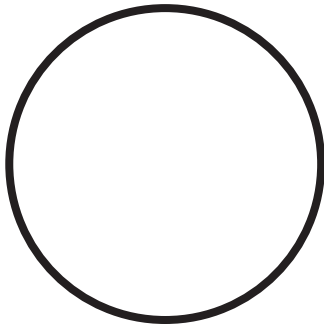


ITEMS 1-3

DATE:

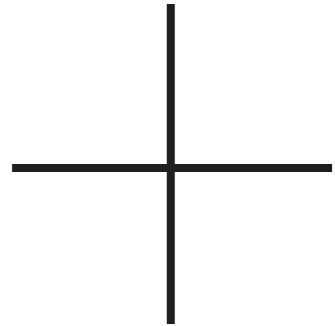
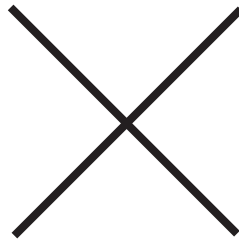
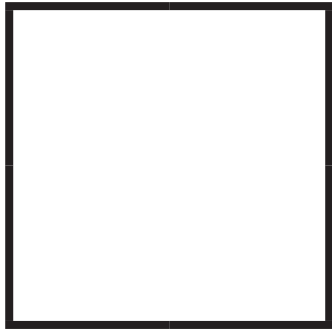
NAME:

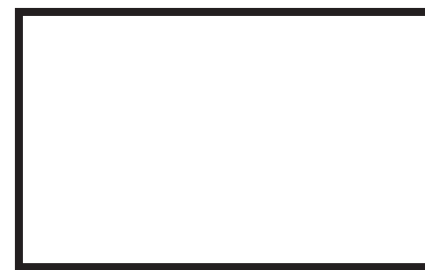
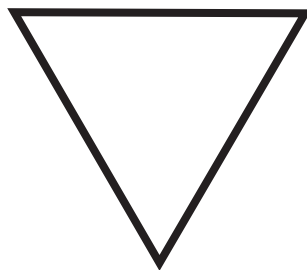
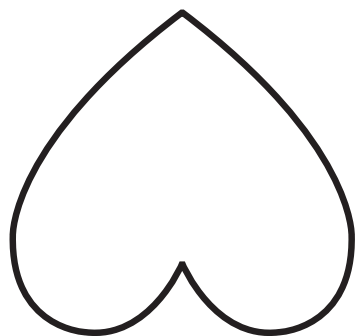


ITEMS 4-6

DATE:

NAME:





ITEMS 7-9

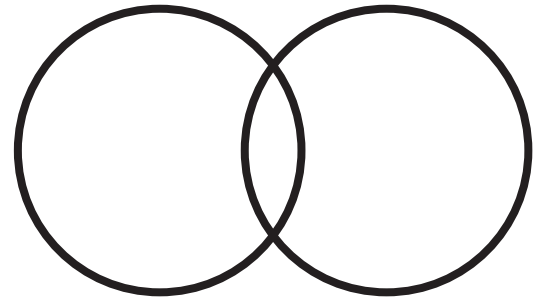
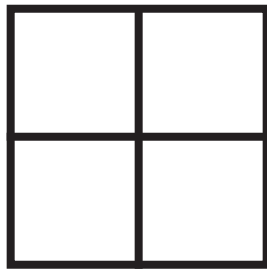
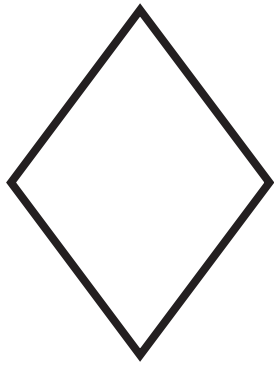
DATE: _____

NAME: _____

ITEMS 10-12

DATE:

NAME:



ITEMS 1-3

DATE:

NAME:

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ITEMS 4-6

DATE:

NAME:

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ITEMS 7-10

DATE:

NAME:

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ITEMS 3-6

DATE:

