D75 Citywide Speech Services
Speech/Language Evaluation Outline

Directions: This outline is intended to guide your report writing process. Each major heading and bullet identifies possible variables to support your student outcomes and recommendations. Efforts should be made to follow RIOT (Review of Records, Interviews, Observations, Testing) procedures.

Utilize RIOT procedures for all of the following areas:

I. Introduction
- Reason for the report/statement of communication concern/problem
- Statement of present level of service (e.g., mandate and service delivery options)
- Brief review of background information – biographical/medical/RS history

II. Body of Report
- Description of current level of S/L performance across physical-motor, cognitive–linguistic and social-pragmatic parameters; describe verbal vs. nonverbal communication modes, identify AAC supports; learning style – auditory/visual/tactile/kinesthetic
- Identify current intervention focus & degree of progress to date
- Identify your efforts to**: review student records**, **summarize interview outcomes** (parents, teachers and/or student) and/or **observe student** across school environments
- Specify use standardized/criterion-referenced **tests** and adaptation procedures used, if any
  - If standardized tests are utilized, use disclaimer statements…"Test results are to be used for comparison purposes only as test was not normed on students with disabilities."
  - Specify test adaptations, describe results and draw interpretations of student's performance in **comparison to peers** in current setting
- Summarize informal assessment procedures/frameworks – use of CSS Communication Profile and/or language sampling techniques (e.g., collection of discourse samples)
  - For Alternate Assessment students, use the CSS Communication Profile headings, when appropriate
- For linguistically/culturally diverse students, note S/L performance in native language vs. English

III. Concluding Statement
- Summarize student performance – Refer to student's **progress to date**, **discrepancy from peers**
- Describe **instructional relevance of RS** – Identify optimal intervention strategies to promote greater communicative independence/functional S/L outcomes throughout the school day
- Specify recommendations for continuation, LRE mandate change or termination
- If applicable, refer to current annual and/or short term objectives