Informal Speech & Language Assessment Guide
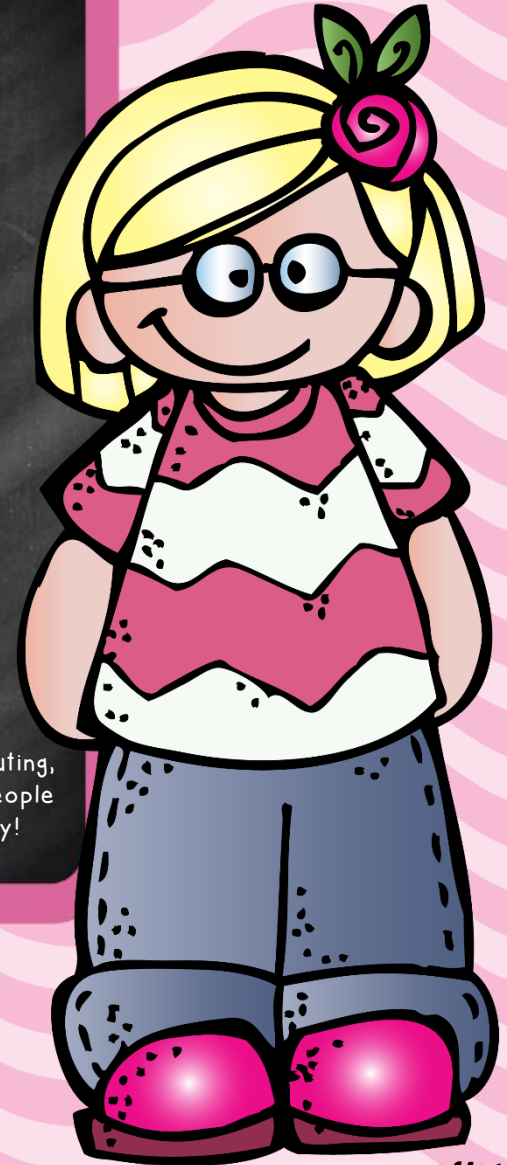
Kindergarten-5th Grades

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Included in this packet:

o This packet includes a 10 page informal assessment printable packet to be used as a guide for speech and language evaluations and reevaluations. The following areas are addressed in this packet:

- o **Receptive & Expressive Language**
  - o Concepts and Following Directions
  - o Body Parts
  - o Comparative Relationships
  - o Name Categories
  - o Identifying Categories
  - o Classification/Description
  - o Function
  - o Comparisons {Go Togethers and Associations}
  - o Sequencing
  - o Opposites/Antonyms
  - o Similarities/Synonyms
  - o Multiple Meaning Words
  - o Narratives
  - o Functional Problem Solving
  - o Comprehension
  - o Grammar
- o **Articulation**
- o **Voice**
- o **Pragmatics**
- o **Fluency**

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Client Name: _____

Birthdate: _____

Today's Date: _____

Age: _____

Informal Measures Assessment

Conducted By: _____

Receptive & Expressive Language

Assessment Questions	Notes/Comments	Scores
Concepts & Following Directions *Can use the *BOEHM informally. {This IS NOT an endorsement}* **Simple Directions** ___ Touch your nose (1 part) ___ Smile and walk to the door (2 part) ___ Point to the clock, wave at me and clap your hands (3 part)		**Concepts & Following Directions** ___/50 =___% correct **Simple Directions** ___/3 =___% correct
Body Parts **Expressive** ___ What is this (point to ear) ___ What is this (point to nose) ___ What is this (point to feet) ___ What is this (point to hand) ___ What is this (point to eyes) **Receptive** ___ Point to your head ___ Point to your knee ___ Point to your elbow ___ Point to your arm ___ Point to your leg		**Body Parts Expressive** ___/5 =___% correct **Body Parts Receptive** ___/5 =___% correct

