

Evaluation Example from easyReportPRO



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Full Report Sample
Time to Generate: < 5 Minutes

Speech and Language Evaluation

Student Name: Jenny

School:

Grade:

Date of Birth:

Date(s) of Evaluation:

Testing Age:

Clinician: Michelle Boisvert, Ph.D., CCC-SLP

Reason for Referral

This evaluation was conducted as part of Jenny's tri-annual review process. This assessment will provide updated information related to her 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: Pragmatic Profile
- Classroom Observation
- Oral and Written Language Scales - 2
- Goldman Fristoe Test of Articulation - 3

Language Background and Use

Based upon available information, Jenny has been exposed to both [Language] and English. She comes from a home where [Language] is the predominant language spoken. Jenny is exposed to English while at school, and all academic instruction is conducted in English. She presented as a [Language] dominant speaker during the evaluation. During the assessment, Jenny responded to items in English. The results of this assessment should be interpreted with caution and in conjunction with educator and other specialists' reports, given the cultural and linguistic differences between the clinician and Jenny. It should be noted that all reported scores are standardized on monolingual English-speaking children and, therefore, may not be a true reflection of Jenny's language abilities.

Educational History

Jenny is currently in a setting for functional and life skills learners. Jenny is in a classroom that is located within a self-contained setting. Jenny has a formalized plan and receives specialized services. She carries a disability of Health Impairment, Intellectual Impairment, Neurological Impairment. Jenny does receive support from special education or related services. These services include transition support, extended year program, functional academics, activities of daily living.

Current Accommodations

Based on Jenny's current educational plan, she receives accommodations to support effective progress in her current setting.

Behavioral Observations

Jenny was assessed at her school during the school day. She was positive and cooperative and came willingly to all sessions. Jenny maintained attention and was focused throughout all given tasks. During the testing session, her response time to test stimuli was immediate. Throughout the evaluation, she required few repetitions of verbally presented testing instructions and stimuli.

Communication Observations

Jenny engaged in a verbal conversation on topics of high interest. She responded to questions and maintained the dialogue but did not readily shift from one topic to another or ask reciprocal questions. Jenny's use of word and sentence structures was inconsistent with age expectations. Her articulation and intelligibility within connected speech were below age expectations and characterized by incorrect productions of most expected speech sounds. Jenny demonstrated a smoothness or flow of speech in spontaneous and structured speech production. Her rate of speech was appropriate for the conversational setting. During all verbal utterances, Jenny spoke with frequent and appropriate variation in her pitch, tone, and prosody. Jenny demonstrated the appropriate use of nonverbal communication throughout testing. She used well-regulated head and body positioning, facial expressions and gestures.

Results of Evaluation

The Clinical Evaluation of Language Fundamentals - 5: Pragmatic Profile

For this current evaluation, Jenny's educator was asked to complete the Clinical Evaluation of Language Fundamentals - 5 Pragmatic Profile. This scale describes Jenny's communication skills, conversational routines, and skills related to asking for, giving, and responding to information in more unstructured settings.

Rituals and Conversational Skills

This describes Jenny's ability to respond to greetings, gain attention, turn-take in conversations, introduce topics during a conversation and participate in structured and unstructured group activities. It was reported that Jenny often or always demonstrates these skills these skills independently.

Asks for, Gives and Responds to Information

Jenny's ability to give and ask for directions or help, respond to redirection, react to non-verbal cues, and read the social situation correctly was described. Overall, and with minimal adult

support, she often or always demonstrates these skills.

Nonverbal Communication Skills

Jenny's ability to read, interpret and demonstrate non-verbal communication such as facial cues, tone of voice, and body language was described. Based upon the responses, it was reported that she often or always demonstrates these skills independently.

Classroom Observation

This observational inventory described Jenny's speech and hearing processes, classroom and interpersonal communication, vocabulary and language structure. This observation helps determine if Jenny's communication affects her functional performance, social interactions, and academic progress.

Jenny was observed in her classroom during small group instruction and transitions.

Speech and Hearing Processes

Jenny's speech and hearing processes had minimal impact on her functional and academic classroom activities. These skills relate to her auditory reception and speech production abilities.

