

# Speech and Language Evaluation Report

generated by Speech Blubs online assessment

Name: **Haze**  
Age: **4 years**  
Report date: **12/02/2025**

## Summary

This summary provides an overview of Haze's performance on a recent articulation screening. Overall, Haze showed many strengths and pronounced 9 out of the 20 target words with excellent clarity. For the words that were more challenging, we observed some speech patterns which are often a normal part of speech development. This report will outline those patterns to provide a clearer picture of Haze's current speech sound skills.

### Analysis of Articulation Patterns

We noticed a few common developmental patterns, known as phonological processes, in Haze's speech. It is very typical for children to use these patterns to simplify words that are difficult to say.

- 1. Simplifying Sound Blends (Cluster Reduction):** Putting two or three consonant sounds together can be tricky. Haze sometimes simplified these blends by dropping one of the sounds. For example, in "grasshopper," the 'gr' blend was simplified, and in "cream," the 'cr' blend was changed. This is one of the most common patterns seen in developing speech.
- 2. Swapping Sounds (Substitution):** It is also common for children to swap one sound for another that is easier to make. We observed a few types of substitutions:
  - **Gliding:** The /r/ sound was sometimes replaced with a /w/ sound, as in the word "cream" which sounded like "queen." This is a very common substitution.
  - **Voicing Changes:** Sometimes a "quiet sound" (voiceless) is swapped for a "noisy sound" (voiced). For example, in "teddy," the initial /t/ sound was replaced with a /d/, making it sound like "deddy." The opposite was heard in "music," where the noisy /z/ sound was replaced with a quiet /s/ sound.
  - **Other Sound Swaps:** In a few multi-syllable words like "instrument," some sounds were substituted with others (/m/ became /l/, for example). We also noted an unusual substitution

where the 'ch' (/tʃ/) sound in “chef” was replaced with an 'sk' sound.

**3. Dropping Sounds (Omission):** In longer words, Haze sometimes omitted a sound. For example, the middle /b/ sound in “subway” was left out, and the 'nt' sound at the end of “instrument” was omitted. One word, "ketchup," was substituted entirely with "step," and for another word, "dog," the vocalization was too quiet to evaluate, which can happen for many reasons.

## Summary and Developmental Expectations

Many of the patterns Haze demonstrated, such as simplifying consonant blends and gliding the /r/ sound, are very typical for this stage of development. Most children's speech becomes clearer and more accurate as they get older, with many of these patterns resolving on their own. Sounds like /r/, /s/, /z/, and 'ch'/'sh' are among the later developing sounds, and it is not unusual for them to be tricky until age 6 or 7.

Paying attention to the consistency of these patterns can be helpful. While most of these are expected, the combination of multiple patterns in complex words like “instrument” and the complete word substitution for “ketchup” are areas to monitor. Continuing to model clear speech and playfully practicing trickier words in a low-pressure way can be very supportive for Haze's development.

**Disclaimer:** Please note that this articulation screener is a tool for observing speech sound production and is not a comprehensive diagnostic evaluation. The results are intended to provide helpful information but do not constitute a diagnosis of a speech sound disorder. If you have concerns about Haze's speech development, it is recommended to consult with a certified Speech-Language Pathologist for a full assessment.

## Analyzed words

Word	Score
Neptune	Score: 98 / 100
The child pronounced 'Neptune' clearly and accurately. All phonemes were present and correctly articulated for their age.	

## Honey

Score: 95 / 100

The child pronounced 'honey' clearly and accurately.

## Grasshopper

Score: 55 / 100

The child pronounced 'Das hopper' instead of 'grasshopper'. The initial 'gr' sound was omitted and replaced with a 'd' sound, specifically missing the initial /g/ and the /ɹ/ blend. The rest of the word 'hopper' was pronounced clearly.

Problematic Phonemes:

g-initial

r-blend

## Music

Score: 75 / 100

The child correctly articulated the initial /m/, the /j/ glide, the /u:/ vowel, the /ɪ/ vowel, and the final /k/. The medial /z/ sound was devoiced to an /s/ sound, resulting in 'mew-sic' instead of 'music'.

Problematic Phonemes:

z-medial

## Instrument

Score: 55 / 100

The child correctly pronounced the initial /ɪn/ and the /t/ in the /st/ blend. However, the /s/ in the /st/ blend was slightly distorted. The /r/ sound in the /str/ blend was substituted with an /f/ sound. The /m/ sound in the medial syllable was substituted with an /l/ sound. Additionally, the final /nt/ consonant cluster was completely omitted.

Problematic Phonemes:

s-blend

r-blend

m-medial

n-medial

t-final

## Cream

Score: 40 / 100

The child attempted the word but substituted the /r/ with /w/ and the final /m/ with /n/. The initial /k/ and medial /i/ were present.

Problematic Phonemes:

r-blend

m-final

## Banana

Score: 96 / 100

The child pronounced 'banana' very clearly and accurately, with all phonemes present and correctly articulated for their age. The rhythm and intonation were also appropriate.

## Football

Score: 60 / 100

The child pronounced 'football' as 'flitball'. The vowel sound /ʊ/ (as in 'foot') was replaced with /ɪ/ (as in 'flit'), and the /t/ sound in the first syllable was replaced with an /l/ sound. The second syllable 'ball' was pronounced correctly.

