

\_\_\_\_\_ Unified School District

111 Your Address Here  
Your Phone Number Here

## Speech & Language Assessment Report

*This report is to be interpreted and used only by individuals properly trained and certified by state agencies, and by parents or legal guardians of the stated student. This report is confidential and must not be released to persons who do not have a legitimate professional interest in the stated student.*

NAME:	PARENT(S):
DATE OF BIRTH:	ADDRESS:
AGE:	
SCHOOL:	PHONE:
GRADE:	DATE(S) OF TESTING:
PRIMARY LANGUAGE:	IEP DATE:

### I. REASON FOR EVALUATION

This is a [initial/annual/triennial](#) evaluation to determine special education eligibility under the Education Code. [XXX](#) was referred for a speech-language evaluation due to articulation/language and intelligibility concerns. The purpose of this assessment is to determine whether special education services are required for [XXX](#) to access the educational curriculum.

### II. BACKGROUND INFORMATION

[XXX](#) is a [XXX](#) year-old [XXX](#) grade student at [XXX](#) Elementary School. Parent provided information regarding developmental, medical, behavioral, and other background information. [\[Include more background information\]](#)

[IF ELL- Helpful background info \(pick appropriate\)- California specific](#)

[Spanish is the primary language of XXX's home. XXX reports feeling more comfortable in English at this time, although he does communicate primarily in Spanish when at home. At school, he communicates exclusively in English, both in and out of the classroom. He has been educated in English for the last XXX years. On the Comprehensive English Language Development Test \(CELDT\), XXX is performing at the Early Advanced level in the area of Speaking and at the Intermediate level in the area of Listening.](#)

\*Based on XXX's CELDT scores, the number of years he has been educated in English, and his report that English is his preferred language, he was tested in English first. Any areas of weakness found will be followed up with Spanish testing. Any reported standardized scores should be interpreted with caution as tests are not normed on bilingual speakers.

\* Based on XXX's CELDT scores, the number of years he has been educated in English, and reports of language preference/use, XXX will be tested in both English and Spanish. Any standardized tests administered should be interpreted with caution as they are not normed on bilingual speakers. Portions of standardized tests are given only as a dynamic testing tool to obtain information on the amount of scaffolding a student needs in order to learn as well as to identify areas of strengths/weaknesses.

\*Based on XXX's CELDT scores, the number of years he has been educated in English, and reports of language preference/use, XXX will be tested in Spanish, his dominant and home language. Assessment of English will not provide any useful information in ruling out a speech or language disorder, as XXX is still in the early stages of acquiring English.

### **III.EVALUATION**

Multiple measures were used in this evaluation to assess levels of performance in the area of speech and language: standardized assessment, parent/teacher interview, observation, informal speech and language sample, and record review. Tests used for the assessment have been selected with consideration for age, ethnicity, and social/economic background; and the most appropriate testing time available. All tests administered have been validated for the specific purpose for which they were used. XXX was assessed over several sessions ranging from 15-45 minutes in length. XXX was tested in both English and Spanish to compare performance in both languages. The following standardized and informal measures were utilized for the purpose of this evaluation:

- *Goldman Fristoe Test of Articulation-2 (GFTA-2)*
- *GFTA-2 Stimulability Test*
- *The Entire World of R Screening Form*
- *Expressive One-Word Picture Vocabulary Test-4 (EOWPVT-4)*
- *Receptive One-Word Picture Vocabulary Test-4 (ROWPVT-4)*
- *Language Processing Test-3 (LPT-3)*
- *Comprehensive Assessment of Spoken Language (CASL)*
- *The Word Test-2*
- *Clinical Evaluation of Language Fundamentals-5 (CELF-5)*
- *Receptive, Expressive & Social Communication Assessment (RESCA-E)*
- *Preschool Language Scale-5 (PLS-5)*
- *Test of Language Development: Primary-4 (TOLD: P-4)*
- *Test of Language Development: Intermediate-4 (TOLD: I-4)*
- *Test of Problem Solving (TOPS-3)*
- *Test of Pragmatic Language-2 (TOPL-2)*



Initial												
Medial												
Finial												

Position	Nasals			Glides		Fricatives							
	/m /	/n/	/ŋ/ “ng”	/w/	/j/ “y”	/h/	/f/	/v/	/s/	/z/	/ʃ/ “sh”	/θ/ “th”	/ð/ “th”
Initial													
Medial													
Finial													

Sounds in words	Initial	Medial	Final

Articulation errors are deviances from the typical production of a speech sound. These deviances maybe seen as a substitution, omission, distortion, or addition of speech sounds. The errors observed in XXX’s speech include XXX.

#### GFTA-3 Stimulability Test

Stimulability testing was conducted to assess XXX’s ability to imitate sounds in a highly supportive environment. The stimulability section of the *GFTA-3* examines an individual’s speech sound production through the use of visual and auditory modeling provided by the examiner. Stimulability is a diagnostic indicator of how an individual will respond to treatment. XXX’s stimulability was assessed at the syllable and word level. With the examiners direct modeling and prompting, XXX demonstrated difficulty with the XXX phonemes in initial/medial/finial position.

#### The Entire World of R Screening Form

The *Entire World of R Screening Form* was used to evaluate all 21 variations of the /r/ phoneme (e.g. r, er, or, ar, ire, air, ear) divided by vocalic phoneme and by initial, medial and final word positions. XXX demonstrated difficulty on XX/21 variations of the /r/ phoneme.

Academically, a deficit in phonology/articulation can impair spelling, oral reading, word attack skills, and speech intelligibility. It can also adversely affect communication between an individual and the listener.

