



Mount Vernon City School District

165 North Columbus Avenue • Mount Vernon, NY • 10553 t 914-358-2390 • f 914-665-5170

Special Education Department

www.mtvernoncsd.org

Waveline Bennett-Conroy, Ed. D.
Superintendent of Schools

Student: SD

Homeroom Teacher:

Gender: Female

Dates of Evaluation: XX/XX/XXXX

Examiner: Angela Johnson, B.A.

DOB: XX/XX/XXXX

Age at Testing: 10:5

Grade:

Date of Report: XX/XX/XXXX

Speech-Language Re-Evaluation

Background Information:

SD is a 10-year, 5-month-old female who currently resides in Mount Vernon, NY. She is currently in the fifth grade in a self-contained classroom setting at Graham School. Presently, SD is mandated to receive speech-language therapy once per week in a small group setting, as well as once a week in an individual setting. This speech and language re-evaluation is a part of her comprehensive three-year review conducted by members of the special education team.

Tests Administered:

Language:

Clinical Evaluation of Language Fundamentals-5 (CELF-5)

Expressive One-Word Picture Vocabulary Test-4 (EOWPVT-4)

Receptive One-Word Picture Vocabulary Test-4 (ROWPVT-4)

Clinical Evaluation of Language Fundamentals-5 (CELF-5)

The CELF-5 was administered to measure SD's present level of ability in language comprehension and expression, and to provide information about her communicative strengths and weaknesses. Scores for the following subtests were derived from the total raw score achieved. All scaled scores are normalized with a mean of 10 and a standard deviation of 3. Scaled scores ranging from 8 to 12 indicate average performance for each age group.

CELF-5 Subtests Scores

**A scaled score of 8 to 12 is considered average within + or -1 SD.*

Subtest	Scaled Score	Percentile	Performance
Word Classes	2	0.4	Low to very low
Following Directions	6	9	Low to very low
Formulated Sentences	3	1	Low to very low
Recalling Sentences	4	2	Low to very low
Understanding Spoken Paragraphs	2	0.4	Low to very low
Word Definitions	8	25	Average
Sentence Assembly	9	37	Average
Semantic Relationships	8	25	Average

Subtest Scores:

Word Classes

The Word Classes test is used to evaluate the student's ability to understand relationships between words based on meaning features, function, or place or time of occurrence. The student chooses the two words (i.e., pictures or presented orally) that best represent the desired relationship. This test has a mean of 10 and the standard deviation is 3.

SD received a scaled score of 2 (confidence interval = 1 to 4, percentile rank = 0.4) on the Word Classes test.

Following Directions

The Following Directions test is used to evaluate the student's ability to (a) interpret spoken directions of increasing length and complexity, (b) follow the order of presented objects with varying characteristics such as color, size, or location, and (c) identify several pictured objects that were mentioned. The student identifies the objects in response to oral directions. This test has a mean of 10 and a standard deviation of 3.

It is important to note that SD was observed to have diminished attention during the following directions subtest. She was observed to be frequently distracted by a book she brought with her into the therapy room and made several attempts to read the book under the desk during the assessment. In addition, SD stated that the test was “too much” and became visibly distressed towards the end of the subtest, fidgeting in her seat. These factors may have contributed to her performance on this subtest area. A break was offered and taken at the conclusion of this subtest.

SD received a scaled score of 6 (confidence interval = 5 to 7, percentile rank = 9) on the Following Directions test.

Formulated Sentences

The Formulated Sentences test is used to evaluate the ability to formulate simple, compound, and complex sentences when given grammatical (semantic and syntactic) constraints. The student is asked to formulate a sentence, using target word(s) while using an illustration as a reference. This test has a mean of 10 and the standard deviation is 3.

SD received a scaled score of 3 (confidence interval = 1 to 5, percentile rank = 1) on the Formulated Sentences test.

Recalling Sentences

The Recalling Sentences test is used to evaluate the student's ability to recall and reproduce sentences of varying length and syntactic complexity. The student imitates sentences presented by the examiner. The mean for the test is 10 and the standard deviation is 3.