Comparative Relationships

___ Big/Bigger/Biggest
___ Small/Smaller/Smallest
___ Fast/Faster/Fastest
___ Slow/Slower/Slowest

Name Categories

___ Name five animals
___ Name five things that take you places
___ Name five foods
___ Name five pieces of furniture
___ Name five jobs/occupations

Identify the following Categories

___ Dog, Cat, Bird
___ Shirt, Pants, Shoes
___ Apple, Hamburger, Corn
___ Teacher, Pilot, Farmer
___ Hammer, Screwdriver, Saw

Classification/Description

Pencil (__size, __shape, __color, __composition)

Scissors (__size, __shape, __color, __composition)

Bicycle (__size, __shape, __color, __composition)

Vegetable (__size, __shape, __color, __composition)

Ball (__size, __shape, __color, __composition)

Function

___ What do you do with a pen?

___ What do you do with a hammer?

___ What do you do with a telephone?

___ What do you do with an umbrella?

___ What do you do with a shoe?

Comparisons

Go Together

___ Chicken/eggs
___ Blanket/bed
___ Bird/nest
___ Cloud/rain
___ Camera/pictures

Associations

	Same	Different
Car/bicycle	___	___
Cat/dog	___	___
Shoe/hat	___	___
Pencil/pen	___	___
Sun/moon	___	___

Comparison

Go Together

___/5 =___% correct

Associations

~SAME~

___/5 =___% correct

~DIFFERENT~

___/5 =___% correct

Sequencing

Understanding Sequencing 4-6 part picture scenes
___ Retell a short story read to the student
___ Formulate a story about a pictures scene
___ Retell a short story using first, next, last
___ Formulate a short story using first, next, last
___ Sequence written sentences into a story

Verbally Sequence
___ How do you brush your teeth?
___ How do you make a sandwich?
___ How do you wash your hands?
___ How do you get a glass of water?
___ How do you wash your hair?

Opposites/Antonyms

1.	in/out	3. empty/full	5. lost/found
2.	front/back	4. closed/open	

Similarities/Synonyms

1. puppy/kitten   3. pencil/pen   5. book/magazine   7. same/alike   9. large/big

2. ring/earring   4. orange/apple   6. loud/noisy   8. skinny/thin   10. wrong/incorrect

Multiple Meaning Words: Student must tell you two different sentences, to help you know the different meanings, for the word listed to have it counted as correct.

1. bat/bat   3. night/knight   5. here/hear

2. dear/deer   4. sea/see

Narratives: (Can use for Speech/Language SAMPLE): Is the client able to do the following?

_____ Personal narratives

    _____ with adult prompting

    _____ independently

_____ Retells stories/TV shows/Procedure

    _____ with adult prompting

    _____ independently

 States a CLEAR: _____ Beginning _____ Middle _____ End

_____ utterances sequenced

_____ utterances told in random order

_____ People _____ Setting _____ Problem

_____ Response _____ Outcome

_____ Cause _____ Effect

_____ Problem _____ Solution

Functional Problem Solving: (Needs to name the PROBLEM and 2 POSSIBLE SOLUTIONS)	Functional Problem Solving
***Use audio recorder to record client answers. Go back and listen to recorder to determine if their answer was correct or incorrect.*	Logical Answer ___/5 =___% correct
1. What do you do if you get off the bus and you are locked out of your house, and no one is home?	
2. What do you do if your only pencil breaks while you are taking a test?	1 Logical Solution ___/5 =___% correct
3. What do you do if you hear the tornado sirens and you are home alone?	2 Logical Solutions ___/5 =___% correct
4. What do you do if a stranger asks you to get in to their car on your way home from a friend's house?	
5. What do you do if you are at the playground alone and you fall off the monkey bars?	

Functional Problem Solving Continued...	
What is your full name?	Can the client answer functional questions? ___/3 =___% correct
What is your address?	
What is your telephone number?	

Comprehension: Choose an appropriate story and read it to the client. Afterwards, informally assess to see if they can do the following...

