Phonetic Level Speech Evaluation*

Comments

Name: ___________________________ Age: ___ Date: ___

NONSEGMENTAL ASPECTS

Indicate whether produced consistently (✓), inconsistently (+), or not at all (−).

(a) Vocalization: spontaneous _____ on demand ______
(b) Vocal duration: sustained _____ brief _____ varied ______
(c) Vocal intensity: loud _____ quiet _____ whisper ______
   varied ______
(d) Vocal pitch: low _____ mid _____ high ______
   continuously varied _____ discreetly varied ______

VOWELS AND DIPHTHONGS

Release with [b] and indicate whether the sound can be produced consistently (✓), inconsistently (+), or not at all (−). When the target can be sustained at loud, quiet, and whispered levels in single syllables, check under S. When sound can be repeated at a rate of at least three per second, check under R. When it can be alternated accurately with any other at a rate of at least three per second, check under A. When it can be produced with controlled pitch variation over a range of eight semitones, check under P.

Immediate Teaching Goals

If most sounds in Steps 1 and 2 are checked as being consistent, proceed to evaluation of simple consonants.

  SRAP SRAP SRAP SRAP SRAP SRAP SRAP SRAP SRAP

  SRAP SRAP SRAP SRAP SRAP SRAP SRAP SRAP SRAP

  SRAP SRAP SRAP SRAP SRAP

[e] or [ei] _____
  SRAP SRAP SRAP SRAP

Step 4: [ə] _____ [a] _____ [œ] _____
  Evaluation by:

SIMPLE CONSONANTS: Step 1

Indicate whether sounds are produced consistently (✓), inconsistently (+), or not at all (−) in the syllables specified below. Mark each according to whether the sound is produced correctly:
S: in a single syllable;
R: in syllables repeated at least three times per second;

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Comments

Can alternate [ba-ma] −− [fi-mi] −− and [θu-bu] −−
Can produce syllables in this step in a loud voice ______
quiet voice ______, whisper ______.
Can vary pitch of voice over range of at least eight semitones when repeating these syllables ______.

SIMPLE CONSONANTS: Step 2

Immediate Teaching Goals

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Evaluation by:

Can alternate [da-na] −− [fj-li] −− [sæ-næ] −− [ba-də] −−
[fj-si] −−
Can vary pitch of voice over a range of at least eight semitones when repeating these syllables.
### SIMPLE CONSONANTS: Step 3

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**Comments**


Can produce syllables in this step in a loud voice _____ quiet voice _____ whisper _____.

Can vary pitch of voice over at least eight semitones when repeating these syllables.

### SIMPLE CONSONANTS: Step 4

**Can alternate:**

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<tr>
<td>ba</td>
<td>pa</td>
<td>a</td>
<td>e</td>
<td>a</td>
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<tr>
<td>da</td>
<td>ta</td>
<td>a</td>
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**Immediate Teaching Goals**

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<td>tf</td>
<td>d</td>
<td>a</td>
<td>i</td>
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</table>

**Can differentially produce ais-aiz _____ kæp-kæb _____ in whisper.**

Can vary pitch of voice over eight semitones when repeating these syllables _____

**Evaluation by:**
WORD-INITIAL BLENDS

Rate each blend according to criteria set for simple consonants.

Step 1. Two-organ sequential blends.

S R S R S R
{sma-smi-smu} {spa-spi-spu} {swa-swi-swu}

Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.


S R S R S R
{sku-ski-sku} {sla-sli-slu} {sna-sni-snlu}

Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.

Step 3. Two-organ coformulated blends.

S R S R S R
{bla-bli-blu} {bra-bri-bru} {fli-flu-flu}

{fra-fri-fru} {kwa-kwi-kwu} {pla-plu-plu}

{pra-pri-pru} {twa-twii-twu}

Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.


S R S R S R
{dra-dri-dru} {gla-gli-glu} {gra-gri-gru}

{kra-kri-kru} {fra-fri-fru} {tra-tri-tru}

Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.

Step 5. Complex blends.

S R S R S R
{skra-skri-skru} {skwa-skwi-skwu} {spra-spri-spru}

{stra-stru-stru}

Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.

Comments

Immediate Teaching Goals

Evaluation by:
WORD-FINAL BLENDS
Rate each blend according to criteria set for simple consonants.