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ITEMS 7-10

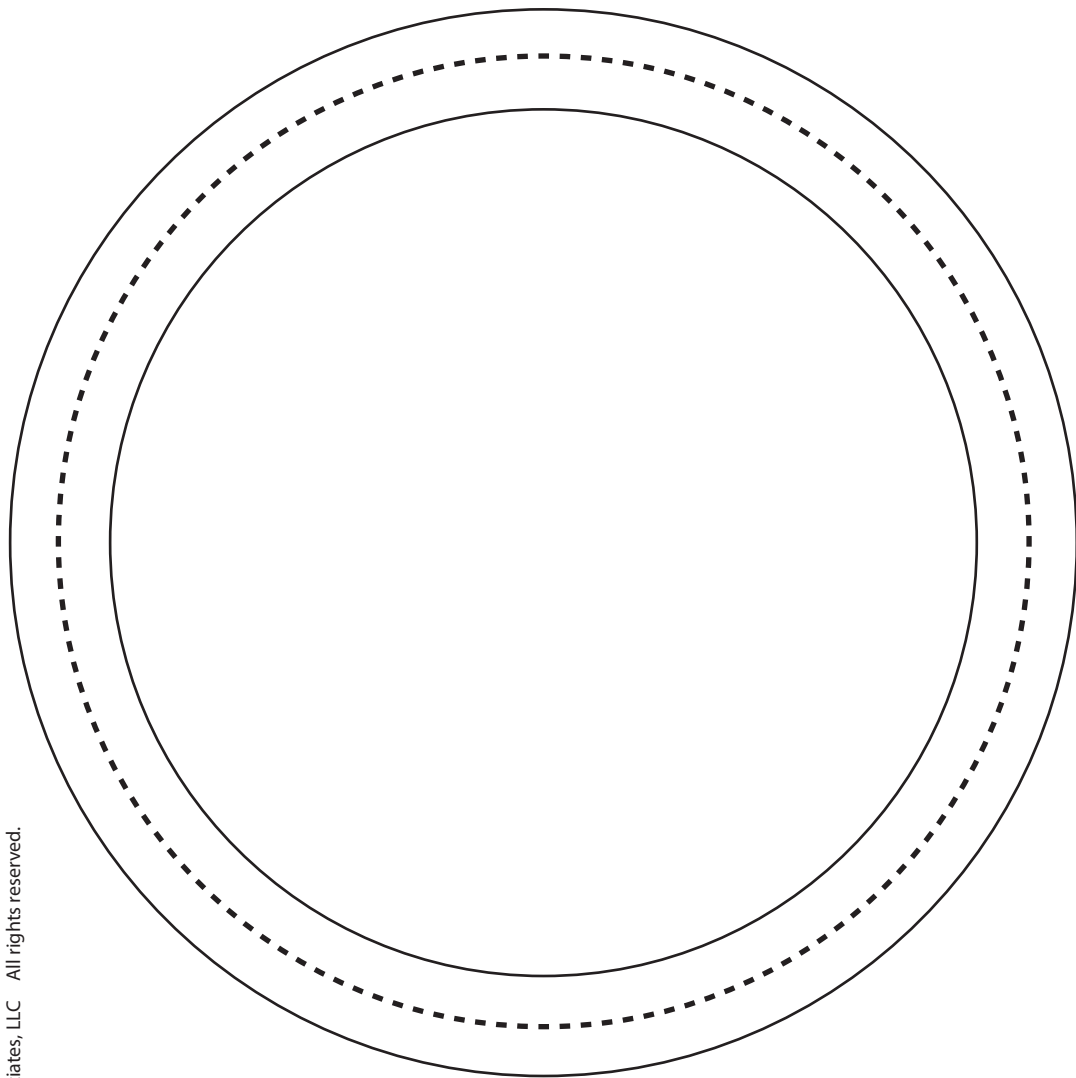
DATE:

NAME:

A quick brown fox jumps over the lazy dog.

NAME: _____

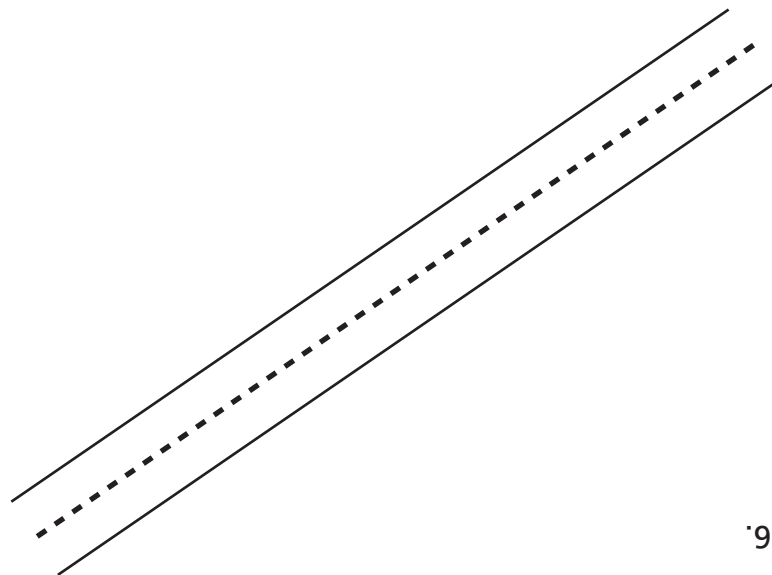
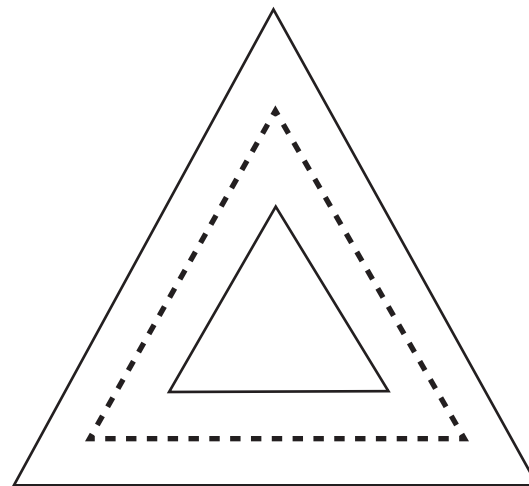
DATE: _____



8.