Jenny was able to hear sounds in both quiet and noisy environments. However, her speech was sometimes difficult to understand. Despite this, her voice was suitable for her age and gender, and her speech was fluent.

Classroom Participation

Jenny's classroom participation skills did not interfere with her ability to engage in functional and academic activities. Communication needed to participate in a classroom fully includes paying and gaining attention, following directions and rules, and participating in various structured situations.

Jenny was a keen listener, able to tune out minor distractions. She demonstrated her excellent behavior by politely gaining the educator's attention, either by raising her hand or calling their name. Jenny followed multi-step directions. Furthermore, she engaged with educators in one-on-one situations and actively participated in small group discussions.

Vocabulary, Grammar, and Topic of Communication

Jenny's vocabulary, sentence structure, and language coherence skills had minimal impact on her access to participate in and access functional and academic expectations.

Jenny had a limited vocabulary and frequently used vague words, such as "thing." Her sentences were simple and lacked variety in terms of structure.

Interpersonal Communication

Jenny's interpersonal communication skills did not interfere with her ability to interact socially. Interpersonal communication is Jenny's ability to understand and use language for various purposes as well as understand and use appropriate nonverbal communication skills.

Jenny utilized language as a means to engage with others, such as using greetings and farewells. She also used language to convey her emotions, such as expressing happiness or sadness. However, when misunderstandings occurred, she was unable to clarify her message effectively. Jenny was attuned to nonverbal cues from others, such as a questioning or confused expression, which indicated they did not comprehend her words. Additionally, she maintained an appropriate distance from her communication partners.

Oral and Written Language Scales - 2

The Oral and Written Language Scales - 2 (OWLS-2) is an assessment of receptive and expressive language. This assessment consists of four scales: Language Comprehension (LC), Oral Expression (OE), Reading Comprehension (RC), and Written Expression (WE). The language scales have a mean of 100 and a standard deviation of 15. Therefore, scores between 85-115 represent the average range of an individual's performance on this standardized test.

Jenny demonstrated the following OWLS-2 scores:

	Standard Score	Percentile	Classification
Listening Comprehension	88	21	Average
Oral Expression	87	19	Average
Reading Comprehension	59	0.30	Deficient
Written Expression	79	8	Below Average

Listening Comprehension

Jenny was administered tests of the OWLS-2 from which her Listening Comprehension scale was derived. The Listening Comprehension Score is a measure of oral language reception, which is the understanding of spoken language. Jenny received a Language Comprehension score of 88 (percentile rank = 21).

This places Jenny in the average range of language comprehension. The Language Comprehension scale measures her ability to respond, by pointing, to orally presented words, phrases, and sentences. This suggests that Jenny's ability to understand the meaning of oral language structures is within age expectations.

Oral Expression

The Oral Expression scale is a measure of Jenny's performance on tasks that probe the use of spoken language within a highly structured format. Jenny received an Oral Expression score of 87 (percentile rank = 19).

This places Jenny within the average range of oral expression functioning. This suggests that aspects of oral expression, including her ability to verbally respond to a structured prompt with increasingly difficult language, are developing within age expectations.

Reading Comprehension

The Reading Comprehension score is a measure of Jenny's performance on items designed to probe the understanding of written language. Jenny received a Reading Comprehension score of

59 (percentile rank = 0.30).

This placed Jenny in the deficient range of reading comprehension development. This suggests that the skills needed to identify written words, phrases, sentences or paragraphs, are developing below age expectations.

Written Expression

The Written Expression score is a measure of Jenny's performance on items designed to probe the ability to use written forms to convey information. Jenny received a Written Expression score of 79 (percentile rank = 8).

This places Jenny below the average range of written expression development. This suggests that the skills required to respond to oral and visual prompts in a written format are developing below age expectations.

Goldman Fristoe Test of Articulation - 3

The GFTA-3 is a systematic means of assessing an individual's articulation of the consonant sounds of Standard American English. The mean or average score for this standardized test is 100, with a standard deviation of 15. Therefore, scores between 85-115 are within the average range.