## V. LANGUAGE

### Expressive One-Word Picture Vocabulary Test-4 (EOWPVT-4)

The *Expressive One-Word Picture Vocabulary Test-4 (EOWPVT-4)* is a norm-referenced test designed for use with individuals ages 2:0 through 18:11. The test offers a quick and reliable measure of an individual's English speaking vocabulary. This test measures an individual's ability to name objects, actions, and concepts illustrated in pictures. XXX was prompted to look at a picture and provide a word that best describes the object, action, or concept depicted. The *EOWPVT-4* requires individuals to retrieve a vocabulary word from memory. The average range for the standard score of the *EOWPVT-4* is 85-115.

The following table outlines XXX's expressive vocabulary scores.

Raw Score	Standard Score	Confidence Interval (95%)	Percentile Rank

#### Receptive One-Word Picture Vocabulary Test-4 (ROWPVT-4)

The *Receptive One-Word Picture Vocabulary Test-4 (ROWPVT-4)* is a norm-referenced test designed for use with individuals ages 2:0 through 18:11. The test offers a quick and reliable measure of an individual's receptive (hearing/understanding) vocabulary. This test measures an individual's ability to understand the meaning of single words. XXX was given a word and asked to point to a picture that best depicts the named objects, actions, and concepts. The average range for the standard score of the *ROWPVT-4* is 85-115.

The following table outlines XXX's receptive vocabulary scores.

Raw Score	Standard Score	Confidence Interval (95%)	Percentile Rank

#### Language Processing Test-3 (LPT-3)

The *Language Processing Test-3 (LPT-3)* is a norm-referenced test designed to assess a child's ability to attach meaning to auditory stimuli. The following table outline XXX's scores on each subtest:

Subtest	Raw Score	Standard Score	Percentile Rank	Description
Associations				This subtest requires an individual to name an additional item that is typically associated with specific nouns presented (e.g. What goes with shoe?).
Categorization				This subtest requires an individual to recognize associated items within a specific group (e.g. Name three colors.).
Similarities				This subtest requires an individual to compare two items and recognize the similar aspects that place them in the same

				category (e.g. How is a sink and a bathtub alike?).
Differences				This subtest requires an individual to contrast two items and determine the unique traits (e.g. How is a sink and a bathtub different?).
Multiple Meanings				This subtest requires an individual to recognize and define a word in varying contexts. Each word is presented in 3 different sentence contexts. The individual must state an appropriate synonym or definition.
Attributes				This subtest is a composite task that evaluates an individual's ability to independently attach meaning to a stimulus item (e.g. Tell me about a horse.).
Total Test				Overall, a standard score of XXX was achieved.

#### Comprehensive Assessment of Spoken Language (CASL-2)

The *Comprehensive Assessment of Spoken Language (CASL-2)* is a norm-referenced oral language assessment battery of tests for children and young adults ages 3 through 21 years. This norm-referenced evaluation is designed to measure the process of comprehension, expression, and retrieval in four language categories: lexical/semantics, syntax, supralinguistic, and pragmatics. Each of the CASL-2 tests is individually administered and yields a standard score compared to other individuals of the same chronological age. For this standard score, 100 is the mean and 85-115 is considered the range of average for XXX's chronological age.

The following table outlines XXX's scores on the CASL-2:

Subtest	Raw Score	Standard Score	Percentile Rank	Description
Receptive Vocabulary				This test measures the auditory comprehension of words that refer to basic perceptual and conceptual relations. The examiner reads a variety of words orally (from simple to complex). The student is required to point to the pictures that best matches the word spoken by the examiner (e.g., Point to the little dog).
Antonyms				This test is designed to measure the ability to identify words that are opposite in meaning. The student needs to be able to retrieve, generate, and produce a single word when its opposite is given as a stimulus (e.g. What is the opposite of



				up?).
Synonyms				This test assesses knowledge and auditory comprehension of words in a linguistically decontextualized environment without requiring word retrieval or production (e.g. What is another word for home? Tree/flower/picture/house).
Expressive Vocabulary				This test measures knowledge, retrieval, and oral expression of a word that best completes a sentence (e.g. Jane wanted to know the time so she looked at the ).
Idiomatic Language				This test measures knowledge, retrieval and oral expression of idioms (e.g., After Kim broke the plate, Mother said, ‘Don’t cry over spilled .’).
Sentence Expression				This test measures the oral expression of accurate syntax, including appropriate use of grammatical morphemes, sentence structure, and word order (e.g., Look at the picture and tell me what Jimmy is doing? <u>Jimmy is getting on the bus</u> ).
Grammatical Morphemes				This test measures the knowledge, retrieval, and oral expression of inflections and function words. The student must have an understanding of how to use the rule governing morpheme expression (e.g., “Here you see one frog. But here you see many ”)
Sentence Comprehension				This test measures recognition of the meaning of sentences that have similar structures and words. The student must have the ability to recognize different sentence types (simple, declarative, complex), sentences that contain one or more clause constructions and grammatical structure. The student must also understand that word combinations and word order can change the meaning of a sentence (e.g., point to... ‘The boy is playing’).
Grammaticality				This test measures the student’s ability to judge the accuracy of syntax and to construct grammatically correct sentences