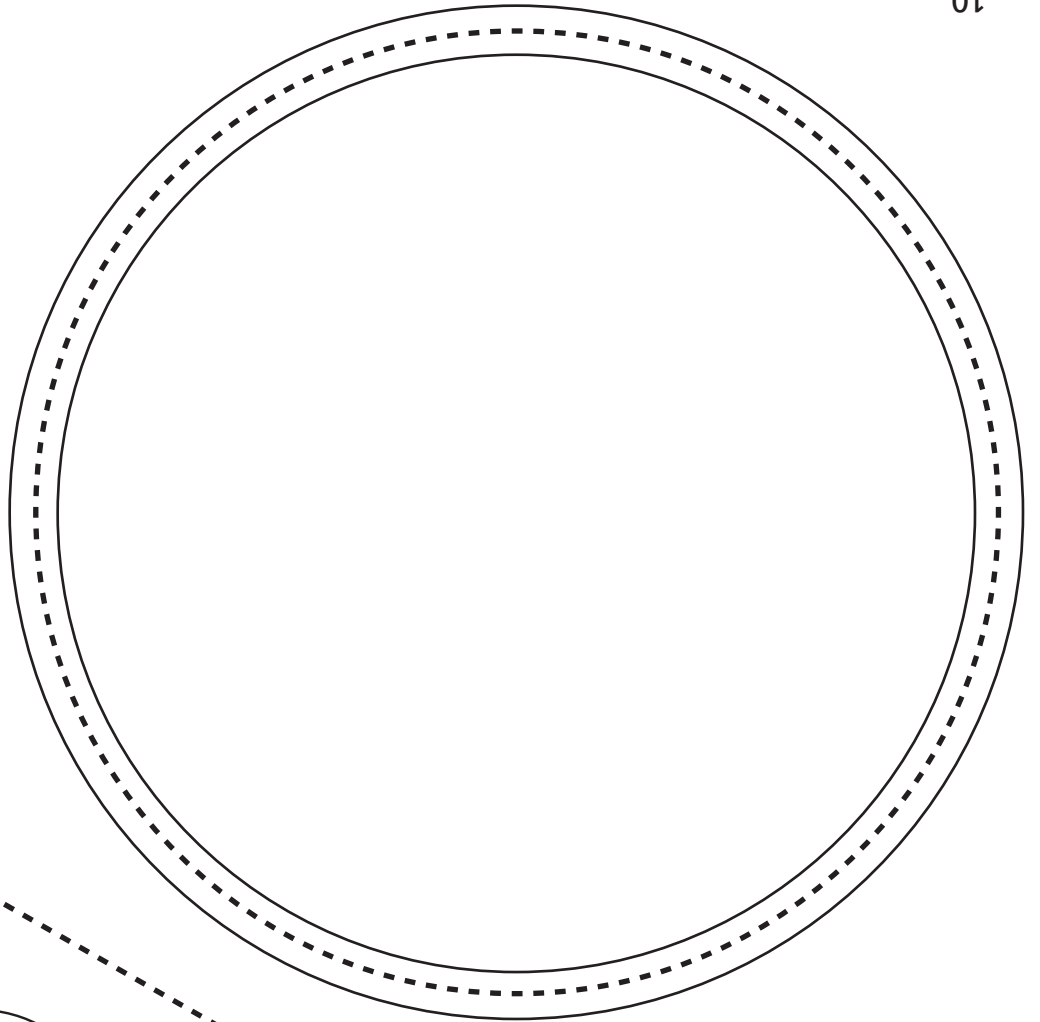


7.

