Spoken and Written Language Evaluation

October 8, 20xx

Client: Xxxx Yyyy
Date of Birth: January 19, 19xx C.A. 13 years, 8 months
Address: 37 Piper Street Anytown, VT05000
Phone: xxx-xxx-xxxx
Parents: Zzzz Yyyy and Aaaa Mmmm
Referral Source: Self-Referred
School: Blank Middle School
Graduate Clinicians: Bbb Wwww, B.A. & Dddddd Fff, B.S.
Clinical Faculty: Pppp Llll, M.S., CCC-SLP
Diagnosis and Code: 315.32- Receptive Language Disorder (mixed)

Referral Questions
1. Does Xxxx demonstrate an expressive language deficit?
2. Does Xxxx demonstrate a difference in spoken language as compared to written language?

Background
Xxxx is a 13 year old boy in the eighth grade at the Blank Middle School in Anytown, Vermont. He lives at home with his parents and one older brother. Xxxx was referred to the Eleanor M. Luse Center by his parents for an expressive language evaluation. Xxxx has no significant health history concerns.

Xxxx and his parents have expressed concerns regarding his academic success. His parents feel he is falling behind due to lack of writing ability and verbal expression. As reported on Xxxx’s case history form, he has become more socially withdrawn, isolated and seems depressed at times. Xxxx’s favorite subject in school is science because he enjoys participating in labs. Social studies is a subject that comes easy to him and his least favorite subject is language arts. Xxxx has excellent behavior in school and does not currently receive any special education services.

According to Xxxx’s mother, his written expression is affected by his difficulties putting more than a few sentences together at a time. His written work has many grammar and spelling mistakes, along with his essays being too brief and unorganized. Xxxx also has difficulty correcting and proofing his work. Xxxx’s primary mode of communication is gestures. Xxxx tends to avoid speaking, but has always demonstrated a lack of verbal communication. He avoids answering questions and when asked a question, he provides minimal response. He typically answers by saying “I don’t know” and if pushed he becomes frustrated or angry. Xxxx currently feels he will not benefit from any extra support in school. He expressed having difficulty with vocabulary and eventually may need support in this area.

Assessment:
**Hearing Screening**

Otoscopic visualization was conducted to assess tissue health and overall appearance of the ear canal and tympanic membranes (eardrums). Visualization of both ears was unremarkable and revealed presence of a typical amount of cerumen (ear wax). Tympanometry, a type of hearing test that assesses the ear drum’s functioning, was conducted and revealed typical functioning of both ear drums.

A pure tone hearing screening was conducted using supra-aural headphones. Tones at 250 Hz, 500 Hz, 1000 Hz, 2000 Hz, 3000 Hz, 4000 Hz, and 8000 Hz were each presented at 15 dB. Xxxx consistently responded at each frequency level. The results indicate Xxxx passed the hearing screening.

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

The EOWPVT is a norm-referenced test which provides an assessment of speaking vocabulary. This test measured Xxxx’s ability to name objects, actions and concepts illustrated in pictures. Xxxx was asked to look at a picture, and provide the word that best describes the object, action, or concept shown. The EOWPVT requires the individual to retrieve words from their memory. The average range for the standard score of the EOWPVT is 85-115 which puts Xxxx in the above average range with a standard score of 120. The following table outlines Xxxx’s expressive vocabulary scores.

**Table 1: EOWPVT Results**

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Standard Score</th>
<th>Confidence Interval (90%)</th>
<th>Percentile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>139</td>
<td>120</td>
<td>116-124</td>
<td>91st</td>
</tr>
</tbody>
</table>

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

The ROWPVT is a norm-referenced test which provides an assessment of receptive vocabulary. This test measured Xxxx’s ability to understand the meaning of single words. Xxxx was given a word, and asked to point to the picture that best goes with the word. The average range for the standard score of the ROWPVT is 85-115 which puts Xxxx solidly within the average range with a standard score of 107. The following table outlines Xxxx’s receptive vocabulary scores.

