



SLP EVALUATION CHECKLIST

Speech (Articulation, Fluency, Voice, CAS)

- ☐ *Screening data* (child-find, SAT file)
- ☐ *Student Case History*
- ☐ *Direct Observations* x 3
- ☐ *Functional Communication Assessment* (hearing & vision) statement about type of communicator (verbal, nonverbal, speaks in 2-word phrases, bilingual, etc)
- ☐ *Assessment of Intelligibility* of speech through speech sample (percentage)
- ☐ *Spontaneous Speech Sample* with a focus on areas of concern.
- ☐ *Oral Mechanism/Oral Motor* exam
- ☐ *Stimulability* assessment
- ☐ Standardized and/or non-standardized inventory(ies) of speech sounds/phonological processes. A pattern of assessment data, including both formal and informal measures, support the eligibility under the category of Speech and Language Impaired (SLI).
 - Standard scores yielded by formal assessments must be statistically significant (i.e., two or more standard deviations (SD) below the mean with Standard Error of Measurement (SEM).
- ☐ *English Language Learner* (ELL) status (WIDA/ACCESS scores, statement on level)
- ☐ *Evaluation Data* analysis
 - Significant limitations in speech abilities (articulation, fluency, voice) consistent with information proved by the test authors and other sources that support the existence of a speech impairment.
 - Defining “significant limitations” by team: Mild, Moderate, Severe, Profound.
 - Statement about participating in class discussion and oral presentations and/or participate in social activities.
 - How do these characteristics of the disability manifest in the child’s natural environment (e.g., home, classroom, recess, etc.)?”
 - Identify strengths & weaknesses (subtests)
- ☐ *Recommendations*
 - Write goals for IEP
 - Re-refer back to SAT (document on Prior Written Notice)
 - Recommendations of activities teachers and parents can use



SLP EVALUATION CHECKLIST

Language (expressive, receptive, pragmatic)

- ☐ Screening data/previously conducted evaluation data (preschool aged children); SAT file documentation (school aged children).
- ☐ child's history, including an interview with the parent(s)/guardian(s)
- ☐ Multiple direct observations across both structured/unstructured settings and various times.
- ☐ *Functional Communication Assessment*
- ☐ Standardized and non-standardized assessments of receptive and expressive language in the areas of content (semantics), form (morphology and syntax), and/or use (pragmatics).
- ☐ Systematic review of individual academic achievement performance
- ☐ Analysis of spontaneous language sample
- ☐ Standardized and/or non-standardized inventory(ies) of speech sounds/phonological processes. A pattern of assessment data, including both formal and informal measures, support the eligibility under the category of SLI.
 - Standard scores yielded by formal assessments must be statistically significant (i.e., two or more standard deviations (SD) below the mean with Standard Error of Measurement (SEM).
- ☐ *English Language Learner* (ELL) status (WIDA/ACCESS scores, statement on level)
- ☐ Significant limitations in language abilities demonstrated by valid language assessment scores that are 2 or more standard deviations below the mean considering SEM.
 - Defining "*significant limitations*" by team: Mild, Moderate, Severe, Profound.
 - Statement about participating in class discussion and oral presentations and/or participate in social activities.
 - How do these characteristics of the disability manifest in the child's natural environment (e.g., home, classroom, recess, etc.)?"
 - Identify strengths & weaknesses (subtests)
- ☐ *Recommendations*
 - Write goals for IEP
 - Re-refer back to SAT (document on Prior Written Notice)
 - Recommendations of activities teachers and parents can use