Judgment				that are spoken by the examiner (e.g., “The boy are running; does that sound right?”)
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 (e.g., The sky began to cry. Large tears began to drop down. What was happening?”)
Meaning from Context				This test measures the students ability to recognize the meaning of an unknown word by using the linguistic context in which the word is presented (e.g., He wanted to see the club’s secret hideout, so he decided to <i>keek</i> through the tiny hole in the wall of the hideout. Explain what ‘ <i>keek</i> ’ means)
Inference				This subtest measures the use of previously acquired world knowledge to derive meaning from inferences in spoken language (e.g., Mom said to her daughter, ‘Be sure to bring your bathing suit and don’t forget your shovel and bucket.’ Where were they going?)
Double Meaning				This test measures the ability to identify and express two possible meanings for a single word or sentence that has multiple interpretations (e.g., They looked all over for the bat. Tell me two different meanings for this sentence.)
Pragmatic Judgment				This subtest 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 (e.g., Suppose the telephone rings. You pick it up. what do you say?)
Lexical/Semant				This index measures the knowledge and use of words. The subtests used to formulate the Lexical/Semantic Index



<b>ic Index</b>				includes Antonyms, Synonyms, and Sentence Completion.
<b>Syntactic Index</b>				This index measures the knowledge and use of grammar. The subtests used to formulate the Syntactic Index includes Syntax Construction, Grammatical Morpheme, and Grammaticality Judgment.
<b>Supralinguistic Index</b>				This index measures comprehension of complex language in which meaning is not directly available from lexical or grammatical information. The subtests used to formulate the Supralinguistic Index includes Nonliteral Language and Inferences.
<b>Receptive Language Index</b>				This index measures the auditory comprehension of oral language. For ages 7 to 10, the subtests used to formulate the Receptive Language Index includes Synonyms and Paragraph Comprehension.
<b>Expressive Language Index</b>				This index measures oral expression and word retrieval. For ages 7 to 10, the subtests used to formulate the Expressive Language Index are Antonyms, Syntax Construction, Grammatical Morphemes, and Grammaticality Judgment.

### The Word Test-2

The *Word Test-2* is a norm-referenced test designed to assess a child's ability to recognize and express semantic attributes critical to vocabulary growth and language competency.

The following table outline **XXX's** scores on each subtest.

Subtest	Raw Score	Standard Score	Percentile Rank	Description
Associations				This subtest requires an individual to choose a semantically unrelated word from a field of four choices and explain the choice in relation to the common category of the other three words (e.g. Which one does not belong? Apple/orange/banana/window.).
Synonyms				This subtest requires an individual to give a one-word synonym for each stimulus word (e.g. Tell me another word for happy.).
				This subtest requires an individual to identify

Semantic Absurdities				and repair an absurd statement (e.g. The plumber fixed the lights.).
Antonyms				This subtest requires an individual to give a one-word opposite for each stimulus word (e.g. What is the opposite of hot?).
Definitions				This subtest requires an individual to define words (e.g. What is an island?)
Flexible Word Use				This subtest requires an individual to give multiple meanings for words (e.g. Tell me what a watch means.).
<b>Total Test</b>				Overall, a standard score of <b>XXX</b> was achieved.

#### Clinical Evaluation of Language Fundamentals-5 (CELF-5)

The *Clinical Evaluation of Language Fundamentals-5 (CELF-5)* is a norm-referenced designed for the identification, diagnosis, and follow-up evaluation of language and communication disorders in children and adolescents ages 5 through 21 years.

The following table outline **XXX's** scores on each subtest.

Subtests	Raw Score	Standard Score	Percentile Rank	Description
Sentence Comprehension (SC)				This test evaluates the ability to understand and interpret spoken sentences of increasing length and complexity. Using a receptive language task, this measure addresses listening comprehension skills. Response options are presented in multiple-choice format. The abilities evaluated relate to kindergarten and elementary school curriculum objectives for creative meaning and context in response to pictures or spoken sentences and creating stories or descriptive text.
Linguistic Concepts (LC)				The test measures the ability to interpret spoken sentences that contain a variety of basic concepts which require logical operations (e.g. categorization, inclusion/exclusion, orientation, and time). The abilities evaluated on this test relate to the early elementary curriculum objectives of following spoken directions that contain basic concepts while

				completing seatwork and other classroom work.
Word Structure (WS)				This test evaluates the ability to apply word structure rules related to grammar. Specific test items can include inflections (e.g. jump → jumped), derivations (e.g. mouse → mice), and comparison. This measure also targets the student's ability to appropriately select and use appropriate pronouns to refer to people, objects, and possessive relationships.
Word Classes (WC)				This test measures the ability to understand relationships between associated words. Word associations on this test include: categories, antonyms/synonyms, part-whole relationships, and/or spatial/temporal relationships. The student selects 2 words from a set of 3 or 4 words that are associated (go together the best). The first 9 items on the test are paired with pictures. The rest of the 40 items on the test have words presented orally only.
Following Directions (FD)				This test measures the ability to interpret, recall, and execute oral directions of increasing length and complexity. It also requires the students to remember names, characteristics, and order of objects. On this test, the student point to different pictured shapes (given a variety of choices) in response to direction presented orally.
Formulated Sentence (FS)				The purpose of this test is to measure the ability to formulate semantically and grammatically correct sentences of increasing length and complexity. On this test, a target word is presented orally in conjunction with a pictured scene. The student must formulate a sentence using the target word that refers to the picture presented.
Recalling Sentences (RS)				This test measures the ability to recall and reproduce sentences of increasing

				length and complexity. This assessment task has a dual focus: it provides information about the student's linguistic knowledge as well as <a href="#">his/her</a> phonological working memories.
Understanding Spoken Paragraphs (USP)				The purpose of this test is to measure the ability to interpret factual and inferential information from a paragraph presented orally. For this test, three paragraphs are presented once, without picture support (paragraphs are leveled by age), followed by a series of questions about the paragraph (questions may be repeated as needed). Questions may be related to: main idea, detail, sequence, inference, prediction, and/or social context.
Word Definition (WD)				This subtest is used to evaluate the student's ability to define words by describing the features and referring to the class relationships and shared meanings. The student is orally presented a word, followed by an introductory sentence that includes the word (e.g. Giraffe. The children said, "The giraffe is over there."). The student is then asked to define the word.
Sentence Assembly (SA)				This subtest is used to evaluate the student's ability to assembly syntactic structures. The student produces two grammatically correct sentences from visually and auditorily presented words or phrases (e.g. tall-the boy-is).
Semantic Relationship (SR)				This subtest is used to evaluate the student's ability to interpret sentences that make comparisons, identify locations or directions, specify time relationship, include serial order, or are expressed in passive voice. After listening to a sentence, the student selects the two correct choices from four