Jenny demonstrated the following score(s):

	Standard Score	Percentile	Classification
Sounds in Words	100	50	Average

Sounds in Words

Speech Sound Developmental Norms for the GFTA-3 (2015)

Age	Male			Female		
	Initial	Medial	Final	Initial	Medial	Final
2:0-2:5					/p/	
2:6-2:11	/m/	/p/		/m/		
3:0-3:5	/b/ /d/ /n/ /f/ /h/	/d/ /g/ /m/ /ng/ /f/	/p/ /n/ /f/	/b/ /d/ /k/ /n/ /w/ /h/	/d/ /g/ /m/ /n/ /f/	/p/
3:6-3:11	/k/ /w/	/n/ /z/ /y/	/b/ /d/ /k/ /m/ /nt/	/f/		/n/
4:0-4:5	/t/ /kw/	/b/ /k/	/g/ /v/	/t/ /sp/ /st/	/b/ /k/ /ng/ /z/ /y/	/d/ /k/ /m/ /f/ /v/ /nt/
4:6-4:11	/s/ /sh/ /ch/ /j/	/sh/ /ch/	/t/ /sh/ /ch/	/ch/ /j/ /l/ /y/ /fr/ /gl/ /pl/ /tr/	/ch/ /l/	/b/ /t/ /g/ /sh/ /ch/
5:0-5:11	/p/ /z/ /l/ /y/ /bl/ /pl/ /sp/ /st/ /sw/	/s/ /l/	/ng/ /z/	/p/ /s/ /z/ /sh/ /bl/ /dr/ /kw/ /pr/ /sl/ /sw/	/sh/	/s/ /l/
6:0-6:11	/g/ /v/ /dr/ /gr/ /gl/ /kr/ /tr/	/r/		/v/ /r/ /br/ /gr/ /kr/ /th/ (voiced)	/v/ /s/ /j/ /r/ /br/	/er/ /ng/ /z/ /r/
7:0-7:11	/r/ /br/ /fr/ /pr/ /sl/ /th/ (voiced)	/v/	/er/ /l/ /r/	/g/ /th/ (voiceless)	/t/ /th/ (voiced)	/th/ (voiceless)
8:0-8:11		/t/ /j/ /br/ /th/ (voiced)	/s/ /th/ (voiceless)			
>8.11	/th/ (voiceless)					

Ages at which 90% of the normative sample mastered consonants.

The GFTA-3 formally assessed Jenny's articulation of consonant sounds at the word level. She produced a single word following a visual representation of the word spontaneously or imitatively. Performance on this measure aids in diagnosing a speech sound disorder, which is difficulty with sound production.

Results: Standard Score = 100, Percentile Rank = 50 (Average)

Interpretation: Jenny scored within the average range for sounds in words. This score suggests that her articulation is developing within expectations compared to peers of the same age and gender.

It was noted that Jenny demonstrated errors when producing the following sounds at the word level: "th" (voiceless).

Diagnostic Impressions

Jenny received this evaluation in order to assess her current development and skill level. She actively participated in the session(s), demonstrating her willingness to engage with the assessments.

Based upon the outcomes from the assessments given, Jenny's receptive language abilities are within expectations, and she demonstrated the ability to understand language in various tasks. Jenny's expressive language was within age expectations, and the outcomes of the testing suggest that she can express herself verbally.

Articulation is the ability to accurately produce sounds and words in sentences, allowing for clear communication and understanding by others. During the standardized assessment, Jenny showed age-appropriate articulation skills. However, it was noted that she struggles to express herself clearly during connected speech, which can make it difficult for others to understand her in both familiar and unfamiliar situations.

Based on the assessment results, it was observed that Jenny uses social language appropriately in functional settings. These findings are consistent with classroom observations and feedback from educators.

School-Based Suggestions and Strategies

Based upon the outcomes from this assessment, the following strategies are recommended:

- Consultation with the reading specialist to support Jenny's reading fluency and comprehension.
- Activating prior knowledge and experiences to extract and construct meaning from the text.
- Monitoring and clarifying information both during and after reading. This will help Jenny determine the level of comprehension and provide opportunities to clarify any points of confusion.
- Search and select sources of information to answer the questions, define words and terms or clarify misunderstandings.
- Use of graphic organizers to help Jenny generate and organize written work.

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

Michelle Boisvert, Ph.D., CCC-SLP