**STUDENT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_\_\_DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TEACHER:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_GRADE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PERSON COMPLETING FORM:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**RELATIONSHIP TO STUDENT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Place a check beside each characteristic observed in the speech of the above-named student.

**ARTICULATION PROFICIENCY**

\_\_\_\_\_\_\_1. Speech sound production/articulation is comparable to that of classroom

peers (within normal range).

\_\_\_\_\_\_\_2. Speech sound production/articulation is:

\_\_\_\_\_\_not understandable.

\_\_\_\_\_\_understandable only with careful listening.

\_\_\_\_\_\_understandable but some errors are noted.

Please note error sounds, if possible:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ACADEMIC PERFORMANCE**

\_\_\_\_\_\_\_1. Speech sound production does not adversely affect academic performance.

\_\_\_\_\_\_\_2. Speech sound production/articulation problems adversely affect:

\_\_\_\_\_\_ Phonological awareness (sound-symbol recognition, sound blending, syllabication).

\_\_\_\_\_\_ Performance in spelling (written work, spelling tests, journals).

\_\_\_\_\_\_ Participation in oral reading.

**CLASSROOM PARTICIPATION/INTELLIGIBILITY**

\_\_\_\_\_\_1. Speech intelligibility does not affect classroom participation.

\_\_\_\_\_\_2. Speech intelligibility affects classroom participation in the following ways:

\_\_\_\_\_\_Peers have difficulty understanding the student.

\_\_\_\_\_\_Teacher has difficulty understanding the student.

\_\_\_\_\_\_Other (please specify).

|  |  |  |
| --- | --- | --- |
| **DATE** | **NAME OR TYPE OF TEST/ASSESSMENT** | **SCORES OR RESULTS SUMMARY** |
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|  |  |  |
|  |  |  |

**PLEASE RETURN FORM TO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

BCBE 2/2014