				visually presented options (e.g. A man is bigger than a: house-button-spoon-plane.).
Pragmatic Profile (PP)				The Pragmatic Profile is a checklist of speech intentions that are typically expected skills for social situations and school interactions in classrooms. This measure identifies verbal and nonverbal pragmatic deficits that may negatively influence social and academic communication. This can be combined with parent/teacher interviews and the Pragmatic Activities Checklist (PAC) to diagnose a pragmatic language disorder.
Core Language Score (CLS)				The Core Language Score is a measure of general language ability and provides a reliable way to quantify an individual's overall language performance. The subtests used to formulate the Core Language Score include: Word Classes, Formulated Sentences, Recalling Sentences, and Semantic Relationships.
Receptive Language Index (RLI)				The Receptive Language Index is a measure of an individual's receptive aspects of language including comprehension and listening. The subtests used to formulate the Receptive Language Index include: Word Classes, Following Directions, and Semantic Relationships.
Expressive Language Index (ELI)				The Expressive Language Index is a measure of an individual's expressive aspects of language including oral language expressions. The subtests used to formulate the Expressive Language Index include: Formulated Sentences, Recalling Sentences, and Sentence Assembly.
Language Content Index (LCI)				The Language Content Index is a measure of an individual's vocabulary and word knowledge. The subtests used to formulate the Language Context Index include: Word Classes, Understanding Spoken Language Paragraphs, and Word Definitions.
Language				The Language Memory Index is a

<b>Memory Index (LMI)</b>				measure of an individual's performance on tasks designed to probe memory dependent language tasks. The subtests used to formulate the Language Memory Index include: Following Directions, Formulated Sentences, and Recalling Sentences.
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#### Preschool Language Scale-5 (PLS-5)

The *Preschool Language Scale-5 (PLS-5)* 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 (e.g. receptive language). The tasks assess comprehension of basic vocabulary, basic language concepts, grammatical markers, and complex sentences. The Expressive Communication is used to determine how well a child communicates with others (e.g. expressive language). Children are asked to name common objects, use concepts that describe objects and express quantity, and employ 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 average range.

XXX's scores on the *PLS-5* are listed below:

Subscales	Raw Score	Standard Score	Percentile Rank	Description
Auditory Comprehension (AC)				This subscale evaluates an individual's receptive language skills in the areas of attention, semantics, structure, and integrative thinking skills. XXX was able to XXX. XXX was unable to XXX.
Expressive Communication (EC)				This subscale addresses the areas of vocal development, social communication, semantics, structure, and integrative thinking skills. XXX was able to XXX. XXX was unable to XXX.
Total Language Score				The Total Language results represent a combination of Auditory Comprehension and Expressive Communication subscales to provide an overall assessment of language skills.

#### Test of Language Development: Primary-4 (TOLD: P-4)

The *Test of Language Development: Primary-4 (TOLD: P-4)* provides an objective and



standard means of identifying deficiencies in the many language areas that make up the ability to communicate through speech. This test is designed to identify children who are significantly below their peers in language proficiency and to determine children's specific strengths and weaknesses in language skills. The TOLD: P-4 comprises nine subtests that measure semantics (i.e. meaning and thought) and grammar (i.e. syntax and morphology), as well as listening, organizing, and speaking abilities.

XXX's scores on the *TOLD: P-4* are listed below:

Subtests	Raw Score	Standard Score	Percentile Rank	Description
Picture Vocabulary				This subtest measures a child's understanding of the meaning of spoken English words (semantics, listening).
Relational Vocabulary				This subtest measures a child's understanding and ability to orally express the relationships between spoken stimulus words (semantics, organizing).
Oral Vocabulary				This subtest measures a child's ability to give oral definitions to common English words that are spoken by the examiner (semantics, speaking).
Syntactic Understanding				This subtest measures a child's ability to comprehend the meaning of sentences (grammar, listening).
Sentence Imitation				This subtest measures a child's ability to imitate English sentences (grammar, organizing).
Morphological Completion				This subtest measures a child's ability to recognize, understand, and use common English morphological forms (grammar, speaking).
Word Discrimination				This subtest measures a child's ability to recognize the differences in significant speech sounds (phonology, listening).
Word Analysis				This subtest measures a child's ability to segment words into smaller phonemic units (phonology, organizing).
Word Articulation				This subtest measures a child's ability to utter important English speech sounds (phonology, speaking).

XXX's composite performance scores are listed below:

Composite Quotient	Sum of Scaled Scores	Percentile Ranks	Index Scores	Description
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Listening				
Organizing				
Speaking				
Semantics				
Grammar				
Spoken Language				

#### Test of Language Development –Intermediate–4 (TOLD: I-4)

The *Test of Language Development-Intermediate-4 (TOLD: I-4)* provide an objective and standard means of identifying deficiencies in the many language areas that make up the ability to communicate through speech. This test is designed to identify children who are significantly below their peers in oral language proficiency and to determine children's specific strengths and weaknesses in language skills. The *TOLD: I-4* comprises six subtests that measure semantics (i.e. meaning and thought) and grammar (i.e. syntax and morphology) as well as listening, organizing, and speaking abilities.

