

## Evaluation Example from easyReportPRO



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### Speech and Language Evaluation

Student Name: Jacob

School:

Grade:

Date of Birth:

Date(s) of Evaluation:

Testing Age:

Clinician: Jane Smith, M.S., CCC-SLP

### Reason for Referral

This evaluation was conducted as part of Jacob's tri-annual review process. This assessment will provide updated information related to his current goals and objectives. In addition, the information gained from this assessment will help determine eligibility for Speech and Language services through special education and guide school-based support and recommendations.

### Sources of Information

- The Clinical Evaluation of Language Fundamentals - 5: Observational Rating Scale
- The Clinical Evaluation of Language Fundamentals - 5
- Comprehensive Assessment of Spoken Language – 2 (CASL-2)

### Covid-19 Testing Description

This evaluation took place during the COVID-19 pandemic. The assessments were administered in an online format. While the testing was conducted in a virtual setting, all other aspects of the formal and informal tests were given in a fashion consistent with a face-to-face administration. Given the difference in the way the test was conducted, the results of the assessment should be interpreted with some caution. In addition, it is important to keep in mind that Jacob's behavior, attention, social-pragmatic functioning, and speech and language performance have likely been impacted by the unprecedented societal changes that were brought about by the pandemic. Nonetheless, the results of this evaluation should still be regarded as a reasonable indicator of Jacob's current knowledge and skills at this time.

### Background Information

Jacob is currently supported through an IEP under the disability category of [LIST]. Due to this

diagnosed disability, he benefits from support to access the curriculum through modified expectations, accommodated environments and direct support through special education and related services. He currently receives [LIST speech and language, occupational therapy, physical therapy, special education, counseling] services through his IEP.

Based upon available information, Jacob is described as a [LIST - positive attributes: kind, hardworking, compassionate, thoughtful, helpful, cooperative] student. While he puts forth effort in curriculum-related tasks, he has difficulty with [LIST - areas of difficulty: attending, following directions, understanding language, social interactions] and benefits from additional support in those areas.

### **Behavioral Observations**

Jacob was assessed at the SCHOOL over NUMBER session(s) that lasted approximately MINUTES minutes each. Jacob's willingness to participate in the testing was inconsistent, as he took part in some elements of testing and benefited from support to engage in other sections. When given minimal redirection, he was able to complete the expected tasks. Jacob maintained attention intermittently throughout the testing sessions. He benefited from adult support such as [LIST - encouragement, verbal prompts, alternative seating such as standing, ball seat, sitting on the floor, etc.]. He frequently manipulated tangible items including [LIST - stress balls, bendable sticks, malleable putty] and these seemed to help maintain his focus, attention, and active listening behaviors during the assessment. During the testing session, his response time to test stimuli was immediate. Throughout the evaluation, he required some repetitions of verbally presented testing instructions and stimuli.

Jacob easily engaged in a reciprocal verbal conversation on a variety of topics. He responded to questions, established, and maintained the dialogue, and shifted from one topic to another within the conversation. Jacob's use of word and sentence structures was within expectations. His articulation and intelligibility within connected speech were age-appropriate and characterized by the correct production of most expected speech sounds. Jacob demonstrated a smoothness or flow of speech in both spontaneous and structured speech production. His rate of speech was appropriate for the conversational setting. Jacob spoke with frequent and appropriate variation in his pitch, tone, and prosody during all verbal utterances. Jacob's demonstrated unexpected nonverbal communication during the testing session and these behaviors impacted his ability to effectively communicate.

### **The Clinical Evaluation of Language Fundamentals - 5: Observational Rating Scale**

For this current evaluation, Jacob's educator was asked to complete the Clinical Evaluation of Language Fundamentals - 5 Observational Rating Scale. This scale describes Jacob's listening, speaking, reading, and writing ability in more unstructured settings. It provides information with respect to his ability to manage classroom communication, behaviors, and interactions in order to meet school curriculum objectives and follow educator instructions.

#### ***Listening Skills***

Listening skills refer to the ability to accurately receive and interpret communication. Based upon the rating scale, Jacob demonstrates the ability to understand the meanings of words and ideas. He understands facial expressions, gestures, and body language. When engaged with

peers, he understands what they say and looks at them when speaking to them. It was reported that he demonstrates the ability to pay attention and follow spoken directions. Jacob implements these skills when expected to understand and reason spoken information and as well as engage in and respond to interpersonal communication.