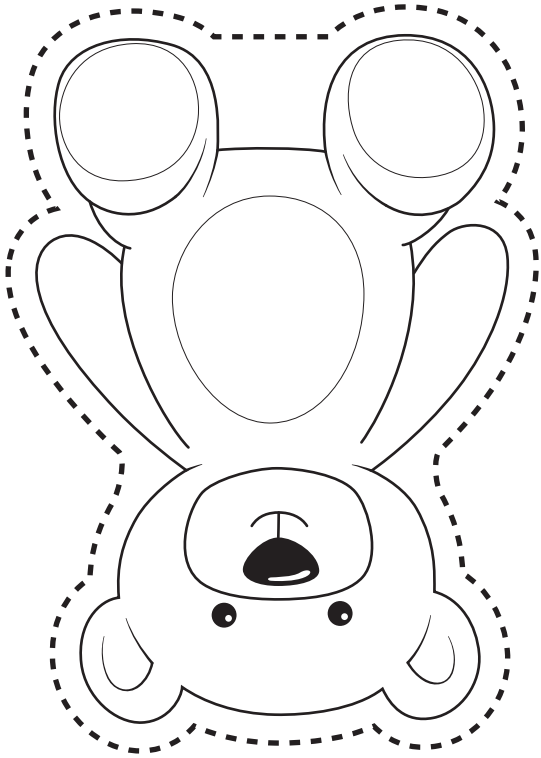


9

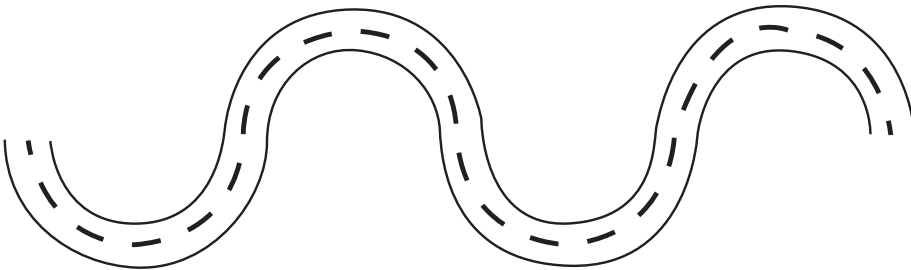
10.



12.



11.



NAME: _____

DATE: _____

DIRECTIONS

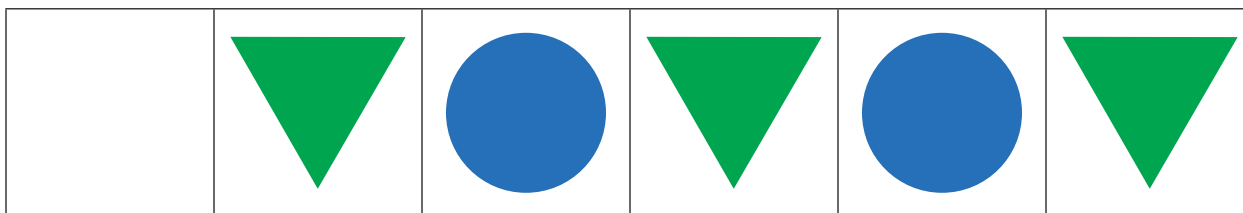
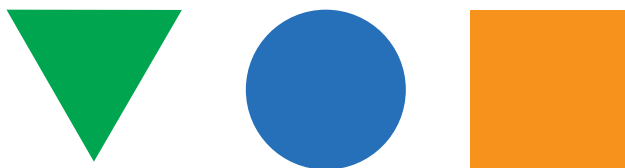
Spend time in a natural setting with the student. Give the student toys to play with and pictures to look at. Engage with the student and listen to the student talking about the toys and pictures.

Take note of how understandable each utterance from the student is. An utterance may be a word, a phrase, or even multiple sentences, but it must be one discrete production. Speech following a long pause or change of subject may be considered a separate utterance. Use your discretion when identifying separate utterances. If the student speaks at length without stopping, feel free to skip that utterance and continue with the next utterance that is discrete.

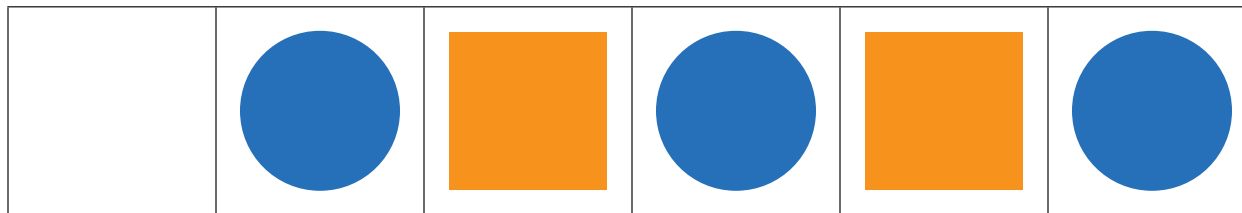
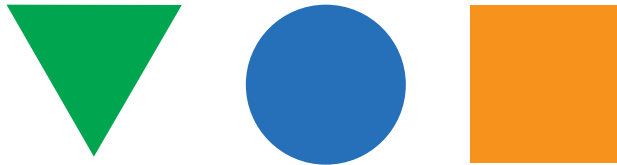
Every time the student says an utterance, mark below whether or not you understand the utterance without undue doubt, question, anticipation, or need to rely on gestures. If the utterance is understandable, mark a box in the grid with a + (plus sign). If the utterance is not understandable, mark a box in the grid with a – (minus sign).