XXX's scores on the *TOLD: I-4* are listed below:

Subtests	Raw Score	Standard Score	Percentile Rank	Description
Sentence Combining				This subtest requires an individual to form one compound or complex sentence from two or more single sentences spoken by the examiner (measures grammar and speaking).
Picture Vocabulary				This subtest requires an individual to point to one picture out of six presented that best represents a series of two-word stimuli (measures semantics and listening).
Word Ordering				This subtest requires an individual 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				This subtest requires an individual to tell how three words are alike (measures semantics, organizing).
Morphological Comprehension				This subtest requires an individual to distinguish between grammatically correct and incorrect sentences (measures grammar and listening).

Multiple Meanings				This subtest requires an individual to respond to verbal stimuli by stating as many different meanings for a word as he/she can think of (measures semantics and speaking).
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XXX's composite performance scores are listed below:

Composite Quotient	Sum of Scaled Scores	Percentile Ranks	Index Scores	Description
Listening				
Organizing				
Speaking				
Semantics				
Grammar				
Spoken Language				

#### Test of Problem Solving-3 (TOPS-3)

The *Test of Problem Solving-3 (TOPS-3)* is a diagnostic test of problem solving and critical thinking for elementary students ages 6.0 through 12.11 years. It is designed to assess a student's language-based critical thinking skills. The six thinking skills in the *TOPS-3* involve processes of problem solving and reasoning. The subtests on the *TOPS-3* include: Making Inferences, Sequencing, Negative Questions, Problem Solving, Predicting, and Determining Causes.

XXX's scores on the *TOPS-3* are listed below:

Subtests	Raw Score	Standard Score	Percentile Rank	Description
Making Inferences				This subtest requires an individual to infer and use deductive reasoning. Making inferences requires combining what we know or can see with previous experience and background information in order to make an educated guess about what is going on and why.
Sequencing				This subtest requires an individual to arrange events in a logical order. Young children learn to sequence by putting things in order by size or shape. As students mature, they learn to sequence tasks such as doing homework, studying

				for a test, or writing a research paper.
Negative Questions				This subtest requires an individual to answer negative questions. Answering negative questions requires the individual to notice and attend to the negative component of the question (e.g. won't, isn't, shouldn't) and to understand the overall meaning of the question and the kind of information that is being requested. Students need to learn about negative questions to do well on tests and assignments.
Problem Solving				This subtest requires an individual to determine a solution or an answer to a problem. Problem solving in this content is far more complex than solving an addition or subtraction problem. The application of problem-solving skills in the classroom and life in general are obvious and include determining budgets, knowing what to do if we're lost, and figuring out how to improve a grade.
Predicting				This subtest requires an individual to anticipate what will happen in the future and is as much a life skill as an academic one. People who predict well use their past experience to reflect about the future. Students use predicting skills in the classroom when they guess the main idea of a story from its title or anticipate what the outcome will be to a science experiment. Predicting well helps one determine which behaviors are appropriate for social situations and to mentally rehearse conversations, such as job interviews.
Determining Causes				This subtest requires an individual to determine the cause of an event or action. Students and adults who can determine causes blend their ability to make predictions with the ability to see similarities to situations in their past and figure out what happened. Success in determining causes translates to making fewer inappropriate or bad choices in

				life.
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### Test of Pragmatic Language-2 (TOPL-2)

The *Test of Pragmatic Language-2 (TOPL-2)* is an individually administered, comprehensive assessment of a student's ability to effectively use social communication in context. It is designed for students ages 6;0 through 18 years, and provides a norm-referenced quotient score and percentile ranks. The *TOPL-2* can be used to identify individuals with pragmatic language deficits, as well as determine the individual's strengths and weaknesses. The *TOPL-2* assesses a student's social language knowledge within the following core subcomponents of pragmatic language: physical setting, audience, topic, purpose (speech acts), visual-gestural cues, and abstraction. The standardized Quotient score is based on a mean of 100 and 85-115 is considered the average range.

XXX's scores on the *TOPL-2* are listed below:

Subcomponents	Raw Score	Standard Score	Percentile Rank	Description
<b>Physical Context</b>				This subcomponent assesses how an individual attends to the setting, event, or context of a social scenario. XXX was able to complete XX% of these tasks.
<b>Audience</b>				This subcomponent assesses how an individual tailors his/her messages to different audiences. This includes attending/gauging/adjusting to an audience's mood or point of view; respecting turn taking between speaker and listener; and attending to given new information base. XXX was able to complete XX% of these tasks.
<b>Topic</b>				This subcomponent assesses how an individual introduces a topic (e.g., appropriately, carefully, politely, tactfully, respectfully); changes a topic; maintains a topic; repairs communication breakdown; uses an indirect topic; and maintains topic brevity and relevance. XXX was able to complete XX% of these tasks
<b>Purpose</b>				This subcomponent assesses social skills that include informing, explaining, requesting, apologizing, persuading, negotiating, describing, promising, warning, regulating, and objecting. XXX was able to complete XX% of these tasks.