### *Speaking Skills*

Speaking skills refer to Jacob's ability to accurately express language and convey information verbally and in a way that his communication partners can understand. Jacob's benefits from some support when expected to answer questions people ask, express his thoughts, describe events, use proper grammar when talking, and speak in full sentences. He will expand on an answer and provides additional details when speaking with some support. He will sometimes have a conversation with a variety of communication partners and will modify the way he uses language when others do not understand him. He demonstrates some inconsistency when asked to answer questions quickly, ask for help when needed, use a variety of vocabulary words and stay on the subject when speaking to others.

### *Reading*

For this rating scale, reading skills pertain to Jacob's capacity to read, comprehend, interpret and recall written language and texts. Based upon the observational rating scale, Jacob consistently demonstrates the ability to fluently read, understand and explain what was read, remember details, and follow written directions.

### *Writing*

Writing skills, as it relates to this particular rating scale, refer to Jacob's organization, knowledge and abilities related to expressing ideas through a written format. According to the outcomes from this rating scale, Jacob often needs support when expected to write using correct syntax, spelling and grammar and expands on his answers or responses.

## **Results of Evaluation**

### The Clinical Evaluation of Language Fundamentals - 5

The CELF-5 is a standardized test for children and adults administered to identify and diagnose possible expressive and receptive language problems. The CELF-5 examines several aspects of language including core language skills, receptive and expressive language skills, as well as language content skills. The composite scores reflect a student's ability in a skill area and are compiled from the sum of various subtest scaled scores across multiple tasks.

The Core Language Score and Language Indexes have a mean of 100 and a standard deviation of 15. Therefore, scores between 86-114 represent the average range of an individual's performance on this standardized test.

Jacob demonstrated the following language composite scores:

	Standard Score	Percentile	Classification
Core Language Score	100	50	Average

Receptive Language Index	108	70	Average
Expressive Language Index	91	27	Average
Language Content Index	96	39	Average

### *Core Language Score*

Jacob was administered various subtests and his Core Language Score was derived from the outcomes of the scaled scores. The Core Language Score is a measure of general language ability and provided a reliable way to quantify Jacob's overall language performance. Jacob received a Core Language Score of 100 (percentile rank = 50). This placed Jacob in the average range of core language functioning. This suggests that overall, his receptive and expressive language skills are developing within age expectations.

### *Receptive Language Index*

Jacob's Receptive Language Index was derived from the scaled scores obtained from language comprehension subtests. The Receptive Language Index is a measure of Jacob's performance on tests designed to probe receptive aspects of language including comprehension and listening. Jacob received a Receptive Language Index score of 108 (percentile rank = 70). This placed Jacob in the average range of receptive language functioning. This suggests that his listening and auditory comprehension skills are developing within age expectations.

### *Expressive Language Index*

The Expressive Language Index is a measure of Jacob's performance on tests that probe expressive aspects of language, including oral language expression. Jacob received an Expressive Language Index score of 91 (percentile rank = 27). This placed Jacob in the average range of expressive language functioning. This suggests that aspects of expressive language, including his ability to verbally express complete and complex sentences and to verbally use and manipulate language, are developing within age expectations.

### *Language Content Index*

Jacob was administered subtests that target semantics, and his Language Content Index score was derived from the outcomes. The Language Content Index is a measure of Jacob's performance on tests designed to probe vocabulary and word knowledge. Jacob received a Language Content Index score of 96 (percentile rank = 39). This placed Jacob in the average range of language content functioning. This suggests that aspects of semantic development, including interpretation of factual and inferential information presented orally, and the ability to create meaningful semantically and syntactically correct sentences, are developing within age expectations.

### *Discrepancy between Receptive and Expressive Language Index Scores*

A discrepancy comparison was conducted between the receptive and expressive language index scores. There was a 17-point difference between the receptive and expressive language indexes, which did result in a statistical difference and was present in 5.30% of the normed population. This suggests that Jacob's receptive language, or his ability to understand language, is stronger than his ability to use language.

The CELF-5 language indexes provide global information on Jacob's language skills. To provide

additional information with respect to Jacob's language abilities, his outcomes on the CELF-5 subtests are described below. The average scaled score for each subtest of this standardized assessment is 10 with a standard deviation of 3 points. Therefore, scaled scores within the range of 8-12 are considered average.

Jacob demonstrated the following language subtest scores:

	Scaled Score	Percentile	Classification
Word Classes	11	63	Average
Formulated Sentences	8	25	Average
Recalling Sentences	9	37	Average
Understanding Spoken Paragraphs	8	25	Average
Sentence Assembly	9	37	Average
Semantic Relationships	15	95	Above Average

#### *Word Classes*

Objective: The Word Classes test was used to evaluate Jacob's ability to understand word relationships based on the meaning, features, functions, or categories of target words. Specifically, Jacob was asked to identify the two words (i.e., pictures or presented orally) that best represent the desired relationship. These skills are applied in academic tasks when Jacob compares and contrasts word meanings, features, and categories.