**Table 2: ROWPVT Results**

<table>
<thead>
<tr>
<th>Raw Score</th>
<th>Standard Score</th>
<th>Confidence Interval (90%)</th>
<th>Percentile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>132</td>
<td>107</td>
<td>103-111</td>
<td>68th</td>
</tr>
</tbody>
</table>

The following table outlines a comparison of Xxxx’s receptive standard score to his expressive standard score. A difference was found between Xxxx’s receptive and expressive scores, however it would be concluded that this is not a statistically significant difference since differences of this magnitude are common. The difference that Xxxx demonstrates is found in
20% of age-related peers.

Table 3: Comparison of Receptive and Expressive Vocabulary

<table>
<thead>
<tr>
<th>Receptive Standard Score</th>
<th>Expressive Standard Score</th>
<th>Difference</th>
<th>Statistical Significance</th>
<th>Percent of Sample with this difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>107</td>
<td>120</td>
<td>-13</td>
<td>.01</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Test of Adolescent and Adult Language- 4th Edition (TOAL-4)**
The TOAL-4 is a standardized assessment designed to measure three features of the language system: semantics, grammar, and graphology. Semantics involves the knowledge of words, including their meaning and their relationship to other words. Grammar refers to the combination of words to form phrases, clauses, and sentences. Lastly, graphology refers to the rules surrounding written expression, including spelling and punctuation. Along with the three language features, this test also addresses spoken and written language, which is accomplished through administration of six subtests. The first three subtests are assessing spoken language and the last three subtests measure written language. The following is description of each subtest within the assessment.

**Spoken Language Subtests**
- **Word Opposites** assesses an individual’s understanding and use of opposite word meanings. A stimulus word was verbally presented to Xxxx and he was requested to verbally provide the opposite to the stimulus word. For example, a stimulus word was “front” and the correct response was “back.”
- **Word Derivations** measures the ability to manipulate a word into a grammatically correct form for its use within a sentence. Xxxx was given a stimulus word and then two sentences. His task was to insert the stimulus word at the end of the second sentence, but modifying the stimulus word into a grammatically correct form according to the sentence. For example, a stimulus word was “brave” and the sentences were, I would be afraid to climb that cliff. So, I was impressed with your ______. The correct response would be “bravery.”
- **Spoken Analogies** assesses an individual’s understanding of word relationships. Xxxx was provided a partial analogous sentence with a word missing at the end of the sentence. His response was to say the missing word to complete the analogy. For example, in responding to the sentence, “Day is to week as month is to____,” Xxxx would say “year.”

**Written Language Subtests**
- **Word Similarities** is an assessment of written vocabulary and ability to provide synonym for a given word. Xxxx was provided with a list of words and asked to write a word with similar meaning next to each word in the list. For example, after reading the word “begin,” Xxxx would write the word “start.”
Sentence Combining measures an individual’s ability to combine two sentences into one grammatically correct sentence, while maintaining the ideas presented in both sentences. Xxxx was given a list with sets of two sentences and was asked to write one sentence combining the two. For example, after reading, “We went to the party” and “It was on Sunday,” Xxxx would write “We went to the party on Sunday.”

Orthographic Usage assesses an individual’s use of appropriate writing mechanics, including punctuation, capitalization, and spelling. Xxxx was given a list of sentences, each with several mistakes. Xxxx was asked to correct all of the mistakes in each sentence. For example, after reading “she was little” Xxxx would write “She was little.”

Each subtest results in a scaled score which is based upon an average of 10 and an average range of 7-13. Corresponding descriptive ratings are also provided for each scaled score. The following table outlines the scores Xxxx obtained for each subtest.