<b>Visual-Gestural Cue</b>				This subcomponent assesses how an individual monitors facial expressions, body language, and gestures. XXX was able to complete XX% of these tasks.
<b>Abstractions</b>				This subcomponent assesses how an individual explains proverbs or metaphors in a way that is relevant, makes sense, and explains the symbolic message. XXX was able to complete XX% of these tasks.
<b>Pragmatic Evaluation</b>				This subcomponent assesses how an individual justifies or gives a rationale for a response, including predicting success, evaluating the response, and predicting or anticipating the success of the response. XXX was able to complete XX% of these tasks.
<b>Total Test of Pragmatic Language</b>				

#### Receptive Expressive and Social Communication Assessment-Elementary (RESCA-E)

The *RESCA-E* is a norm-referenced test designed for the identification, diagnosis, and follow-up evaluation of language and communication disorders in children ages 5 through 12:11 years. The *RESCA-E* combines standardized tests with informal observations across settings to more clearly understand a child's communication skills. The test provides summary scores in the areas of receptive language, expressive language, and social communication from standardized testing. There is also a social communication inventory score from home and/or school input. The following language/communication skill areas are assessed: receptive vocabulary, understanding and execution of oral directions, comprehension of stories and questions, syntax/morphology comprehension; expressive vocabulary, describing and explaining, storytelling and narrative skills, syntax/morphology use; understanding of body language and vocal emotion and elicited body language, social and language inference, situational language use. Each subtest is given a scaled score and summary (core) scores are given Standard Scores. The scaled score mean is 10, average range is 7-13; Standard Score mean is 100, average range 85-115. .

The following table outlines XXXX's scores on each subtest. Scaled Scores below 7 and Standard Scores below 85 are in the below average range.

<b>Subtests</b>	<b>Raw Score</b>	<b>Scaled or Standard Score</b>	<b>Percentile Rank</b>	<b>Comments</b>
Receptive Vocabulary				This subtest assesses whether a child can associate a word of concept with a picture that depicts it. The child is asked to point to the picture from a group of four pictures that best



				shows the requested response.
Comprehension of Oral Directions				This subtest assesses whether a child can attend to directions, conceptualize how it would be carried out, and keep that visual image long enough to match it with the picture that most closely matches the direction given.
Comprehension of Stories and Questions				This subtest assesses how well a child attends to and comprehends oral narrative language and the questions that relate to its content. The child is asked to listen to a story, and then point to the picture or text that best shows the response to the question.
Comprehension Morphology and Syntax				This subtest assesses a child's expressive use of basic morphology concepts and syntax structures. The child is asked to talk about a picture in response to a stimulus prompt.
Executing Oral Directions				This subtest assesses how well a child can or will carry out an oral direction when there is a motor component to the direction and the need for sustained attention and persistence. Particularly when there are competing and challenging distractions.
<b>Receptive Language Core</b>				The Receptive Language Core targets receptive language at the word, sentence and narrative levels.
Expressive Vocabulary				This subtest assesses whether a child can accurately name or describe objects, actions, emotions, categories, and descriptors. This child is shown a picture and asked to name it.
Describing and Explaining				This subtest assesses how a child uses language for the functional descriptive and divergent language tasks. The tasks require sustained focus, linguistic organization and retrieval, and the ability to recognize what is important to tell someone about an object or concept.
Narrative Skills				This subtest assesses how a child uses expressive language for story retelling and narrative tasks. The child is asked to tell a story about a series of pictures, talk about a personal experience and retell the first story from memory.
Expressive Morphology and Syntax				The subtest assesses a child's expressive use of basic morphology concepts and syntax structures. The child is asked to talk about a picture in response to a stimulus prompt. Morphological and syntax features of the responses are evaluated.
<b>Expressive Language Core</b>				The Expressive Language Core targets expressive language at the word, sentence and narrative levels.
Comprehension Body Language				This subtest assesses a child's ability to interpret emotion and meaning from the linguistic content

Vocal Emotion				of a message as well as from the way it is spoken. The child is asked to point to the picture (from a group of four choices) that best matches the vocal message with associated facial expression or body language.
Social and Language Inference				The subtest assesses a child's ability to interpret nonliteral language including sarcasm, idiomatic and slang expressions, as well as make inferences about situations and context. The child is presented with a question or short narrative followed by a question, then asked to point to the picture or text that answers the question.
Situational Language Use				This subtest assesses how a child uses language to respond to given social situation. The child is provided with a social situation and is asked what to say to solve a problem or dilemma.
Elicited Body Language				This subtest examines how a child uses body language to convey a requested communication purpose.
<b>Social Communication Core</b>				The Social Communication Inventory gathers information about a child's social communication skills in home and school settings. It targets both testable and observable social behavior.

Academically, a deficit in semantics is typically seen as the most significant area affecting academic growth. Limited word knowledge, receptively and / or expressively, impairs one's ability to understand or express both oral and written messages. Deficits in this area can be further displayed by an inability to understand relational word knowledge such as synonyms and antonyms and how words inter-relate such as multiple meanings and abstract reasoning.

Academically, a deficit in syntax / morphology can limit the understanding and expression of the meaningful detail signaled by suffixes and prefixes - plurals, tenses, possessives, and comparative - and word order - passive voice and inverted questions. Oral language can be reduced to major content words, lacking modifiers and confined to present tense. Difficulties with changing word forms in spelling and language arts could be apparent.

## **VI. FLUENCY**

### **Stuttering Severity Index-4 (SSI-4)**

*The Stuttering Severity Instrument-4 (SSI-4)* is a reliable and valid norm-referenced stuttering assessment. It measures stuttering severity in both children and adults in the four areas of speech behavior: (1) frequency, (2) duration, (3) physical concomitants, and (4) naturalness of the individual's speech. Frequency is expressed in percent syllables stuttered and converted to scale scores of 2-18. Duration is timed to the nearest one tenth of a second and converted to scale scores of 2-18.

The following table is the results of the assessment.