Results: Scaled Score = 11, Percentile Rank = 63 (Average)

Interpretation: Jacob scored within the average range for this subtest. This suggests that he understood various word associations.

#### *Formulated Sentences*

Objective: The Formulated Sentences test was used to evaluate Jacob's ability to verbally produce simple, compound, and complex sentences when given grammatical (semantic and syntactic) constraints. Jacob was asked to formulate a sentence, using target word(s) while using an illustration as a reference. These skills are used for storytelling, written narratives, editing and other literacy activities.

Results: Scaled Score = 8, Percentile Rank = 25 (Average)

Interpretation: Jacob scored within the average range for this subtest. This suggests that he orally formulated complete, semantically, and grammatically correct sentences of increasing complexity.

#### *Recalling Sentences*

Objective: The Recalling Sentences test was used to evaluate Jacob's ability to recall and reproduce sentences of varying length and syntactic complexity. These skills are used for

following directions and academic instructions, writing to dictation, copying, and note-taking, as well as learning vocabulary and subject content.

Results: Scaled Score = 9, Percentile Rank = 37 (Average)

Interpretation: Jacob scored within the average range for this subtest. This suggests that he demonstrated age expected skills when expected to remember spoken sentences of increasing complexity.

### *Understanding Spoken Paragraphs*

Objective: The Understanding Spoken Paragraphs test was used to assess Jacob's ability to sustain attention and focus while listening to spoken paragraphs of increasing length and complexity and then answering questions related to the passage. These skills are required for creating meaning and learning from instructional materials across academic subjects.

Results: Scaled Score = 8, Percentile Rank = 25 (Average)

Interpretation: Jacob scored within the average range for this subtest. This suggests that he demonstrated age expected skills when asked to listen to orally presented narratives and then verbally answer questions related to the passage.

### *Sentence Assembly*

Objective: The Sentence Assembly test was used to assess Jacob's ability to formulate grammatically correct and semantically meaningful sentences by manipulating and transforming given words and word groups. For this subtest, all words and word groups were read out loud. This skill is used in curriculum-related tasks such as describing events and actions, responding to questions, and participating in the conversation by rephrasing or using variations of sentences with linguistic flexibility.

Results: Scaled Score = 9, Percentile Rank = 37 (Average)

Interpretation: Jacob scored within the average range for this subtest. This suggests that his ability to manipulate and formulate sentences for descriptions, questions, responses, and/or conversations is within age expectations when compared to others his age.

### *Semantic Relationships*

Objective: The Semantic Relationships test was used to evaluate Jacob's ability to interpret sentences that make comparisons, identify a location/direction, specify time relationships, or are expressed in a passive voice (For example "The vase was smashed by the girl."). This skill is required for the interpretation of relationships that are presented verbally or in text-based materials.

Results: Scaled Score = 15, Percentile Rank = 95 (Above Average)

Interpretation: Jacob scored above the average range for this subtest. This suggests that he demonstrated the skills that required him to interpret conceptual relationships, understand conventional series (i.e., days, months) and order of action.

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

The CASL-2 is a norm-referenced oral language assessment for children and adults aged 3 through 21. It examines lexical/semantic skills, syntactic knowledge, supralinguistic knowledge, and pragmatic abilities through a series of subtests. Each subtest can be used independently to identify language difficulties and the test results can be combined to form index scores. The Indexes have a mean of 100 and a standard deviation of 15. This suggests that scores between 85-115 represent the performance of the typical student of a given age.

Jacob demonstrated the following index score:

	Standard Score	Percentile	Classification
Supralinguistic Index	96	39	Average

The Supralinguistic Index is a measure of Jacob's ability to understand the deeper meaning of vocabulary and syntax to use language with flexibility. Jacob received a Supralinguistic Index score of 96 (percentile rank = 39). This places Jacob in the average range of development and suggests that his ability to understand inferences, nonliteral language, and gain meaning from various contexts is within expectations.

To gain further information with respect to Jacob's specific language abilities, the outcomes on the individual CASL-2 subtests are presented below. The average standard score for each subtest is 100 with a standard deviation of 15 points. Therefore, the average range for each subtest is between 85 and 115.

