



Bellflower Unified School District
16703 S. Clark Avenue
Bellflower, CA 90706

Student Name:	Parent(s):
DOB:	Address:
CA:	Primary Language:
Grade:	Examiner:
School:	DOE:
Purpose:	Observation Dates:

Speech, Language, and Communication Evaluation
This Confidential Report Summary is For Professional Use

REASON FOR REFERRAL

This is an <initial/triennial/additional> assessment to determine <NAME>'s eligibility for special education services. <NAME> was referred for an evaluation by <XXX> due to concerns regarding XXXXXX. The purpose of this assessment is to obtain a current estimate of <NAME>'s overall development XXXXXXXXXX and to assist the IEP team in determining special education needs.

The **teacher's primary** concerns at this time are _____.

The **parents' primary** concerns at this time are _____.

VISION/HEARING

Vision:	R:	L:	Both:	With Glasses?
Hearing:	R:	L:	Comments:	

PRIMARY LANGUAGE OR OTHER MODE OF COMMUNICATION

BACKGROUND INFORMATION

(Include developmental, medical, family, and social history relevant to communication skills)

EDUCATIONAL HISTORY AND PREVIOUS INTERVENTIONS

PREVIOUS ASSESSMENT RESULTS

CURRENT ASSESSMENT TOOLS

- Review of Records
- Parent Input
- Teacher Input
- Informal Observations
-
-
-

VALIDITY STATEMENT

- | | |
|--------------------------|---|
| ☐ | All tests administered to <NAME> are current, valid, and reliable |
| ☐ | All tests administered to <NAME> are current, valid, and reliable except as noted |
| ☐ | Results of tests administered are valid |
| ☐ | Results of tests administered are valid except as noted |

In accordance with Ed. Code 56320, the following considerations have been made with regard to procedures and materials to ensure compliance with all Federal and State regulations:

All test materials were administered in English and Spanish, have been validated for the specific purpose for which they were used, and were administered by trained personnel in conformance with the instructions provided by the producer of these tests. Relevant health, environmental, cultural, and economic and language factors were reviewed and testing was structured to compensate for these factors. Tests and other assessment materials include those tailored to assess specific areas of educational need and not merely those, which are designed to provide a single general intelligence quotient. Tests were selected that provide results that accurately reflect the student's aptitude and achievement and are not influenced by impaired sensory, manual, or speaking skills. Descriptions of tests and subtests were derived from the examiner manuals for each test. In accordance with Special Education Code and Regulations, the decision as to his Special Education eligibility, goals/objectives, and educational placement/services will be determined at the IEP meeting.

DEFINITIONS OF ASSESSMENT TERMS:

- **Standard Scores** and **Scaled Scores** are referenced to a student's age.
 - **Standard Scores** usually have a mean of 100 and a standard deviation of 15. Average range would include scores from 85 to 115, using these end points as extremes. A score of 2 or more standard deviations, or roughly 30 points or more below 100 would indicate a significant delay.
 - **Scaled Scores** have a mean of 10 and a standard deviation of about 3. Average would be indicated by scores of about 8 to 12. Scores of 6 or more points below 10 represent significant delay.
- **Percentile:** represents the percentage of children of the same age in the normative sample who scored below this student on this test. A percentile rank below 7% indicates a significant delay.
- **Age Equivalent** is the age in years and months at which a particular raw score is the median score. It is a developmental score because it locates an individual's performance in terms of age along a growth or development curve.
- **Standardized:** Uniformly developed, administered, and scored.
- **Norm-referenced:** Standardized to compare the scores of the child/student to scores achieved by children of the same age who have also taken the same test. Most standardized achievement tests are norm-referenced.

TEST BEHAVIORS AND OBSERVATIONS

INFORMAL OBSERVATIONS

(Include at least 2 observations)

DIAGNOSTIC PROCEDURES / TEST RESULTS

SPEECH

LANGUAGE

VOICE

FLUENCY

SUMMARY

RECOMMENDATIONS

It was a pleasure to work with <student>. If there are further questions about this evaluation, please do not hesitate to contact me at (562) 804-65XX.

XXXXXXXXXX, M.S. SLP-CF