It is important to note that SD was observed to have diminished attention during the Recalling Sentences subtest. She was observed to stare into space during verbal administration of target sentences and frequently requested to skip items, as well as the subtest as a whole. This may have contributed to her performance on this subtest area.

SD received a scaled score of 4 (confidence interval = 3 to 5, percentile rank = 2) on the Recalling Sentences test.

Understanding Spoken Paragraphs

The Understanding Spoken Paragraphs test is used to evaluate the student's ability to (a) sustain attention and focus while listening to spoken paragraphs, (b) create meaning from oral narratives and text, (c) answer questions about the content of the information given, and (d) use critical thinking strategies for interpreting beyond the given information. The student answers questions about a paragraph presented orally. The questions probe the student's understanding of the paragraph's main idea, memory for facts and details, recall of event sequences, and ability to make inferences and predictions. This test has a mean of 10 and a standard deviation of 3.

It is important to note that SD was observed to have diminished attention during the understanding spoken paragraphs subtest. She was observed to perseverate on the lack of visual stimuli present throughout the subtest and frequently stated that she was "blind" (in reference to the lack of visuals). In addition, she continued to be distracted by her book, making several more attempts to read it under the

desk. These factors may have contributed to her performance on this subtest area. A break was offered and taken at the conclusion of this subtest.

SD received a scaled score of 2 (confidence interval = 1 to 4, percentile rank = 0.4) on the Understanding Spoken Paragraphs test.

Word Definitions

The Word Definitions test is used to evaluate the student's ability to (a) analyze words for their meaning features, (b) define words by referring to class relationships and shared meanings, and (c) describe meanings that are unique to the reference or instance. This test has a mean of 10 and the standard deviation is 3.

It is important to note that SD was observed to have diminished attention during the word definitions subtest. Once again, she was observed to become distracted by her and book perseverate on the fact that she was unable to see a visual stimulus, stating that she was "blind" (in reference to the lack of visuals). In addition, SD again became visibly distressed and repeatedly requested to leave the therapy room and return to class. These factors may have contributed to her performance on this subtest area. Testing was concluded for the day due to SD's decreasing attention level, as well as her increasing distress.

SD received a scaled score of 8 (confidence interval = 6 to 10, percentile rank = 25) on the Word Definitions test.

Sentence Assembly

The Sentence Assembly test is used to evaluate the student's ability to assemble syntactic structures. The student produces two grammatically correct sentences from visually and auditorially presented words or phrases. This test has a mean of 10 and the standard deviation is 3.

Testing was resumed during the second session beginning with this subtest. A break was offered and taken after this subtest.

SD received a scaled score of 9 (confidence interval = 8 to 10, percentile rank = 37) on the Sentence Assembly test.

Semantic Relationships

The Semantic Relationships test is used to evaluate the student's ability to interpret sentences that (a) make comparisons, (b) identify locations or directions, (c) specify time relationships, (d) include serial

order, or (e) are expressed in passive voice. After listening to a sentence, the student selects the two correct choices from four visually presented options. The mean for the test is 10 and the standard deviation is 3.

SD received a scaled score of 8 (confidence interval = 6 to 10, percentile rank = 25) on the Semantic Relationships test.

The results of the subtests were used to compile a *Core Language Score*, *Receptive Language Index*, *Expressive Language Index*, *Language Content Index*, and *Language Memory Index*. All Core Language & Index Scores have a mean of 100 and a standard deviation of 15. A standard score of 86 to 114 represents average performance for each age group.

