

## Speech-Language Evaluation

<b>Student Name:</b> Click or tap here to enter text.	<b>NYCID:</b> Click or tap here to enter text.	<b>School:</b> Click or tap here to enter text.
<b>Date of Birth:</b> Click or tap here to enter text.	<b>Age:</b> Click or tap here to enter text.	<b>Grade:</b> Click or tap here to enter text.
<b>Class Program:</b> Choose an item.	<b>Language of Assessment:</b> Click or tap here to enter text.	<b>ELL Status:</b> Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Current Services:</b> Paraprofessional <input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Physical Therapy <input type="checkbox"/> Speech Therapy <input type="checkbox"/> Counseling <input type="checkbox"/>		
<b>Evaluator's Name:</b> Click or tap here to enter text.	<b>Evaluation Date:</b> Date	<b>Agency Name:</b> Click or tap here to enter text.

## Background Information

### Reason for Referral

Click or tap here to enter text.

### Relevant Medical and Developmental History

Click or tap here to enter text.

### Relevant Educational History

- Cite source of information (ex: parent, teacher, SESIS report dated \_\_\_\_, etc.)

Click or tap here to enter text.

### Language Background

- Describe student's exposure to any language(s) other than English across settings (ex: home, school, friends).
- If bilingual, describe BICS and CALP in both languages.
- Based on parent interview and review of records, ensure language of assessment is appropriate for the student.

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### Parent Interview

- Include parent description of student's strengths and areas of concern related to communication, pragmatics, behavior, and learning.
- Provide relevant family history related to communication and learning, citing source of information.
- If unable to contact parent, indicate dates of outreach attempts.

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### Teacher Interview

- Include teacher's description of student's strengths and areas of concern related to communication, pragmatics, behavior, and learning.
- Describe current grade level for core subjects.
- If unable to contact teacher, indicate valid reason why a teacher interview was not conducted.

Click or tap here to enter text.

### Classroom Observation

- Describe the classroom setting and student's communication in the classroom with teacher and peers.
- Describe the student's behaviors, ability to follow directions, and ability to complete tasks.
- If unable to conduct a classroom observation, indicate valid reason why.

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### Formal Language Assessment

- Administer at least one formal language assessment.
- Administer subtests that result in the attainment of core index scores.
- Report scores, level of delay, in a table format only if standardized for the student.
- Provide qualitative and quantitative interpretation of scores using sufficient examples of both strengths and needs impacting student's ability to access curriculum
- When conducting a bilingual assessment, complete testing in both languages being assessed.
  - Provide strengths and needs in both languages with examples
  - Identify language of dominance
  - Provide analysis of the assessment results to support the determination of language of dominance
  - If an interpreter is used, include the interpreter's name, agency, the extent to which the interpreter participated in the assessment and any adaptations needed during the assessment.

### Table of Formal Assessment Results (Receptive & Expressive)

- Include a table with scaled scores, standard scores, and classifications (ex: average, mild, moderate, etc.) for subtests and core index scores.
- If assessment was not normed for the population, include a table which describes results qualitatively.

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### Description of Formal Assessment Results: Receptive Language

- For each subtest of the assessment briefly describe the areas assessed and its impact on student performance in the classroom.
- Describe student's strengths and weaknesses on each subtest.
- Provide sufficient examples of strengths and weaknesses on each subtest.
- Indicate scores (when appropriate) and describe level of delay (ex: average, mild, moderate, etc.) for each subtest.

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### Description of Formal Assessment Results: Expressive Language

- For each subtest of the assessment briefly describe the areas assessed and its impact on student performance in the classroom.
- Describe student's strengths and weaknesses on each subtest.

- Provide sufficient examples of strengths and weaknesses on each subtest.
- Indicate scores (when appropriate) and describe level of delay (ex: average, mild, moderate, etc.) for each subtest.

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## Informal Assessment

- Conduct at least one type of informal assessment that assesses the student's skills as indicated on the reason for referral and formal assessment. For example: language sample, SLAM cards, writing sample, literacy skills, etc.
- For language samples, include a transcription and provide a detailed analysis including syntax, semantics and content as it relates to developmental norms.
- For SLAM cards, identify which cards were used, indicate questions asked and student responses, calculate score and provide analysis. For the narrative sample, provide a detailed analysis of microstructure and macrostructure and compare to developmental norms.
- For a writing sample, provide a detailed analysis of syntax, semantics, organization and content as it relates to grade level expectations.
- For literacy skills, describe phonological awareness, phonemic awareness, decoding and encoding skills and compare to developmental norms.