Answer **WHO**?

Answer **WHAT**?

Answer **WHERE**?

Answer **WHEN**?

Answer **WHY**?

Answer **HOW**?

___ Main Idea
___ Summarize
___ 2 Details
___ Cause/Effect
___ Predictions

Inferences
    *NO PICTURES
    ___ Sue blew out the candles and got presents.
    ___ Mary plays her flute for two hours every day.
    ___ The boat drifted in the middle of the lake.
    ___ Jon ran into the street without looking.
    ___ I forgot to set my alarm clock last night.

Impressions:

Grammar: (Morphology~ Does the client use the following grammatical structures when they speak?)	**Impressions:**
___ Pronouns (he, she, they) ___ Pronouns Possessive (his, hers, theirs) ___ Plural marker –s ___ Possessive marker –s (Jack's toy) ___ Irregular Plurals (deer/deer) ___ Regular Plurals (cat/cats) ___ Prepositions (in,on) ___ Articles (the/a) ___ -ing verb ending (use action cards) ___ Past Tense Verb (-ed) ___ Irregular Past Tense Verbs (buy/bought) ___ *is* as main verb ___ *is* as helper ___ 3rd person singular –s	

Articulation	**Impressions:**
___ The client should read "The Rainbow Passage" and SLP can assess speech sounds in error during reading. (Go to: http://www.dialectsarchive.com/the-rainbow-passage for a printable copy of passage) ___ Structured Conversation ***ORAL MOTOR EXAM** (If Needed)	

Voice	**Impressions:**
___ Resonance ___ Tone ___ Inflection ___ Baby Voice ___ Quiet/Soft ___ Loud	

Pragmatics

___ Uses appropriate action– turn taking
___ Uses appropriate verbal turn taking
___ Responds in conversation
      On Topic
      Off Topic
___ Maintains topics in conversation
___ Varied language for different contexts
___ Revises speech/repaired conversation when not understood
___ Uses appropriate eye contact
___ Initiates conversation
___ Provides background information to listener

Impressions:

Observation with same-aged peers:

Fluency Screener	**Impressions:**

Fluency Screener

Types of Disfluencies: Check all that apply to the client.
   Normal:
   ___1. Repeats Phrases or whole words ___2. Interjects 'uh' while thinking
   Borderline:
   ___3. Repeats the first sound of a word 2 or 3 times without tension
   Abnormal:
   ___4. Repeats sound 4+ times before getting word out
   Very Abnormal:
   ___5. Child has tense voice during the repetitions ___6. Hard blocks

Other behaviors during abnormal disfluencies: Check all that apply to the client.
Very Abnormal:
___ 1. Tries to change words for fear of stuttering
___ 2. Child struggles to get word out (facial grimaces, hand, arm or foot movements)

Frequency of abnormal disfluencies:
Borderline: ___1. Infrequent (less than 2%)
Abnormal: ___2. Frequent (one in every 2 – 3 sentences)
Very Abnormal: ___3. Very frequent (one or more in every sentence)

Child's reactions to the abnormal disfluencies:
Normal: ___1. None – seems unaware
Abnormal: ___2. Child just keeps trying
Very Abnormal: ___3. Child gives up trying to say the sentence or acknowledges difficulty

Other people's reactions to the abnormal disfluencies:
Normal: ___1. No one is bothered by the disfluencies
Abnormal: ___2. Parents are afraid he/she will not outgrow the stuttering
Very Abnormal: ___3. Child is upset by teasing or other listener reactions

When were the abnormal disfluencies first noticed?
Borderline: ___1. They began less than 4 months ago
Abnormal: ___2. They began 4 to 12 months ago
Very Abnormal: ___3. They began more than 12 months ago

Number of *Abnormal* and *Very Abnormal* symptoms _____

1 or 2 symptoms ____ monitor
3 or more symptoms _____ refer

*Number of words dysfluent in 100 word passage _____ = 10 or more errors warrant
further evaluation.

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