Core Language and Index Scores

**Scores within 1 SD of the mean (between 86 and 114) are considered average.*

CORE AND INDEX SCORES	STANDARD SCORE	PERCENTILE	PERFORMANCE
Core Language Score	67	1	Very low range/Severe
Receptive Language Index	73	4	Low range/Moderate
Expressive Language Index	73	4	Low range/Moderate
Language Content Index	65	1	Very low range/Severe
Language Memory Index	68	2	Very low range/Severe

Core Language Score

SD was administered four tests of the Clinical Evaluation of Language Fundamentals®-Fifth Edition (CELF®-5) from which her Core Language Score was derived. The Core Language Score is a measure of general language ability and provides an easy and reliable way to quantify SD's overall language performance. The Core Language Score has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

For SD's Core Language Score, the following tests were administered:

Word Classes

Formulated Sentences

Recalling Sentences

Semantic Relationships

SD received a Core Language Score of 67 (confidence interval = 62 to 72, percentile rank = 1). This places SD in the very low range/severe classification of language functioning.

Receptive Language Index

The Receptive Language Index is a measure of SD's performance on three tests designed to best probe receptive aspects of language including comprehension and listening. The Receptive Language Index has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

For SD's Receptive Language Index score, the following tests were administered:

Word Classes

Following Directions

Semantic Relationships

SD received a Receptive Language Index score of 73 (confidence interval = 68 to 78, percentile rank = 4). This places SD in the low range/moderate classification of language functioning.

Expressive Language Index

The Expressive Language Index is a measure of SD's performance on three tests that probe expressive aspects of language including oral language expression. The Expressive Language Index has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

For SD's Expressive Language Index score, the following tests were administered:

Formulated Sentences

Recalling Sentences

Sentence Assembly

SD received an Expressive Language Index score of 73 (confidence interval = 68 to 78, percentile rank = 4). This places SD in the low range/moderate classification of language functioning.

Language Content Index

The Language Content Index is a measure of SD's performance on three tests designed to probe vocabulary and word knowledge. The Language Content Index score has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

For SD's Language Content Index score, the following tests were administered:

Word Classes

Understanding Spoken Paragraphs

Word Definitions

SD received a Language Content Index score of 65 (confidence interval = 58 to 68, percentile rank = 1). This places SD in the very low range/severe classification of language functioning.

Language Memory Index

The Language Memory Index is a measure of SD's performance on three tests designed to probe memory dependent language tasks. The Language Memory Index score has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age.

For SD's Language Memory Index score, the following tests were administered:

Following Directions

Formulated Sentences

Recalling Sentences

SD received a Language Memory Index score of 68 (confidence interval = 63 to 73, percentile rank = 12). This places SD in the very low range/severe classification of language functioning.

Expressive One-Word Picture Vocabulary Test-4 (EOWPVT-4)

The EOWPVT-4 was administered to measure SD's present level of ability to name objects, actions, and concepts, and to provide information regarding her current vocabulary repertoire. The score was derived from the total raw score achieved. All standard scores are normalized with a mean of 100 and a standard deviation of 15. Scaled scores ranging from 85 to 115 indicate average performance for each age group.

EOWPVT-4 Scores

****A scaled score of 85 to 115 is considered average within + or -1 SD.***

Standard Score	Percentile	Performance
92	30	Average

SD received a standard score of 92 (confidence interval = 86.87 to 97.13, percentile rank = 30) on the Word Classes test.

Receptive One-Word Picture Vocabulary Test-4 (ROWPVT-4)

The ROWPVT-4 was administered to measure SD’s present level of ability to understand the meaning of words spoken out of context, and to provide information regarding her current vocabulary repertoire. The score was derived from the total raw score achieved. All standard scores are normalized with a mean of 100 and a standard deviation of 15. Scaled scores ranging from 85 to 115 indicate average performance for each age group.

ROWPVT-4 Subtests Scores

****A scaled score of 85 to 115 is considered average within + or -1 SD.***

Standard Score	Percentile	Performance
103	58	Average

SD received a scaled score of 103 (confidence interval = 97.9 to 108.1, percentile rank = 58) on the Word Classes test.

Clinical Observations:

SD’s oral mechanism was not formally assessed at this time, however, movement of her articulators appeared to be within normal limits when observed in functional conversational speech. A pure tone audiometric screening was not performed at this time, but SD’s performance during this assessment did not appear to be impacted by hearing. SD’s pitch and resonance appeared to be within normal limits when observed in functional conversational speech and no concerns with voice were noted during this assessment. SD’s speech appeared to be fluent during both conversational speech and structured language tasks performed in this evaluation.

