Name: ____________________________ Date of Screening: ___________________
School: ___________________________ DOB: ________________________________
Examiner: _________________________ Age: ________________________________
Reason for Screening: ___________________________________________________

Primary Area(s) of Concern: □ Articulation  □ Receptive Language  □ Voice
□ Fluency  □ Expressive Language  □ Other ____________________

Action to Take: □ None (age appropriate) □ Recheck in ____ months
□ Consider RTI  □ Refer for evaluation  □ Continue S/L therapy
□ Change/add goals  □ Consider dismissal  □ Other ____________________

I. Articulation

(✓ is correct; - is an omission; X is a distortion; use the phonetic symbol for a substitution)

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II. Early Skills (Colors, Shapes, Parts of the Body, and Number Concepts)

Colors: R  E  purple  red  orange  black  green  blue  brown  yellow

Shapes: R  E  triangle  diamond  star  oval  heart  circle  square  rectangle

Body: R  E  head  eyes  foot  arm  fingers  elbow  stomach  chin

Colors:
- R: Red
- E: Everything

Shapes:
- R: Right
- E: Everything

Body:
- R: Right
- E: Everything

Count 1–10:
- 3 apples
- 6 pennies

III. Simple Directions (Basic Concepts and Functions)

Basic Concepts:
- Personal:
  - Give another word for...
  - Give the opposite of...
  - Give two meanings for...

- General:
  - Factual:

Functions:
- If you are a boy, the dog
- If you are a girl, the hat
- Either the dog or the hat
- Both cars before the chair
- The book and the tree after the hat

IV. Complex Directions

- The big car, then the little car
- The hat, then the dog
- The tree, then the book, then the chair
- The chair before the book
- Either the dog or the hat
- The big car after the little car
- If you are a boy, the dog
- If you are a girl, the hat
- Both cars before the chair
- The book and the tree after the hat

V. Questions

- Personal:
- General:
- Factual:

V. Vocabulary (Synonyms, Antonyms, and Homonyms)

Give another word for...
- ill
- large
- pretty
- quick

Give the opposite of...
- hot
- up
- asleep
- dark

Give two meanings for...
- bark
- tie
- bat
- rock
VII. Categories (Attributes and Comparisons)
- Show me all the ... food, tools
- Describe a ... flower, bike
- Name the category ... dog, pig, bear, table, bed, sofa
- Name three ... sports, jobs
- Compare and Contrast ... pants and shorts, drum and piano
- ... same, different

VIII. Grammar
- Adjectives: knife, joke, pillow, ice, elephant, rock, race car, glue
- Plurals: cats, books, children, blocks, teeth, men, feet, toys
- Pronouns: they/them, I/me, us/we, she/her, him/he, me/my, her/she, them/their
- Verbs: was/were, is/are, were/was, do/does, have/has, were/was, do/does, are/is, have/has, broke, watched, baked
- Past Tense: went, finished, talked, built, watched, baked

IX. Phonological Awareness
- Add the syllables: flash + light, ru + ler, ham + bur + ger, cer + ti + fi + cate
- Identify the first sound: mouse, talk, goat, car
- Clap the syllables: yesterday, pencil, television, fantastic
- Add the sounds: c + u + p, ph + o + ne, n + e + s + t, c + l + ou + d
- Give a rhyming word: cat, mail, nap, fan
- Take away the sound: nice - n, tape - t, stop - s, drain - d

X. Auditory Memory
- Numbers: 4, 9, 6, 2, 1, 5, 7, 4, 3, 6, 9, 5, 8, 1
- Words: corn, paint, rabbit, pencil, grass, chalk, ring, folder, apple, camel
- Sentences: Button your coat., She ate the banana., The cat chased the mouse., My brother went to the store.

XI. Story Retell and Sequencing
- Setting, initiating event, flow, solution
- Characters, sequence, problem, conclusion

XII. Listening Comprehension and Inferencing
- Who was having a birthday party?
- Why do you think Megan wasn’t going?
- Where did Peyton live?
- Why did Amy wake up early on the morning of the party?
- What kind of decorations did Amy have?
- What did Amy ask her dad to help her with?
- When was the party supposed to begin?
- How long did Amy wait for her friends to arrive?
- Why do you think Peyton didn’t answer the phone?
- Why do you think Amy’s friends were at Peyton’s house?

XIII. Speech Sample
- voice, intelligibility, relevant information
- fluency, sentence structure, topic maintenance

XIV. Social Skills
- Student responds appropriately to greetings.
- Student works and plays cooperatively with others.
- Student initiates conversations with others.
- Student stays on topic during conversations.
- Student maintains eye contact with others.
- Student understands and responds to feelings appropriately.

XV. Notes and Observations

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