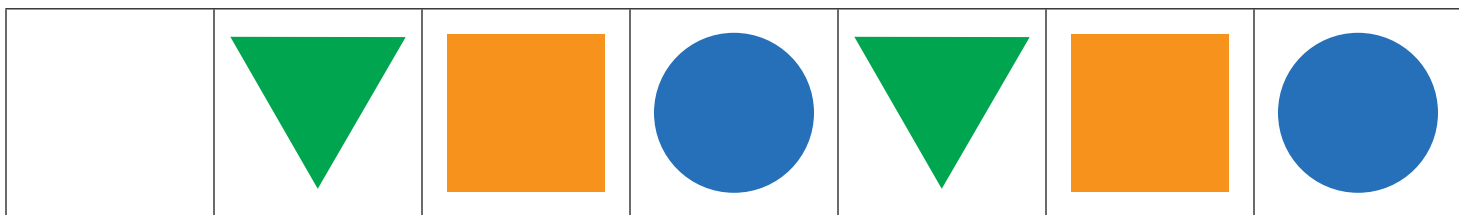
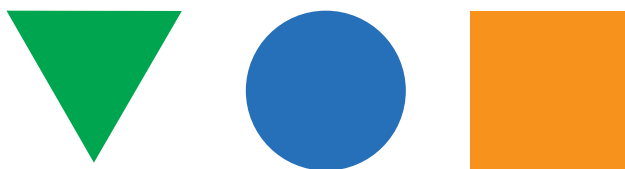
After you have marked all twenty-five boxes, count the number of +s and multiply by 4. This will give you a percent intelligible.

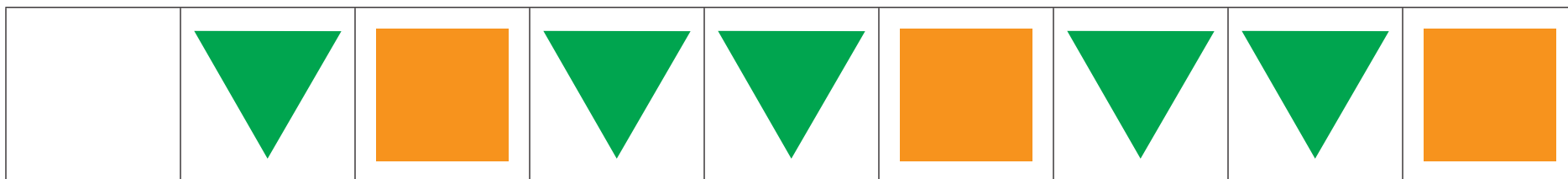
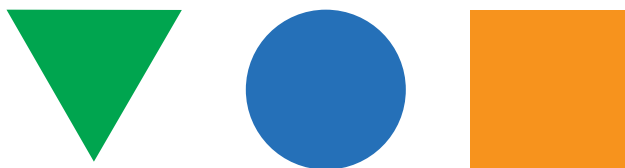
Total number of +s _____ $\times 4 =$ _____ percent intelligible

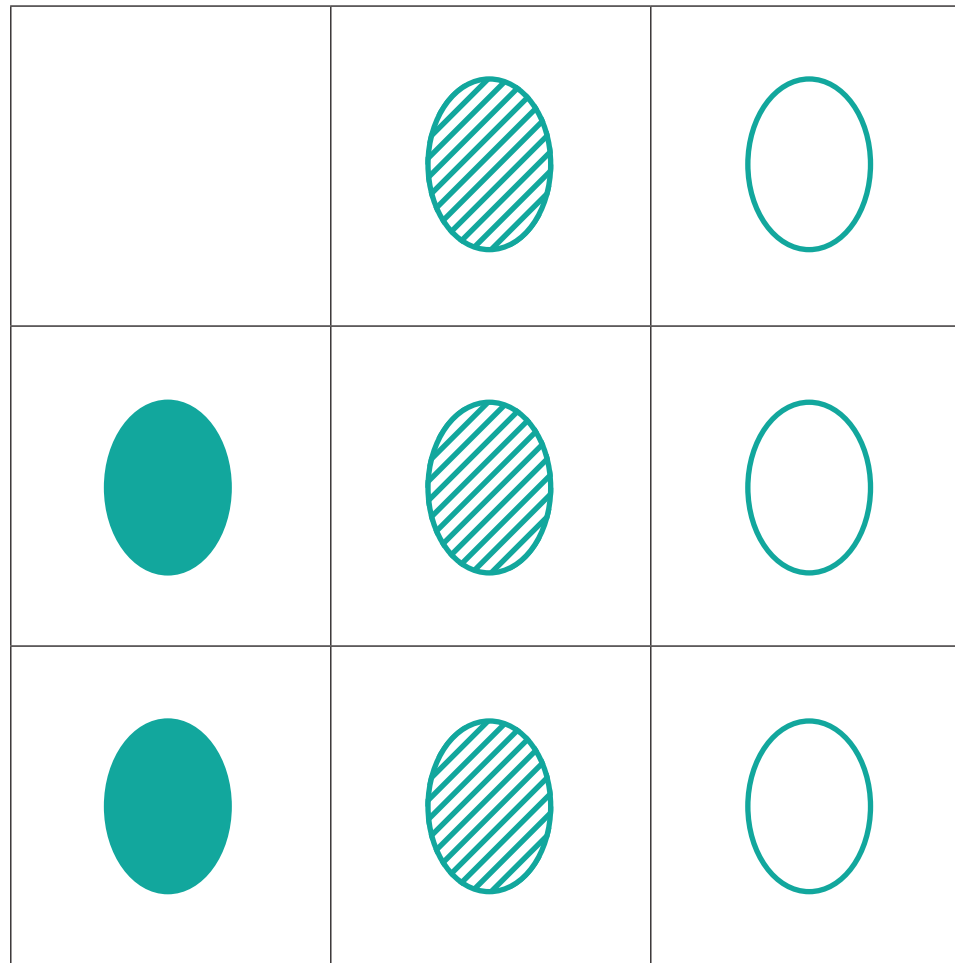


Example

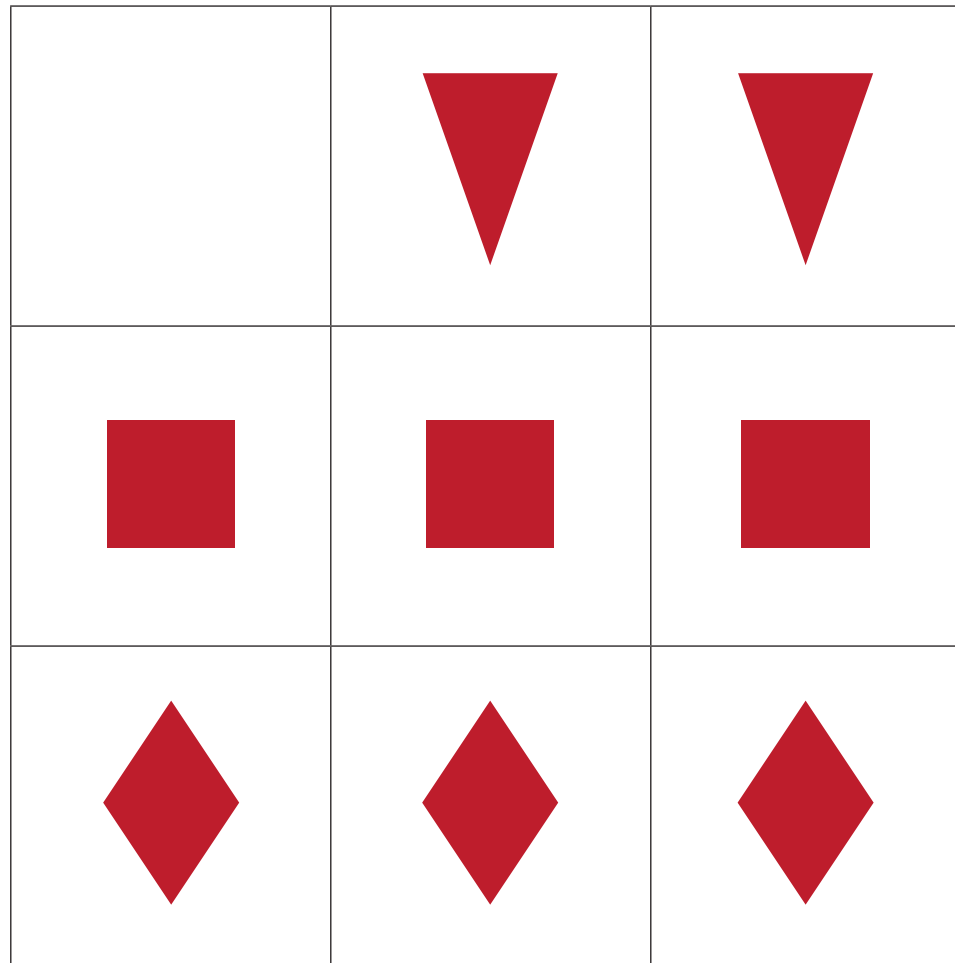
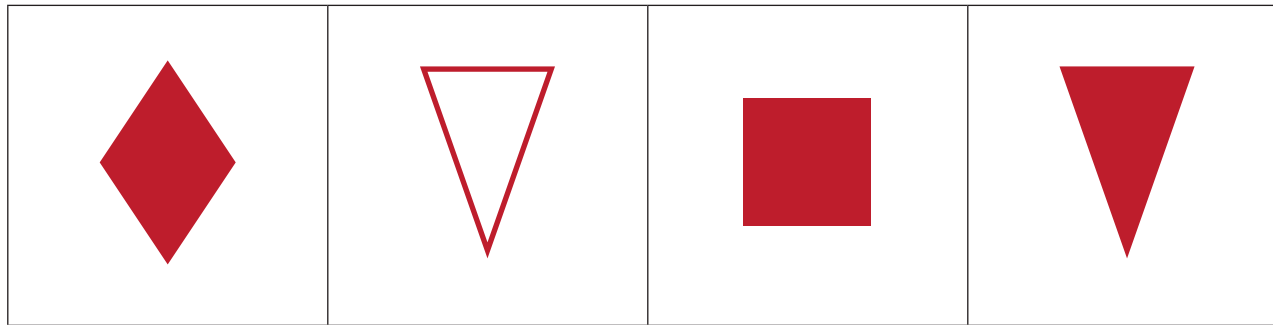


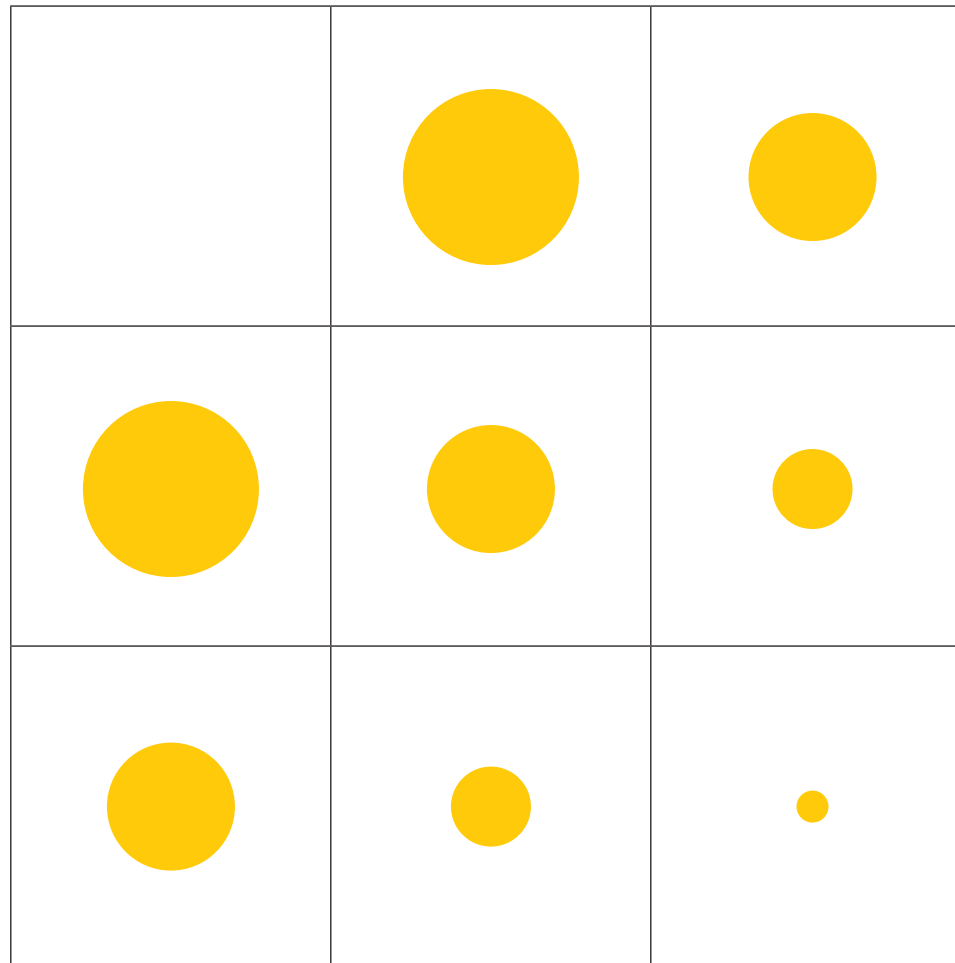
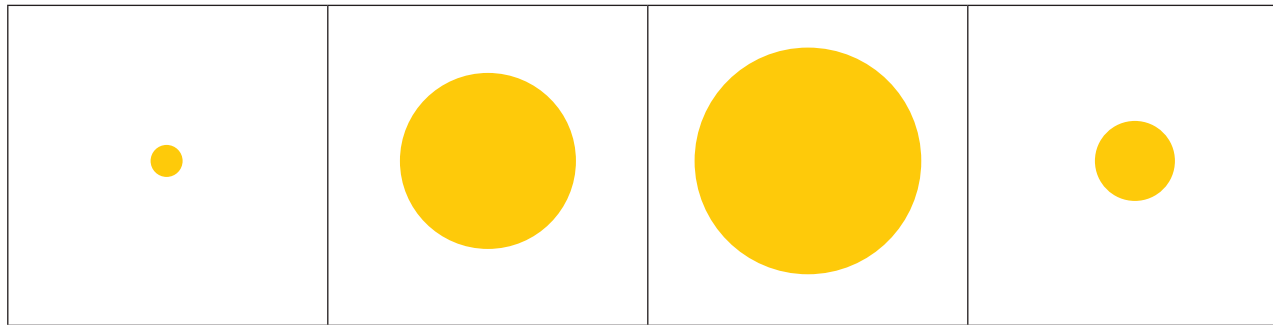