Step 1.  **Continuant-continuant blends.**

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<td>[ans]</td>
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<td>[inz]</td>
<td>[ajz]</td>
<td>[asl]</td>
<td>[bzs]</td>
<td>[isn]</td>
<td>[itz]</td>
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Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.

Step 2.  **Continuant-stop blends.**

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<td>[old]</td>
<td>[alp]</td>
<td>[alt]</td>
<td>[amp]</td>
<td>[and]</td>
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<td>[asp]</td>
<td>[avd]</td>
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</table>

Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.

Step 3.  **Stop-continuant blends.**

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<td>[æps]</td>
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Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.

Step 4.  **Stop-stop blends.**

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<td>[ækt]</td>
<td>[æpt]</td>
<td>[ægd]</td>
<td>[æbd]</td>
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Can vary intensity ___ and pitch ___ of voice while repeating any set of these syllables.

Step 5.  **Complex blends.**

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<td>[ænk]</td>
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Can vary intensity ___ and pitch ___ of voice while repeating any of these syllables.

**Evaluation by:**

Last update: May 2009
Phonologic Level Speech Evaluation

Name: ___________________________ Age: ___ Date: ___

1. Stimuli used to elicit sample (toys, pictures, conversation).
   Specify material or topic: ________________________________

2. Mean number of syllables/utterance ____. Mean number of syllables/sec. ____.

3. NONSEGMENTAL ASPECTS Normal ( ) Faulty ( )
   Breath control ____ Intensity control ____ Pitch control ____
   Intonation ____ Duration of vowels ____
   Duration of consonants ____ Phrasing ____ Stress ____

4. SEGMENTAL ASPECTS Indicate if sound is produced consistently (+), inconsistently (+), or not at all (-).
   a. Vowels and diphthongs
      u ____ u ____ o ____ o ____ a ____ a ____ a ____
      ____ a ____ æ ____ e ____ e ____ e ____
      i ____ i ____ ai ____ au ____ ø ____ er ____ Other ______
   b. Simple consonants
      Plosives: b ____ d ____ g ____ p ____ t ____ k ____
      Unreleased stops: ŵ ____ i ____ k ____ b ____ ŷ ____
      Nasals: m ____ n ____ ŋ ____
      Semivowels: w ____ j ____ ñ ____
      Liquids: l ____ r ____
      Fricatives: h ____ f ____ θ ____ f ____ s ____ v ____
      θ ____ z ____
      Affricates: ts ____ dz ____
   c. Word-initial blends
      Two-organ sequential: sm ____ sp ____ sw ____
      Single-organ sequential: sk ____ sl ____ sn ____ st ____
      θtr ____
      Two-organ coformulated: bl ____ br ____ fl ____ fr ____
      kw ____ pl ____ pr ____ tw ____
      Single-organ coformulated: dr ____ gl ____ gr ____ kl ____
      kr ____ fr ____ tr ____
      Complex: skr ____ skw ____ spr ____ str ____
d. Word-final blends

Continuant-continuant: fs _____ lm _____ ln _____ lz _____

mz _____ ns _____ nz _____ nz _____

sl _____ θs _____ sNS _____ Vz _____

Continuant-stop: ft _____ ld _____ lp _____ lt _____ mp _____

nd _____ nt _____ ηk _____ sk _____

sp _____ Vd _____ zd _____

Stop-continuant: bl _____ bz _____ dl _____ dz _____ gl _____

gz _____ kl _____ ks _____ pl _____ ps _____

tl _____ tN _____ ts _____

Stop-stop: kt _____ pt _____ gd _____ bd _____

Complex: fts _____ kts _____ blz _____ mpl _____ ndz _____

nts _____ ηkl _____ plz _____ skt _____ tNd _____

Spt _____ tNZ _____ ntF _____

5. LINGUISTIC STRUCTURE Check if present.

Single words _____ Two-word phrases _____

Noun and verb phrases _____ Kernel sentences _____

Compound sentences _____ Complex sentences _____

6. INTELLIGIBILITY

Number of complete utterances _____ and number of words _____
agreed to be intelligible.

7. COMMON FAULTS

Nasality _____ Intrusive voicing _____ Other _____

8. OBSERVATIONS AND IMMEDIATE TEACHING GOALS as determined
from above:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Evaluation carried out by: