

Speech Sounds Teacher Input for 3rd-5th Grade

Student: _____ **Grade/Homeroom:** _____

Your observations and responses concerning the above student are an integral part of the special education evaluation process and crucial to help determine if a speech sound disorder adversely affects educational performance. (Note: Educational performance refers to the student's ability to participate in the educational process and must include consideration of the student's social, emotional, academic, and vocational performance.)

SL.3.1/SL.4.1/SL.5.1 – Engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas, and expressing their own clearly. SL.3.4/SL.4.4/SL.5.4 – Report on a topic or text, tell a story or recount an experience...speaking clearly at an understandable pace.			
	Yes	No	Sometimes
Does the student avoid speaking in class because of his/her production errors?			
Does this student appear frustrated or embarrassed because of his/her speech?			
Does the student's speech negatively affect verbal participation in the classroom?			
Does the student's speech negatively affect oral presentations in the classroom?			
Does the student have an awareness of his/her speech errors?			
Do peers tease the student about the way s/he talks?			
Do you have difficulty understanding this student?			
Do peers and other adults often misunderstand this student?			
Does the student's speech distract listeners from what s/he is saying?			
Can the student be understood when messages are IN context?			
Can the student be understood when messages are OUT of context?			
Does the student self-correct his/her speech sound errors?			
RF.3.3/RF.4.3/RF.5.3 - Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4/RF.4.4/RF.5.4 - Read with sufficient accuracy and fluency to support comprehension. L.3.2/L.4.2/L.5.2 - Demonstrate command of the conventions of standard English...spelling when writing.			
	Yes	No	Sometimes
Does the student have age-appropriate awareness of sounds in words and the ability to rhyme, segment, blend, and manipulate sounds in words?			
Does the student have difficulty discriminating sounds and/or words from each other?			
Does the student demonstrate knowledge of all letter-sound correspondences, including consonant digraphs?			
Does the student make spelling errors that appear to be associated with speaking errors?			
Does the student make the same errors when reading aloud as s/he does when speaking?			
Does the student receive intervention support for reading?			

What adaptations, modifications, interventions, accommodations are/have you used to assist the child with communication in the classroom setting?

Do you have any other observations relating to the speech sound skills of this student?

It is my opinion that these behaviors:

- Do not** adversely affect social, emotional, vocational, and/or educational performance
- Do** adversely affect social, emotional, vocational, and/or educational performance

Teacher Signature: _____

Date: _____