
Language Re- Evaluation Report

Name: Male

Date of Birth: 27 March 2003

Chronological Age: 13 years

Test Dates: 17 and 20 October 2016

School: Sinar Mas

Grade: 7

XXXX is a pleasant young man who is smart, creative, and friendly. He received speech and language therapy from Sept. 2015 to Oct. 2016. He improved his oral communication and written skills. However, his very weak fine motor skills affecting his fingers and hands as well as his tongue and jaw which cause him to have severe difficulty in handwriting and speaking clearly. In addition, he experiences difficulty saying /r/.

The present evaluation was undertaken to determine his progress from Sept. 2015 - Oct. 2016 and to establish goals for further language therapy.

Therapy from Oct. 2015 to 2016 focused on these goals:

1. To remember and repeat orally presented materials
2. To increase his vocabulary and improve his word-finding skills to age appropriate level
3. To formulate complete, semantically and grammatically correct simple, compound and complex sentences
4. To improve his choice of details and teach him to get to the point when formulating sentences and defining words
5. To use correct grammar in spontaneous speech
6. To teach him these grammar skills:
 - 1) Comparative and superlative adjectives
 - 2) Irregular past tense
7. To explain relationships of words:
 - 1) Synonyms
 - 2) Antonyms
 - 3) Multiple meanings
 - 4) Parts and whole
 - 5) Same group or the same characteristics
8. To improve his ability to define words
9. To plan, organize, write, edit (content, organization, punctuation + spelling and sentences) and rewrite paragraphs and short essays
10. To listen and understand spoken messages then answer questions concerning:
 - 1) Analogies - correspondence in some respects between things that are otherwise dissimilar
 - 2) Antonyms – opposite
 - 3) Cause and Effect – explaining the result when something is done
 - Cause – the reason why something happened
 - Effect – what happened because of the cause
 - 4) Classifying – put things that belong to the same group or category
 - 5) Comparing and contrasting
 - Comparing - say how two things are alike
 - Contrast – say how two things are different
 - 6) Describing - to make a picture or illustrate of something using words
 - 7) Following Directions – doing what we are told to do

- 8) Giving Reasons – explaining the cause or reason of something
 - 9) Idioms – a phrase or sentence that does not mean what it says
 - 10) Main Idea - tell what is the most important thing about what you heard or read
 - 11) Multiple Meanings – a word that has many meaning depending on how it is used in a sentence
 - 12) Opinions – saying what you feel about something or making a choice between things
 - 13) Paraphrasing – saying what someone said using other words
 - 14) Predicting - to think what might happen in the end
 - 15) Riddles – student needs to evaluate information and make judgment about what they hear then narrow down choices to guess the object
 - 16) Sequencing - putting and remembering events in order when they happened
 - 17) Summarizing – say what something is about in a sentence or two
 - 18) Synonyms - giving another word that mean the same
11. To expand his reading skills so XXX can do the following:
 - 1) Understand cause and effect
 - 2) Get the main idea
 - 3) Make conclusions
 - 4) Make inferences
 - 5) Note the details
 - 6) Predict the outcome
 - 7) Sequence the events
 - 8) Use context clues
 12. To improve his spelling
 13. To improve his handwriting so his handwritten paragraphs and short essays can be read.

Results of the Re- Evaluation:

Graph Showing Growth in XXX's Language Ability

Sub-test	Skill	Age Equivalent in 2014 and 2015 (years: months)	Age Equivalent in 2016	Growth in years & months from 2015 to 2016	How XXX performed in Oct. 2016
Concepts & Following Directions	Following spoken directions	7:8 to 12:11			Average in 2015
Recalling Sentences	Remembering sentences of increasing complexity	4:9 to 4:9	*	-	Moderate problem
Formulated Sentences	Formulating complete, semantically and grammatically correct spoken sentences	8:9	9 years and 9 months	1 year	Mild problem
Word Classes- Reception	Perceiving relationships between words	7:10 to 9:6	10 years and 3 months	9 months	Mild problem
Word Classes- Expression	Expressing relationships between words	6:9 to 8:3	*	-	Moderate problem
Word Classes- Total	Using word associations to focus or extend word meanings	6:9 to 8:3	9 years and 10 months	+ 1 year 7 months	Average
Word	Analyzing words for their	9:6	10 years	6 months	Mild problem

Definitions	meaning features		and 2 months		
Sentence Assembly	Manipulating and transforming given words and word groups into sentences	10:9			Average in 2015
Semantic Relationships	Understanding sentences	8:6 to 10:6			Average in 2015
Understanding Spoken Paragraph	Listening to spoken instructional materials, using the information presented, and applying critical thinking	No equivalent age provided			Average in 2015

Note: XXX was 10 years in Aug. 2014, 12 years in Oct. 2015, and 13 years in Oct. 2016.