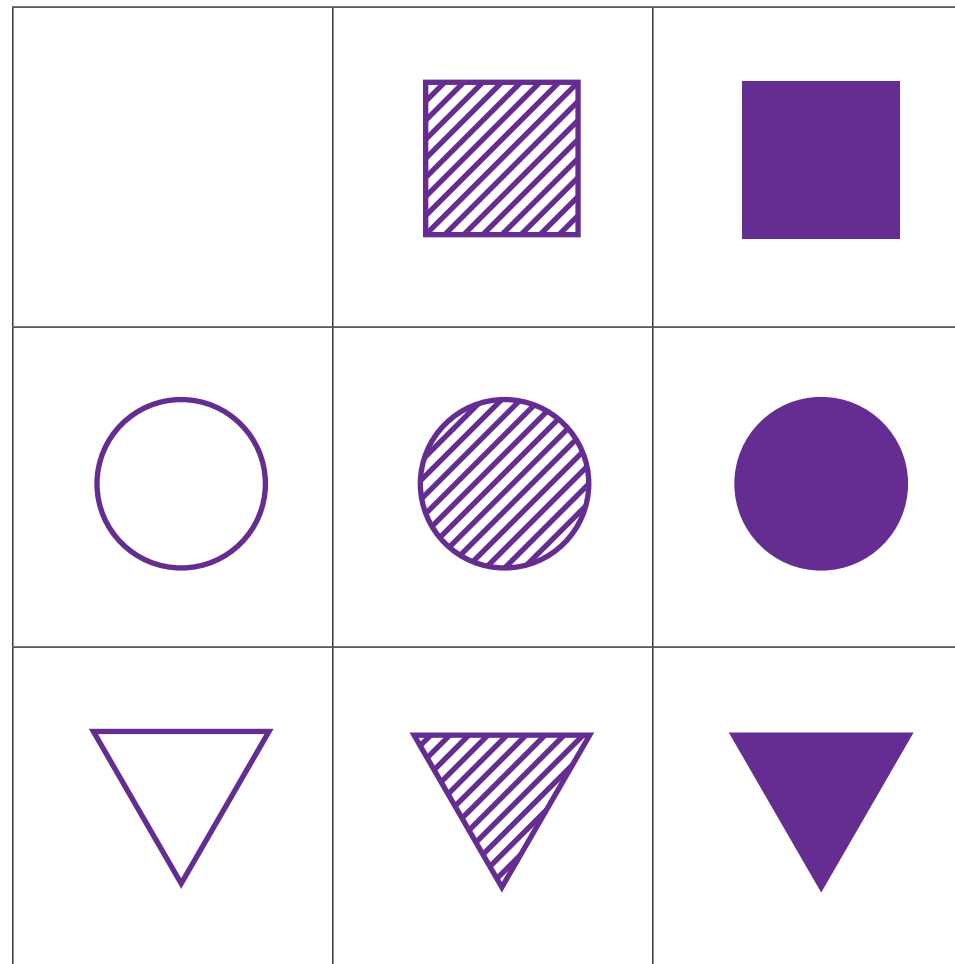
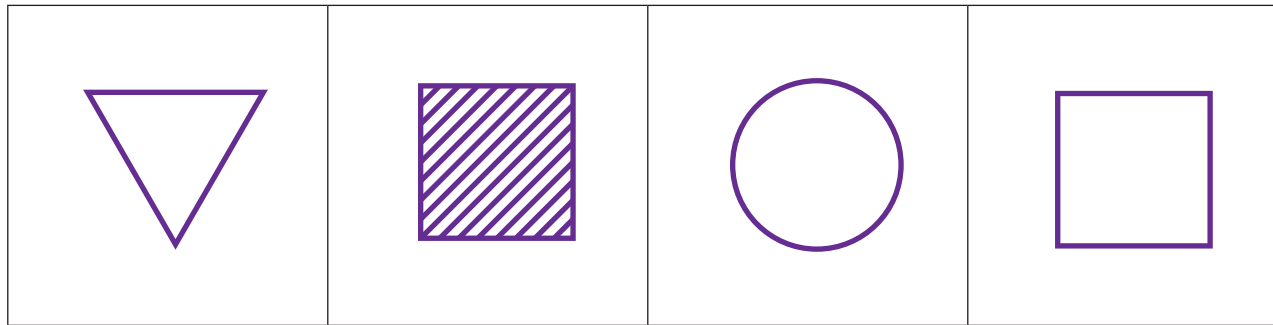








Example A







Example B

			
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