Table 4: TOAL-4 Subtest Performance

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Scaled Score (Average Range: 7-13)</th>
<th>Percentile Rank</th>
<th>Descriptive Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Opposites</td>
<td>11</td>
<td>63rd</td>
<td>Average</td>
</tr>
<tr>
<td>Word Derivations</td>
<td>9</td>
<td>37th</td>
<td>Average</td>
</tr>
<tr>
<td>Spoken Analogies</td>
<td>13</td>
<td>84th</td>
<td>Above Average</td>
</tr>
<tr>
<td>Word Similarities</td>
<td>10</td>
<td>50th</td>
<td>Average</td>
</tr>
<tr>
<td>Sentence Combining</td>
<td>10</td>
<td>50th</td>
<td>Average</td>
</tr>
<tr>
<td>Orthographic Usage</td>
<td>8</td>
<td>25th</td>
<td>Average</td>
</tr>
</tbody>
</table>

In addition to the individual subtest scores, there are also composite index scores that are calculated by adding the corresponding subtest scores. For example, the spoken language composite score is calculated by adding the subtests that address spoken language (word opposites, spoken analogies, and word similarities). As with the scaled scores, an associated descriptive rating is also provided for each composite index. The composite scores are based on a mean of 100 with an average range of 85-115. The table below outlines the scores Xxxx obtained for the composite index portion.

Table 4: TOAL-4 Composite Performance

<table>
<thead>
<tr>
<th>Composite</th>
<th>Composite Index</th>
<th>Percentile Rank</th>
<th>Descriptive Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken Language</td>
<td>107</td>
<td>68th</td>
<td>Average</td>
</tr>
<tr>
<td>Written Language</td>
<td>96</td>
<td>39th</td>
<td>Average</td>
</tr>
<tr>
<td>General Language</td>
<td>101</td>
<td>53rd</td>
<td>Average</td>
</tr>
</tbody>
</table>

Test of Language Competence – Expanded Edition (TLC-E)
The TLC-E is a standardized assessment that measures an individual’s metalinguistic abilities, meaning the ability to think about and reflect on language. The set of skills assessed include figurative language, inferencing, interpreting multiple meanings, and creation of sentences. This test is comprised of four subtests, for which a standard score is reported for each. The standard
scores are based on a mean of 10 and an average range of 7-13. The results from the TLC-E can be seen below:

Table 5: TLC-E Subtest Results

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Raw Score</th>
<th>Standard Score</th>
<th>Percentile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ambiguous Sentences</td>
<td>35</td>
<td>14</td>
<td>91st</td>
</tr>
<tr>
<td>2. Listening Comprehension: Making Inferences</td>
<td>32</td>
<td>10</td>
<td>50th</td>
</tr>
<tr>
<td>3. Oral Expression: Recreating Sentences</td>
<td>74</td>
<td>12</td>
<td>75th</td>
</tr>
<tr>
<td>4. Figurative Language</td>
<td>27</td>
<td>14</td>
<td>91st</td>
</tr>
</tbody>
</table>

Each subtest addressed a unique feature of metalinguistic skills. A description of each subtest is provided below:

- **Ambiguous Sentences** subtest began with a sentence read aloud, followed by a request for Xxxx to provide two possible meanings for the sentence. For example, Xxxx heard, “I saw the girl take his picture,” to which he would respond, “take a picture of him” and “take the picture from him.”

- **Listening Comprehension: Making Inferences** subtest includes a short statement followed by a selection of four possibilities of events that could have happened in reference to the statement. For example, Xxxx heard “Jack went to a Mexican restaurant. He left without giving a tip.” The response from Xxxx would be, “He only had enough money to pay for the meal and he was dissatisfied with the service.”

- **Oral Expression: Recreating Sentences** includes a situation, a picture depicting the situation and three words. The situation was read aloud to Xxxx along with three words, and his task was to create a sentence that corresponded to the associated picture. For example, a picture of two women ordering ice cream was provided, as well as a description of the situation (At the ice cream store), and the following words “some,” “and,” and “get.” Xxxx would respond by creating a sentence using the three words that was related to the situation and picture, “I will get some vanilla and chocolate ice cream.”