Impressions & Recommendations:

SD presented as friendly and cooperative during a majority of the structured tasks during this assessment. Her response time varied based on level of difficulty, and some repetitions of stimuli were provided when requested and permitted based on test administration protocol. SD’s attention to task was extremely variable during this assessment and her social language was inconsistent in regards to topic maintenance. Breaks were offered and taken as needed throughout the administration of this assessment.

SD's areas of strength were noted in her ability to (a) analyze words for their meaning features, (b) define words by referring to class relationships and shared meanings, and (c) describe meanings that are unique to the reference or instance (*Word Definitions*), as well as produces grammatically correct sentences from visually and auditorily presented words or phrases (*Sentence Assembly*). Another area of strength for SD was her ability to interpret sentences that (a) make comparisons, (b) identify locations or directions, (c) specify time relationships, (d) include serial order, or (e) are expressed in passive voice (*Semantic Relationships*). Additionally, understanding the meaning of verbally presented concepts without context (ROWPVT-4) and naming visually presented objects, actions, and concepts (EOWPVT-4) was an area of strength for SD.

SD's ability understand relationships between words based on meaning features, function, or place or time of occurrence (*Word Classes*) and her ability to (a) interpret spoken directions of increasing length and complexity, (b) follow the order of presented objects with varying characteristics such as color, size, or location, and (c) identify several pictured objects that were mentioned (*Following Directions*) were identified as areas of challenge for SD, as she performed in the very low/severe range. Additionally, SD's ability to formulate simple, compound, and complex sentences when given grammatical (semantic and syntactic) constraints (*Formulated Sentences*), and her ability to recall and reproduce sentences of varying length and syntactic complexity (*Recalling Sentences*) were noted as areas of challenge, as she performed in the very low/severe range for these subtests.

SD's ability to (a) sustain attention and focus while listening to spoken paragraphs, (b) create meaning from oral narratives and text, (c) answer questions about the content of the information given, and (d) use critical thinking strategies for interpreting beyond the given information (*Understanding Spoken Paragraphs*) remain in the very low/severe range of performance as well. It is important to note that SD verbally expressed difficulty and discontent with all subtests which lacked visual stimuli. She stated that she was "blind" during these portions of the examination and her attention was observed to be markedly diminished as a result. To reiterate, SD does not have impaired vision, this statement was in reference to the lack of visual stimuli during auditory comprehension tasks.

It is important to note that SD was observed to have diminished attention throughout administration of the CELF-5 assessment. During the first testing session, she was frequently distracted by a book that she brought with her into the therapy room, making several attempts to read it under the table during the assessment. She also perseverated on the fact that she was "blind" during any subtest that lacked visual stimuli. SD was visibly distressed, fidgeting in her seat and making several requests to leave the therapy room and return to class. During the second testing session, attention significantly improved; however, SD did have the hiccups during the sentence assembly subtest. These factors may have contributed to her performance on the CELF-5 test.

Results from the CELF-5 Core Language and Index Scores indicate that SD presents in the very low/severe range as it pertains to her overall language functioning. However, results from the EOWPVT-4 and ROWPVT-4 indicate that SD presents in the average range as it pertains to her expressive and receptive vocabulary skills.

This assessment was completed over the course of two testing sessions. Allowing for a break during the administration of subtests.

Eligibility for services is determined by the Committee for Special Education.

Attestation

"I certify that I personally evaluated the above-named child, employing age-appropriate instruments and procedures as well as informed clinical opinion. I further certify that the findings contained in the reports are an accurate representation of the child's level of functioning at the time of this assessment."

Kathleen Wermann-Lawlor

12/8/2022

Kathleen Wermann-Lawlor, M.A., CCC-SLP/ TSSLD

Date

Speech-Language Pathologist

Teacher of Students with Speech and Language Disabilities

NYS License# 018392-1