Jacob's outcomes on the CASL-2 language tests:

	Standard Score	Percentile	Classification
Nonliteral Language	115	84	Average
Meaning from Context	101	53	Average
Inference	89	23	Average
Double Meaning	85	16	Average

#### *Nonliteral Language*

Objective: The Nonliteral Language test was used to evaluate Jacob's ability to comprehend and explain the intended meaning of a spoken utterance, where the literal meaning does not convey the message (for example, figurative speech, indirect requests, and sarcasm). Comprehension of such language requires a metalinguistic analysis, that is, an additional stage of processing to determine the intended meaning of the speaker.

Results: Standard Score = 115, Percentile Rank = 84 (Average)

Interpretation: Jacob scored within the average range for this subtest. This suggests that his

ability to comprehend and interpret meanings from nonliteral language when it is not directly conveyed in the message is within expectations.

#### *Meaning from Context*

Objective: The Meaning from Context test was used to evaluate Jacob's ability to derive and explain the meaning of unknown words from the context of a sentence or short passage.

Results: Standard Score = 101, Percentile Rank = 53 (Average)

Interpretation: Jacob scored within the average range for this subtest. This suggests that his ability to listen to a short passage and describe the meaning of an unknown word by using context clues is within expectations.

#### *Inference*

Objective: The Inference test was used to evaluate Jacob's ability to apply knowledge from past experiences to draw conclusions when information is not explicitly provided in the given context. To correctly answer a question, Jacob had to apply the appropriate background knowledge and experience to the information provided by the examiner to make an appropriate inference.

Results: Standard Score = 89, Percentile Rank = 23 (Average)

Interpretation: Jacob scored within the average range for this subtest. This suggests that his ability to apply prior knowledge to interpret information from context and draw conclusions is within expectations.

#### *Double Meaning*

Objective: The Double Meaning subtest measured Jacob's ability to identify and express two possible meanings for a single word or sentence that has multiple interpretations.

Results: Standard Score = 85, Percentile Rank = 16 (Average)

Interpretation: Jacob scored within the average range for this subtest. This suggests that his ability to process or use multiple-meaning words is within expectations.

#### **Diagnostic Impressions**

Jacob was referred for this evaluation to obtain further information with respect to his current development and skill level. Jacob was referred for this evaluation to obtain further information with respect to his [LIST - language, speech sound production, social pragmatics, vocabulary] skill(s).

The understanding and use of language are integrated into most learning tasks and facilitate Jacob's ability to effectively communicate and engage with others across his day. To examine Jacob's abilities, the CELF-5 was administered, and language index and subtest scores were obtained. Based upon the outcomes from the CELF-5, Jacob's language abilities are within expectations for his age. The outcomes of the various subtests suggest that he demonstrated the ability to comprehend, formulate, manipulate, and recall spoken sentences, follow directions, understand orally presented paragraphs as well as use grammatically correct words in sentences.



The outcomes from the CASL-2 suggest that Jacob demonstrated average general, receptive, expressive, lexical, syntactic, and supralinguistic language skills. With respect to his performance on the individual subtests, Jacob demonstrated consistently average abilities in all areas measured. He successfully identified and used vocabulary terms and word relationships, verbally produced grammatically correct sentences, described the meaning of unknown words based upon the context, and demonstrated higher-level language skills such as inferencing.

### **School-Based Suggestions and Strategies**

Based upon the outcomes of this evaluation and concerns brought up by the team, the following strategies are recommended to support Jacob's self-advocacy skills within the context of the classroom.

- Compose an email script for a specific academically related purpose (i.e., asking clarification questions, informing educators of accommodations, confirming homework or classwork expectations) and save the script as a template. With support, Jacob can open and edit the template as needed and send it to educators.
- Determine a method of communication (i.e., email, text, phone, after class) that Jacob feels comfortable with to ask questions, get clarification, and follow up on assignments. Consider developing email or text templates to help Jacob organize ideas in the message that is sent to educators.
- Teach and practice social scripts for self-advocacy rather than creating one and giving it to Jacob. Topics could include I need more time, Can you come back to me, Could you say that again please, Can you give me a clue/hint, I don't understand the question, Could you please show me an example.
- Develop a system that Jacob can use to alert educators that help is needed (i.e., sticky note on desk).
- Jacob's educators can send out online survey (i.e., Google Forms) to entire class determine if additional help is required.
- Assure Jacob that he will not be put on the spot by asking him a question he cannot answer. When he does raise his hand, give him the time he needs. If necessary, provide Jacob prompts through guided questions.

Thank you for the opportunity to work with Jacob. The team should review the findings from all assessments, observations, and educator reports. Strategies that best support Jacob within the context of his day should be discussed and decided by the team.

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Jane Smith M.S., CCC-SLP, ADHD-RSP