- **Figurative Language** subtest is consists of two parts: 1. Interpretation of a figurative expression, and 2. Multiple choice selection of an expression with matching meaning. For example, Xxxx was read aloud a situation and an expression, “Two boys talking at a dog show, and one said ‘He is crazy about that pet.’” Xxxx would reply with an interpretation, “He really likes that pet.” Next, given four multiple choice selection Xxxx would select the expression with a matching meaning, “He is wild about the pet.”

In addition to the subtest scores, three composite scores are calculated from adding the standard scores from the corresponding subtests. For example, Expressing Intents is a composite score calculated from the standard scores from Subtest 1 and 3. The composite scores are based on a mean of 100 and an average range of 85-115. The subtest scores and composite scores Xxxx obtained are summarized in the table below. (The numbers inside the parentheses indicate the
subtests included with the composite score)

Table 6: TLC-E Composite Scores

<table>
<thead>
<tr>
<th>Composite Summary</th>
<th>Composite Standard Score</th>
<th>Percentile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing Intents (1+3)</td>
<td>118</td>
<td>88&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Interpreting Intents (2+4)</td>
<td>112</td>
<td>79&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>TLC-E Composite (1+2+3+4)</td>
<td>117</td>
<td>87&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

**Narrative Analysis**

*Spoken Narrative:* Xxxx was given an example of a spoken narrative and then asked to tell his own story. Xxxx’s story referred to an event where he hit his head and had to go to the hospital for stitches. Xxxx’s discourse was based around real events. His narrative included appropriate story grammar elements, including a setting and a problem to be resolved. Xxxx also provided character goals, emotions and thoughts. Xxxx integrated chains of events in an appropriate sequence with a well developed plot and a clear beginning, middle and end. Xxxx was able to introduce the topic of the story with ease and used appropriate transitions to move along the story line.

*Written Narrative:* Xxxx was administered the *Story Composition* subtest from the *Test of Written Language – 4<sup>th</sup> Edition* to assess his written narrative abilities in a structured manner. The *Contextual Conventions* subtest was also completed to assess Xxxx’s narrative for its inclusion of expected grammatical features and the accuracy of those features. The task was to write a story about a picture within a 15 minute time limit along with 5 minutes of planning. Before Xxxx began writing, a sample narrative was read aloud to him. Xxxx completed his narrative within the time allotted. Xxxx’s scaled score for his story composition was a 17. The score is based on a mean of 10 and the average ranging from 7-13. In addition, a corresponding descriptive term is assigned to each scaled score. Xxxx obtained a descriptive score of “Very Superior.” The scores from this subtest are outlined below:

Table 7: TOWL-4 Results

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Scaled Score (Average range: 7-13)</th>
<th>Descriptive Term</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story Composition</td>
<td>17</td>
<td>Very Superior</td>
<td>99&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Contextual Conventions</td>
<td>12</td>
<td>Average</td>
<td>75&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

Xxxx’s written narrative contained a clear beginning, middle, and end. The storyline followed a logical sequence, while also providing vivid details and rich vocabulary such as, “commotion”, “simmering”, and “adrenaline.” His performance on the *Contextual Conventions* portion provided insight into Xxxx’s sentence structure and spelling skills. Xxxx’s writing was missing a considerable amount of punctuation, including commas, apostrophes, and periods. He also did not organize his writing into paragraphs. The lack of punctuation and use of paragraphs greatly affected the clarity and comprehensibility of Xxxx’s writing. Xxxx utilized mature vocabulary, yet he struggled with accurate spelling of these more complex words. In summary, Xxxx demonstrated a strong knowledge of story structure, vocabulary, and grammar. However, specific rules of written language (capitalization, indentation and punctuation) are areas where
Xxxx will need some instruction to self-edit and reflect on his work prior to passing in a final copy.

**Summary**
Xxxx was an active and engaged participant throughout the evaluation. He maintained attention and asked questions when he was unsure of the task. Xxxx engaged in thoughtful and responsive conversations with the clinicians.

A hearing screening was conducted and passed.