Problematic Phonemes:

ʊ-medial

ɔ-medial

## Globe

Score: 95 / 100

The child pronounced 'Glowb', which is an excellent approximation of 'globe'. All target phonemes were present and clearly articulated, demonstrating strong phonological development for a 4-year-old.

## Pepper

Score: 99 / 100

The child pronounced all phonemes of 'pepper' clearly and accurately, including the initial /p/, medial /ɛ/, medial /p/, and final /ə/ sounds. The articulation is excellent for a 4-year-old.

## Ketchup

Score: 5 / 100

The child pronounced 'step' instead of 'ketchup'. The initial /k/ was omitted and replaced by /st/. The medial /tʃ/ and the schwa /ə/ were also omitted, resulting in a completely different word.

Problematic Phonemes:

k-initial

tʃ-medial

ə-medial

## Subway

The child pronounced 'subway' as 'soway'. The medial /b/ sound was omitted, and the medial /ʌ/ vowel was replaced with an /oʊ/ sound. The initial /s/, medial /w/, and final /eɪ/ sounds were produced correctly.

Score: 65 / 100

Problematic Phonemes:

b-medial

ʌ-medial

## Yoga

The child pronounced 'yoga' clearly and accurately, with all phonemes present and correctly articulated.

Score: 100 / 100

## Dog

The child's speech was too quiet to be evaluated. It was a very soft, brief vocalization that could not be clearly identified as an attempt at 'dog'. Normal microphone distance would typically yield louder speech for evaluation.

Score: 0 / 100

## Teddy

The child substituted the initial voiceless alveolar stop /t/ with a voiced alveolar stop /d/. The medial /ɛ/ and final /di/ sounds were pronounced correctly. This is a common voicing error for a 4-year-old.

Score: 70 / 100

Problematic Phonemes:

t-initial

## Wind

The child pronounced 'wind' clearly and accurately, demonstrating good articulation for their age. All phonemes were present and well-formed.

Score: 95 / 100

## Elephant

The child correctly pronounces the initial /ɛ/, /l/, /f/, /n/, and /t/ sounds. However, the medial vowels are substituted; the /ɪ/ or /ə/ in the second syllable is pronounced as /ε/, and the /ə/ in the third syllable is also pronounced as /ε/. This is a common developmental substitution for a 4-year-old.

Score: 80 / 100

Problematic Phonemes:

ɪ-medial

ə-medial

## Chef

The child replaced the initial 'ch' sound (/tʃ/) with an 'sk' cluster (/sk/). The vowel sound (/ε/) and the final 'f' sound (/f/) were pronounced correctly.

Score: 55 / 100

Problematic Phonemes:

tʃ-initial

## Monkey

The child pronounced 'monkey' clearly with all target phonemes present and well-articulated for their age. No significant errors were noted.

Score: 90 / 100

## Sing

The child pronounced the word "sing" very clearly. All target phonemes (/s/, /ɪ/, /ŋ/) were present and correctly articulated for their age.

Score: 97 / 100

## Recommended exercises to practice

Based on the sounds Haze had difficulty with, here is a list of targeted words to help strengthen their speech skills:

Phoneme:

g-initial

- Gold
- Goat

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Phoneme:

r-blend

- Truck
- Frog
- Surprised

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Phoneme:

z-medial

- Puzzles
- Surprised

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Phoneme:

s-blend

- Lips
- Skull
- Sixteen

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Phoneme:

m-medial

- Fireman
- Farmer
- Watermelon

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Phoneme:

n-medial

- Elephant
- Bunny
- Dancer

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Phoneme:

t-final

- Goat
- Elephant
- Bat

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Phoneme:

m-final

- Storm
- Mom
- Gym

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Phoneme:

ū-medial

- Book
- Cookie
- Woodchuck

Phoneme:	ɔ-medial	<ul style="list-style-type: none"><li>• Watermelon</li><li>• Dog</li><li>• Ball</li></ul>
Phoneme:	k-initial	<ul style="list-style-type: none"><li>• Cookie</li><li>• Cow</li><li>• Cat</li></ul>
Phoneme:	tʃ-medial	<ul style="list-style-type: none"><li>• Teacher</li><li>• Ketchup</li><li>• Woodchuck</li></ul>
Phoneme:	ə-medial	<ul style="list-style-type: none"><li>• Puzzles</li><li>• Surprised</li><li>• Elephant</li></ul>
Phoneme:	b-medial	<ul style="list-style-type: none"><li>• Vegetable</li><li>• Lumberjack</li><li>• Rabbit</li></ul>
Phoneme:	ʌ-medial	<ul style="list-style-type: none"><li>• Truck</li><li>• Puzzles</li><li>• Skull</li></ul>
Phoneme:	t-initial	<ul style="list-style-type: none"><li>• Truck</li><li>• Teacher</li><li>• Tea</li></ul>
Phoneme:	ɪ-medial	<ul style="list-style-type: none"><li>• Lips</li><li>• Sixteen</li><li>• Elephant</li></ul>



Phoneme: **f-initial**

- Ship
- Chef
- Sheep

These exercises are part of the Speech Blubs app, designed to help Haze practice the sounds they found challenging. Each exercise focuses on specific phonemes, providing a fun and engaging way to improve Haze's speech skills.



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