

SPEECH AND LANGUAGE EVALUATION SCALE

SCHOOL VERSION RATING FORM

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PROFILE SHEET

SUMMARY OF SCORES

Raw Score	Standard Score	Raw Score SEM
	(Appendix A)	(Table 6)

Name of student: Sam A. Thomas **Gender:** Male

School: Benton **Grade:**

Class:

City: Wheeler **State:** CO

Date of rating: 1989 10 19

(year) (month) (day)

Date of birth: 1979 1 19

(year) (month) (day)

Age at rating: 10 7 0

(years) (months) (days)

Subscales	Raw Score	Standard Score	Raw Score SEM
Articulation	13	6	1.18
Voice	15	10	0.88
Fluency	15	10	0.87
Form	12	2	1.68
Content	4	0	1.57
Pragmatics	15	7	1.51

Total Scale

Sum of Subscale SS	%
35	6
	(Appendix B)

Rated by (observer's name): Dee Jones

Comments:

Standard Scores	SUBSCALE						Standard Scores	Percentiles	Percentile Rank
	SPEECH			LANGUAGE					
	Articulation	Voice	Fluency	Form	Content	Pragmatics			
20							>99		
19							95		
18							90		
17							85		
16							80		
15							75		
14							70		
13							65		
12							60		
11							55		
10		X	X				50		
9							45		
8							40		
7						X	35		
6	X						30		
5							25		
4							20		
3							15		
2				X			10		
1							5	X	
0					X		<1		

The *Articulation* subscale assesses the production of speech sounds.

Sam scored more than one standard deviation below the mean on the *Articulation* subscale.

2. A sound is omitted in a word (e.g., “Pay the piano.” for “Play the piano.”)
4. Distorts or mispronounces words or sounds when speaking (not attributed to dialect or accent)
5. Has difficulty imitating speech sounds
7. Has difficulty sequencing speech sounds in multisyllabic words (e.g., student says “ephelant” instead of “elephant”)
9. Speech causes unfavorable listener reaction (i.e., substitutions, omissions, insertions, mispronunciations, etc., make it unpleasant to listen to the student)
10. Rate of speech is too fast or too slow

The *Voice* subscale assesses vocal quality, pitch, loudness, resonance, and duration.

Sam scored at the mean on the *Voice* subscale.

14. Volume is too loud or too soft for the situation

The *Fluency* subscale assesses the flow (i.e., the rate and rhythm) of verbal expression.

Sam scored at the mean on the *Fluency* subscale.

22. Flow of speech is interrupted during conversation by “interjections” (e.g., student says, “I want uh uh uh some water.”)

The *Form* subscale assesses (a) the sound system of the English language and the linguistic rules that govern the sound combinations (i.e., phonology), (b) the linguistic rule system that governs the structure of words and the construction of word forms from the basic elements of meaning (i.e., morphology), and (c) the linguistic rules governing the order and combination of words to form sentences, and the relationship among the elements within a sentence (i.e., syntax).

Sam scored more than two standard deviations below the mean on the *Form* subscale.

27. Uses inappropriate subject-verb agreement when speaking (e.g., says, “It don't matter to me.” instead of “It doesn't matter to me.”)
28. Uses sentences which are grammatically incomplete when speaking (e.g., “Ball under the table.” instead of “The ball is under the table.”)
30. Uses incorrect word order when speaking (e.g., “Got me my mom a new bike.” instead of “My mom got me a new bike.”)

The *Pragmatics* subscale assesses the use of language in communication which may be expressed motorically, vocally, or verbally.

Sam scored at one standard deviation below the mean on the *Pragmatics* subscale.

59. Lacks spontaneity, originality, and/or variety in verbal interactions
60. Is slow to respond and/or fails to make relevant responses (e.g., When asked “What is your name?”, the student may respond “I'm fine.”)
61. Uses inappropriate verbal and/or nonverbal language in social situations or interactions with peers and/or adults
62. Demonstrates difficulty expressing logical and reasonable responses to questions (e.g., problem solving, making decisions, making inferences, etc.)
63. Has difficulty expressing opinions, feelings, and/or emotions
64. Has difficulty asking for assistance or clarification, when necessary, after receiving directions and/or attempting work independently
66. Has difficulty understanding cause-and-effect relationships (e.g., If you oversleep, you will be late for school.)
67. Demonstrates difficulty with topic initiation, maintenance, and/or closure including irrelevant, tangential, or associative responses; and/or tends to circumlocute - talking “around” instead of “on” the topic
68. Exhibits difficulty using oral language as a tool to obtain desired results