As measured by the **EOWPVT**, Xxxx demonstrated above average expressive language skills and average receptive language abilities as measured by the **ROWPVT**. A comparison of Xxxx’s receptive and expressive language did not indicate a statistically significant difference. During administration of these tests, Xxxx scanned each picture and took his time in providing a thoughtful response. He utilized prior knowledge when responding to several items, which proved to be a successful strategy.

Xxxx demonstrated average to above average written and spoken language abilities as assessed by the **TOAL-4** and the informal narrative assessments. He demonstrated strength in his understanding and use of word relationships, as well as opposites, synonyms, and sentence combining on the **TOAL-4**. Although Xxxx’s score on the subtest addressing spelling, punctuation, and capitalization was within the average range, this was a relative weakness for him. This was also identified as a struggle for Xxxx through examination of his written narrative. While Xxxx produced a complete, logical, and engaging narrative, he displayed difficulties in spelling and use of appropriate punctuation. Xxxx included rich vocabulary, coherent sequences, and logical storylines within the spoken and written narratives.

The **TLC-E** assessed Xxxx’s metalinguistic language abilities. Xxxx scored within the average range for all subtests and demonstrated strength in figurative language, which is a skill many children his age are still developing. During administration of this test, Xxxx took time reflecting before proving a response and communicated in a fluent manner.

Overall, Xxxx did not exhibit a significant difference between his expressive and receptive language abilities. Xxxx displayed stronger abilities in spoken language when compared to written language. Although his oral expression is slightly stronger than his written expression, Xxxx displayed average to above average abilities within both domains. This difference was most impacted by Xxxx’s orthographically related difficulties and organization of sentences. In addition, Xxxx demonstrated average listening comprehension skills as assessed by the **ROWPVT** and the subtest **Listening Comprehension: Making Inferences** on the **TLC-E**.

**Recommendations**

1. When asked about study skills, Xxxx reported that he didn’t really have a method. A
structured system for note-taking would improve Xxxx’s ability to organize his written work and facilitate effective studying skills. Two-column notes or the Cornell note-taking system would be appropriate for Xxxx to utilize. (See Appendix A for a sample of a Cornell note set-up)

2. Xxxx would benefit from direct instruction on the elements of self-correcting written work, as well as a visual reminder to prompt him to self-edit before handing in a written piece. In addition, the direct instruction should be coupled with the use of word processing. This may promote a decrease in the frequency of misspelled words, punctuation errors, and use of unorganized sentences.

3. Provide direct instruction surrounding the specific rules of written language, such as the use of punctuation (e.g. commas, apostrophes, periods) and paragraphs. The clarity of Xxxx’s writing was significantly impacted by his lack of punctuation and organization.

4. During testing Xxxx utilized several strategies that would impact his success within the classroom, and should be encouraged during school. Additional strategies are included to facilitate development in areas identified as being more difficult for Xxxx. Therefore, classroom teachers and other staff interacting with Xxxx during his school day should consider the following:
   - Allow Xxxx adequate processing time when provided verbal or written instructions and/or input. During the evaluation, Xxxx took his time to reflect and think about his answer before responding.
   - Encourage Xxxx to take an educated guess if he is unsure of a response.
   - Support Xxxx in self-editing his written work, as well as providing him ample time to complete this task.
   - Provide support in planning and outlining written work.
   - Encourage Xxxx to take advantage of his prior knowledge and areas of interest when approaching unfamiliar language.

**Prognosis:** The prognosis for improved written language skills is excellent based on Xxxx’s ability to learn and willingness to apply new information.

It was a pleasure working with Xxxx and his family during the session. If there are any questions or concerns regarding this report or the information contained within it, please don’t hesitate to contact the E.M. Luse Center at 656-3861.

__________________________  __________________________
Bbbb Wwww, B.A.                      Dddddd Fff, B.S.
Graduate Student Clinician             Graduate Student Clinician

____________________
Pppp Lill, M.S. CCC-SLP
Speech Language Pathologist

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