**COVINA VALLEY UNIFIED SCHOOL DISTRICT**

**STUDENT SERVICES**

**Confidential Information-For Professional Use Only**

**SPEECH AND LANGUAGE INITIAL ELIGIBILITY EVALUATION**

| **Student:** | {header.studentInformation.firstName} {header.studentInformation.lastName} | **Grade:** | Preschool |
| --- | --- | --- | --- |
| **Birthday:** | {header.studentInformation.DOB} | **Age:** |  |
| **Date of Evaluation:** | {header.studentInformation.evaluationDate} | **Report Date:** | {header.studentInformation.reportDate} |
| **Primary Language:** | {header.studentInformation.homeLanguage} | **Eligibility:** | TBD |
| **Examiner:** | Brandon Brewer, M.A. CCC-SLP |  |  |
| **Parents:** | {#header.studentInformation.parents}{.}, {/header.studentInformation.parents} |  |  |

# I. REASON FOR REFERRAL

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# II. BACKGROUND INFORMATION

*A. Relevant Cultural/Familial Background*

*B. Early Intervention History*

*C. Relevant Health & Developmental History*

# III PARENT REPORT

# IV. ASSESSMENT TOOLS & RESULTS

*Tests used for the assessment have been selected with consideration for age, ethnicity, and social and economic background; and are the most appropriate available. All tests administered have been validated for the specific purposes for which they were used.*

{#assessmentResults.assessmentProceduresAndTools.assessmentToolsUsed}

- {.}

{/assessmentResults.assessmentProceduresAndTools.assessmentToolsUsed}

A. *Testing Observation*

**Table A**

| **Area** | **Strengths** | **Areas for Growth** | **Test Results** | **Classroom Impact** |
| --- | --- | --- | --- | --- |
| **Pragmatics & Prelinguistic Skills** |  |  |  |  |
| **Receptive Language** |  |  |  |  |
| **Expressive Language** | {#assessmentResults.domains.expressive.strengths}  - {.}  {/assessmentResults.domains.expressive.strengths} | {#assessmentResults.domains.expressive.needs}  - {.}  {/assessmentResults.domains.expressive.needs} |  |  |
| **Articulation & Oral Motor Skills** |  |  |  |  |
| **Voice and Fluency** |  |  |  |  |

# V. ELIGIBILITY

A pupil has a language or speech disorder as defined in Education Code section 56333, and it is determined that the pupil's disorder meets one or more of the following criteria:

| Speech & Language Domain | Eligible | Ineligible |
| --- | --- | --- |
| **Articulation:** The pupil displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the pupil's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level, and which adversely affects educational performance. 2. A pupil does not meet the criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern. [56441.11(b)(2)(A)] |  |  |
| **Language:** The pupil has an expressive or receptive language disorder when he or she meets one of the following criteria: 1. The pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan, or 2. The pupil scores at least 1.5 standard deviations below the mean or the score is below the 7th percentile for his or her chronological age or developmental level on one or more standardized tests in one of the areas listed in subdivision (A) and displays inappropriate or inadequate usage of expressive or receptive language as measured by a representative spontaneous or elicited language sample of a minimum of 50 utterances. The language sample must be recorded or transcribed and analyzed, and the results included in the assessment report. If the pupil is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified in the assessment plan. [56441.11(b)(2)(B)(C)(D)] |  |  |
| **Voice:** a pupil has an abnormal voice which is characterized by persistent, defective voice quality, pitch, or loudness. [56441.11(b)(2)(E)] |  |  |
| **Fluency:** a pupil has a fluency disorder when the flow of verbal expression including rate and rhythm adversely affects communication between the pupil and listener. [56441.11(b)(2)(F)] |  |  |

# V. SUMMARY & RECOMMENDATIONS

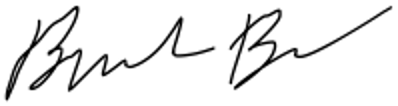
Results

Impact statement

It is recommended that

It was a pleasure working with your family. If you have any questions, comments or concerns, feel free to reach via phone (520) 444-8487 or email [Bbrewer@C-VUSD.org](mailto:Bbrewer@C-VUSD.org).

Sincerely,



Brandon Brewer, M.A., CCC-SLP

Licensed Speech Language Pathologist

Children’s Center, Covina-Valley Unified School District

Date