Areas of Speech Behavior	Scale Score
Frequency	
Duration	
Physical Concomitants	
Percentile	
Severity	

To calculate the frequency of the stutter, 2 speaking samples were collected. During the speaking samples, XXX was observed to exhibit prolongations (extended production of a single sound “wwwwhat”), part word repetitions (repeating part of a word “w-w-w-what”), and blocks (pause during a production of a word due to blockage of airflow or voicing “wh----at”). The first speaking sample consisted of 150 syllables and XXX had XXX stuttering events, which is equal to XXX% stuttering severity. The second speaking sample consisted of 150 syllables and XXX had XXX stuttering events, which is equal to XXX% stuttering severity. Therefore, XXX averaged XXX% stuttering severity during the speaking events. The average duration of the 3 longest stuttering events timed to the nearest 1/10<sup>th</sup> second was XXX seconds. Some physical concomitants observed during the evaluation included eye blinking during part-word repetitions, poor eye contact during prolongations, and constant looking around. Based on these results, it was determined that the severity stuttering is mild/moderate/severe.

#### Communication Attitudes Test-Revised (CAT-R)

The *Communication Attitude Test-Revised (CAT-R)* is primarily used with children who stutter to measure the individual’s attitude towards their own communication. This questionnaire consists of 35 true/false statements about speech. The individual is instructed to read each statement and answer whether the statement is true or false. One point is given for each answer choice that matches the answer key, indicating the child’s negativity towards stuttering. The mean score for children who stutter is 16.7, and the mean score for children who do not stutter is 8.71. According to XXX’s answer choices on the questionnaire, he/she received a XXX/35. This score would place XXX slightly above/below the mean of children who stutter. A score of XXX/35 indicates that XXX is developing or has already developed some negative attitudes towards speaking. Although XXX is slightly under the mean score for children who stutter, if this issue is not addressed, then a negative attitude towards speaking may progress and he/she may develop physical behaviors such as jerking of the jaw, arm flapping, jerking of the head.

XXX had several negative feelings about his/her speech. Some statements XXX found to be true were *words are hard for him to say, sometimes he has trouble talking, and his words do not come out easily*. XXX recognizes that his/her speech is different from his/her peers and is starting to develop covert feelings towards stuttering. Furthermore, XXX also feels worried about the way others view his/her speech. XXX also indicated that he/she feels more comfortable talking to his/her friends. This denotes that XXX is more fluent when speaking with a familiar audience, and he/she displays more disfluencies when speaking to strangers. Although XXX stated that kids do not make

fun of the way [he/she](#) talks, [he/she](#) may feel self-conscious about what others may think of the way [he/she](#) talks. Having negative feelings about how others view [his/her](#) speech can cause [XXX](#) to develop escape and avoidance behaviors.

#### Overall Assessment of the Speaker's Experience of Stuttering (OASES-S)

The *Overall Assessment of the Speaker's Experience of Stuttering (OASES-S)* examines the entirety of the stuttering disorder from the perspective of the individual who stutters. It is a self-reported measure designed for school age children (ages 7-12). It evaluates the speaker's perceptions of observable stuttering behaviors, reactions to stuttering, and difficulties in performing daily activities involving communication. There are four separate sections: General Information, Speaker's Reactions, Daily Communication, Quality of Life. The response form contains 60 items. Each item is scored on a 5-point scale, higher scores indicate a greater negative impact of stuttering.

The following table outlines XX's impact scores and ratings:

Section	Impact Score	Impact Rating
<b>Section I: General Information</b> Assesses the speaker's perception of his/her stuttering, including self-ratings of speech fluency, speech naturalness, and knowledge about self-help and treatment options.		
<b>Section II: Speaker's Reactions</b> Addresses the affective, behavioral, and cognitive reactions the speaker may experience as a result of stuttering. Assesses the speaker's shame, embarrassment, and guilt (affective reactions); tension, struggle, and avoidance (behavioral reactions); and beliefs about speaking and stuttering (cognitive reactions).		

<p><b>Section III: Daily Communication</b></p> <p>Assesses the difficulties the speaker may have when communicating in daily situations (such as at school, or in social settings, or at home). Looks at how difficult it is for individuals to speak under time constraints, talk to large or small groups, speak on the phone, give presentations, order food at a restaurant, and talk to family members and others at home.</p>		
<p><b>Section IV: Quality of Life</b></p> <p>The negative impact of stuttering on a person's life, including ratings of the speaker's satisfaction with his or her ability to communicate in key situations and with important individuals as well as the degree to which stuttering interferes with the speaker's relationships with others and his/her ability to participate in life.</p>		
<p><b>OVERALL Impact Rating:</b></p>		

According to the *OASES-S*, XX's Overall Impact Rating is Mild. A rating of mild is defined as the following: The speaker views self as able to speak fluently and communicate easily in nearly all situations. They may exhibit some minimal and physical tension during stuttering but not enough to interfere with communication. The speaker may exhibit a few, if any, negative affective and cognitive reactions to stuttering and are not concerned about the reactions of others. They do not avoid speaking situations or do not change words because of stuttering.

According to the *OASES-S*, XX's Overall Impact Rating is Mild-Moderate. A rating of Mild-Moderate is defined as the following: the speaker views self as able to speak fluently and communicate easily in many situations but may have some difficulty in specific situations. May exhibit physical tension during stuttering, but not enough to interfere with communication in most situations. Exhibits some negative affective and cognitive reactions to stuttering and may have concerns about the reactions of others. Rarely avoids speaking situations because of stuttering but occasionally change words to minimize stuttering. Experiences some limitations in the ability to communicate in some key situations but is generally able to get his point across. May take stuttering into account when deciding whether to take part in daily activities, when talking to others, or when making decisions. Is able to function but is concerned about how stuttering might interfere with his goals.