* Raw items of the subtest were too low to score.

Recommendations:

It is recommended that XXX continue to receive language therapy to improve these language skills:

- 1 Primary focus of therapy will be on these four goals:
 - a. To remember and repeat orally presented materials
 - b. To formulate complete, semantically and grammatically correct simple, compound and complex sentences
 - c. To define words indicating its category and then giving its important differentiating characteristics
 - d. To identify associated ideas and explain why they are connected by explaining their relationship by explaining:
 - a) Why they are synonyms
 - b) Why they are antonyms
 - c) What their function is
 - d) That they are parts of a whole
- 2 Work on the following goals will continue:
 - a. To plan, organize, write, edit (content, organization, punctuation + spelling and sentences) and rewrite paragraphs and short essays
 - b. To improve XXX's ability to answer, orally and in writing, questions concerning:
 - a) Analogies - correspondence in some respects between things that are otherwise dissimilar
 - b) Antonyms – opposite
 - c) Cause and Effect – explaining the result when something is done
 - d) Cause – the reason why something happened
 - e) Effect – what happened because of the cause
 - f) Classifying – put things that belong to the same group or category
 - g) Comparing and contrasting
 - h) Comparing - say how two things are alike
 - i) Contrast – say how two things are different
 - j) Describing - to make a picture or illustrate of something using words
 - k) Following Directions – doing what we are told to do
 - l) Giving Reasons – explaining the cause or reason of something
 - m) Idioms – a phrase or sentence that does not mean what it says
 - n) Main Idea - tell what is the most important thing about what you heard or read
 - o) Multiple Meanings – a word that has many meaning depending on how it is used in a sentence
 - p) Opinions – saying what you feel about something or making a choice between things

- q) Paraphrasing – saying what someone said using other words
 - r) Predicting - to think what might happen in the end
 - s) Riddles – student needs to evaluate information and make judgment about what they hear then narrow down choices to guess the object
 - t) Sequencing - putting and remembering events in order when they happened
 - u) Summarizing – say what something is about in a sentence or two
 - v) Synonyms - giving another word that mean the same
- c. To expand XXX reading skills so he can do the following:
- a) Understand cause and effect
 - b) Get the main idea
 - c) Make conclusions
 - d) Make inferences
 - e) Note the details
 - f) Predict the outcome
 - g) Sequence the events
 - h) Use context clues
- d. To increase vocabulary and improve spelling
3. It is further recommended that XXX continue to improve his handwriting so his handwritten paragraphs and short essays can be read easily.

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Graph Showing XXX's Language Ability

Explanation of symbols in the graph:

○ – 19 October 2015 re-evaluation

▲ - 17 Oct. 2016 re-evaluation

* - not retested, already average in 2015

		C&FD*	RS	FS	WC-R	WC-E	WC-T	WD	SA*	SR*	USP*
+1 SD Above average	15										
	14										
	13										
Mean Average	12										
	11	○							○		
	10										
	9						▲			○	○
	8						▲				
-1 SD Mild Problem	7			▲	○ ▲		▲	▲			
	6			▲		○ ▲	○	○			
-2 SD Moderate Problem	5		▲	▲							
	4		▲	○							
	3		▲								
-3 SD Severe Problem	2		▲								
	1		○								

Explanation of the subtests:

1. C&FD - Following spoken directions
2. RS- Remembering sentences of increasing complexity
3. FS- Formulating complete, semantically and grammatically correct spoken sentences
4. WC-R - Perceiving relationships between words
5. WC-E - Expressing relationships between words
6. WC-T - Using word associations to focus or extend word meanings
7. WD – Expressing the meaning of words
8. SA – Manipulating and transforming given words and word groups into acceptable and meaningful sentences
9. SR - Understanding sentences
10. SSP - Listening to spoken instructional materials, using the information presented, and applying critical thinking