### Description of Informal Assessment & Results

- Describe strengths and needs of the student.
- Describe how the informal assessment aligns with data derived from formal assessment.

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### Dynamic Assessment

- Describe dynamic assessment procedures utilized (ex: test-teach-retest, graduated prompting).
- Describe changes in student performance when dynamically assessed. Describe student's learning responsiveness and modifiability.

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## Articulation & Phonology

- If articulation/phonology is a primary area of concern, administer a formal assessment. Otherwise conduct an informal assessment.
- When conducting a bilingual assessment, complete testing in both languages being assessed.

### Table of Formal Assessment Results

- Include a table with scaled scores, standard scores and classifications (ex: average, mild, moderate, etc.).
- If assessment was not normed for the population, include a table which describes results qualitatively.

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### Description of Formal & Informal Assessment Results

- Describe specific articulation and/or phonological errors and provide examples of error patterns.
- Indicate scores (when appropriate) and describe level of delay (ex: average, mild, moderate, etc.) for each subtest.
- If a formal assessment was not administered, provide developmental norms for sound error/patterns.
- Describe intelligibility in both known/unknown contexts and across familiar/unfamiliar listeners.
- Provide a statement regarding the impact on academic performance and social emotional functioning in the school environment.

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## Oral Peripheral

- *Describe results of the oral-peripheral exam.*

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## Fluency (Stuttering)

- *If fluency is a primary area of concern, administer a formal assessment. Otherwise conduct an informal assessment.*

### Table of Formal Assessment Results

- *Include a table with scaled scores, standard scores and classifications (ex: average, mild, moderate, etc.).*
- *If assessment was not normed for the population, include a table which describes results qualitatively.*

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### Description of Formal & Informal Assessment Results

- *Identify types of dysfluencies, provide examples and indicate if they are typical or atypical.*
- *Describe secondary characteristics.*
- *Describe frequency of dysfluencies across environments (ex: class, home, evaluation, etc.) and tasks (ex: reading, speaking, etc.).*
- *Describe student's perception and reaction to dysfluencies.*
- *Provide a statement on how dysfluencies impact academic performance and social emotional functioning in school environment.*

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## Pragmatics

- *If pragmatics is a primary area of concern, administer a formal assessment. Otherwise conduct an informal assessment.*

### Table of Formal Assessment Results

- *Include a table with scaled scores, standard scores and classifications (ex: average, mild, moderate, etc.).*
- *If assessment was not normed for the population, include a table which describes results qualitatively.*

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### Description of Formal & Informal Assessment Results

- *Describe student's pragmatic skills across contexts (ex: home, school) and describe impact on functioning in the classroom.*
- *Describe student's pragmatic skills during the evaluation. When analyzing the information, carefully consider the context of an unfamiliar adult interacting with a student.*

- *If a formal assessment was administered, indicate scores (when appropriate) and describe level of delay (ex: average, mild, moderate, etc.).*
- *If the CELF Pragmatics Profile was used, summarize findings from both parent and teacher reports using scoring protocol appropriately.*

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## Voice

- *Describe student's resonance and vocal quality.*

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## Hearing

- *Identify concerns related to hearing and describe student's ability to respond/hear during testing.*

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## Summary & Recommendation

### Summary

- *Summarize and synthesize all information and provide an individualized communication profile, indicating level of delay (ex: average, mild, moderate, etc.) for each area of communication.*
- *Summarize student's strengths and needs related to each area of communication using information from the body of the report, including parent/teacher interviews, classroom observations, and assessment finding to provide a holistic picture of the student's communication profile.*
- *When conducting a bilingual assessment, identify language of dominance and provide analysis of assessment results to support the determination of language dominance.*

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### Impact on Educational Performance

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### Recommendation

- *Indicate whether speech-language services are warranted and language of service.*
- *Provide a strong rationale that supports recommendation for services in an educational environment.*

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## Recommended Speech-Language Goals

- *If speech services are recommended, provide recommended IEP goals. Write goals in SMART format.*
- *Align goals with deficits identified in the evaluation.*
- *Include an appropriate number of goals (typically between 2-4 goals) to address the most salient needs.*

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### Evaluator Signature

☐ By checking this box, I certify that I was approved by NYCPS to conduct this evaluation, and I attest to the truth of the information it contains.