Results of the communication evaluation indicate that Student’s speech/language skills are within functional limits at this time. He/She does not qualify for speech/language services. If you have any questions, please contact me at the school.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**, MS CCC SLP date**

**Speech-Language Pathologist**

**School**

**Address**

**Phone Number**

***C:***