According to the *OASES-S*, XX's Overall Impact Rating is Moderate. A rating of Moderate is defined as the following: speaker views self as having difficulty speaking



fluently or communicating easily in many speaking situations. Likely to exhibit noticeable physical tension and some struggle during stuttering and occasionally during fluent speech. This tensions sometimes interferes with communication and prevents the speaker from saying what they want to say. Exhibits negative affective and cognitive reactions to stuttering and is concerned about the reactions of others. Avoids some speaking situations and changes words to hide stuttering. Experiences limitations in the ability to communicate in key situations and may sometimes have difficulty getting their point across. Is likely to take stuttering into account when deciding whether to take part in daily activities, when talking to others, and when making decisions. Has some difficulty functioning and is concerns about how stuttering interferes with their goals.

According to the OASES-S, XX's Overall Impact Rating is Moderate-Severe. A rating of moderate-severe is defined as the following: speaker view self as being unable to speak fluently or communicate easily in most speaking situations. A speaker is likely to exhibit notable physical tension and struggle during stuttered and fluent speech., which often interferes with communication and prevents the speaker from saying what he or she wants to say. The speaker is also likely to have strong negative affective and cognitive reactions and is very concerned about the reactions of others.

According the the OASES-S, XX's Overall impact rating is severe. A rating of severe is defined as the following: speaker views self as being unable to speak fluently or communicate easily in nearly all speaking situations. Speakers exhibit significant physical tension during both stuttered and fluency speech, which often prevents the speaker from saying what he or she wants to say. Speakers have strong negative affective and cognitive reactions to stuttering and is extremely concerned about the reactions of others.

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## **VII. VOICE**

XXX's voice quality was subjectively judged to be within normal limits.

## **VIII. SPEECH/LANGUAGE SAMPLE**

[ADD STATEMENT ABOUT LANGUAGE SAMPLE]

## **IX. EVALUATION OF ORAL MOTOR STRUCTURES**

All articulatory structures including lips, teeth, tongue, hard palate, and velum appear to



intact and of good symmetry at rest. Functions of the articulators featured adequate involvement during non speech tasks including but not limited to:

- Adequate lip closure
- Adequate labial retraction and protrusion
- Adequate lingual elevation, depression, and lateralization
- Adequate velar elevation on /a/ phonation
- Coordinated diadochokinetic abilities
- Appropriate jaw stability during above movements.

## **X. OBSERVATION/TEACHER INTERVIEW**

[ADD STATEMENT]

## **XI. HEARING**

XXX's hearing was screened on DATE using pure tone audiometry at 25dB for the following frequencies: 1000HZ, 2000HZ, and 4000HZ. XXX detected sound at all frequencies. XXX's hearing appears to be adequate for learning in his/her classroom environment.

## **XII. PRAGMATICS**

Pragmatics describes how language is used to interact effectively and be socially appropriate with others. Pragmatic language involves three major communication skills that include; using language for different purposes, changing language according to the needs of a listener or situation, and following the rules for conversation and story telling.

### **Using language for different purposes:**

- greeting (e.g., hello, goodbye)
- informing (e.g., I'm going to get a cookie)
- demanding (e.g., Give me a cookie.)
- promising (e.g., I'm going to get you a cookie.)
- requesting (e.g., I would like a cookie, please.)

### **Changing language according to the needs of a listener or situation:**

- talking differently to a baby than to an adult
- giving background information to an unfamiliar listener
- speaking differently in a classroom than on a playground

### **Following rules for conversation and storytelling:**

- taking turns in conversation
- introducing topics of conversation
- staying on topic
- rephrasing when misunderstood
- how to use verbal and nonverbal signals
- how close to stand to someone when speaking
- how to use facial expressions and eye contact

XXX seemed to understand social routines, as he/she appropriately responded to greetings, observed conversational turn taking rules, maintained eye contact, and responded to requests for clarification during the evaluation. XXX's overall pragmatic

language abilities were deemed to be within normal limits and appropriate for his/her chronological age. XXX was observed using language for different purposes, changing language according to the needs of a listener or situation and following the rules for conversation.

Academically, a pragmatic disorder can impair a student's ability to comprehend and to follow the teacher's directions. The student may have difficulty asking questions needed for clarification or additional information. The student may have difficulty staying on topic. The student may be unable to be successful in cooperative learning task. The student may have difficulty initiating, maintaining, and ending conversations.

### **XIII. SUMMARY STATEMENT/RECOMMENDATIONS**

#### **[SUMMARY STATEMENT]**

According to the California State Education Guidelines, Title V, Section 3030 (c), XXX is eligible for special education services under the category of Speech Language Impairment. A speech language impairment is a communication disorder that may include stuttering, impaired articulation, severe disorders of syntax (grammar), semantics (vocabulary), functional language skills and/or voice impairment, as determined by an evaluation and to the extent that it calls attention to itself, interferes with communication or causes a student to be maladjusted. He/She demonstrated an ability to learn and show responsiveness to specific types of methods/interventions. Furthermore, he/she has an extremely supportive family structure. This is an invaluable key to XXX's future progress.

According to the California State Education Guidelines, Title V, Section 3030 (c), XXX NO LONGER/DOES NOT meet(s) the eligibility criteria for the Language/Speech and Hearing Program in the areas of articulation. It is the recommendation of this examiner that the IEP team should consider the information in conjunction with other formal and informal assessments to determine the most appropriate placement for XXX.

### **XIV. ASSURANCES**

- The testing, evaluation materials, and procedures used for the purpose of this evaluation were selected and administered so as not to be racially or culturally discriminatory.
  - The tests and other evaluation materials have been validated for the specific purpose for which they were used.
  - The tests and other evaluation materials were administered by trained personnel in conformance with the instructions provided by their producers.
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XXXXXXXXXX, M.A./M.S-CCC  
Speech-Language Pathologist

Date

DRAFT