

# Receptive vs. Expressive Language Tracking

SECTION 2 · TAKE THE COMPARISON DATA

RECEPTIVE VS. EXPRESSIVE LANGUAGE

DATA

Side-by-Side Vocabulary Comparison Grid

The same word list, both directions, on one line: a receptive percent beside an expressive percent for each word.

STUDENT

DATE RANGE COVERED

WORD BANK THIS DOMAIN  
DRAWS FROM

CRITERION

ONE ROW PER WORD, ADDED AS IT IS INTRODUCED

Copy each word from the receptive sheet (page 10) and the expressive sheet (page 11) onto its own row here the first time it is tested, then update the same row on later sessions rather than starting a new one — up to fifteen words tracked on one page before a second copy is needed.

| #              | TARGET WORD | RECEPTIVE<br>(Y/N) | EXPRESSIVE<br>(Y/N) | GAP<br>(R ONLY / E ONLY<br>/ BOTH) | NOTES |
|----------------|-------------|--------------------|---------------------|------------------------------------|-------|
| 1              |             |                    |                     |                                    |       |
| 2              |             |                    |                     |                                    |       |
| 3              |             |                    |                     |                                    |       |
| 4              |             |                    |                     |                                    |       |
| 5              |             |                    |                     |                                    |       |
| 6              |             |                    |                     |                                    |       |
| 7              |             |                    |                     |                                    |       |
| 8              |             |                    |                     |                                    |       |
| 9              |             |                    |                     |                                    |       |
| 10             |             |                    |                     |                                    |       |
| 11             |             |                    |                     |                                    |       |
| 12             |             |                    |                     |                                    |       |
| 13             |             |                    |                     |                                    |       |
| 14             |             |                    |                     |                                    |       |
| 15             |             |                    |                     |                                    |       |
| TOTAL PERCENT: |             |                    |                     |                                    |       |

READING THE LAST COLUMN

R only: understood the word but did not produce it — the pattern this file is built to catch. E only: produced a word not shown as understood on this trial — often a rehearsed phrase, worth a note. Both: no gap on this item.

ITEM COUNTS FOR THIS SESSION (COPY THE THREE TOTALS ABOVE)

ITEMS: R ONLY    ITEMS: E ONLY    ITEMS: BOTH

Receptive and Expressive Language Imbalance Assessment and Tracking Editable

Page 12 of 27

+ BRIGHT PATH SPED

RECEIVE

RECEPTIVE VS. EXPRESSIVE LANGUAGE

ch Sheet for Which Comparison

a pair of sheets once; write the page numbers on the roster.

|                        | USE                                                                 | WHERE                |
|------------------------|---------------------------------------------------------------------|----------------------|
| that shows ____        | Receptive vocabulary task trials                                    | Page 10              |
| ary words"             | Expressive vocabulary task trials                                   | Page 11              |
| both understanding     | Side-by-side vocabulary comparison grid                             | Page 12              |
| ect or incorrect for a | Grammar comprehension task trials                                   | Page 13              |
| orm in a sentence"     | Grammar production task trials                                      | Page 14              |
| comprehension          | Side-by-side grammar comparison grid                                | Page 15              |
| comment, greet or      | Functional communication across modalities log                      | Page 16              |
|                        | Gap table, cumulative tracker and graph, then the quarterly summary | Pages 18, 19, 20, 22 |

ener, not a whether a gap is t it means rite those nstruments e sure both me line, the

THE THREE HABITS THE FILE ASSUMES

☐ Both sides of a comparison (receptive and expressive) are run in the same session, on the same target words or forms.

☐ The gap goes from the comparison grid to the gap table (page 18) the same day.

☐ The tracker and graph get both numbers every time, never the expressive one alone.

re sheet, one expressive sheet (10–16), both numbers onto the comparison

gap table (page 18) and the tracker (page 19); family update (page 23)

needs one

0) plotted, quarterly summary (page 22) written from it

and Tracking Editable

Page 7 of 27

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED



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# What Is Inside, and Where

27 pages: two comparison domains, a functional communication log, a gap tracker and graph, and a filled example, start to finish.

## Before you begin

PAGES 4–5



**Start Here —  
Three Steps**  
START HERE

**4**



**Binder Cover and  
Divider Tabs**  
SETUP

**5**

## 01 Plan and Prepare

PAGES 7–8



**Which Sheet for  
Which  
Comparison**  
REFERENCE

**7**



**How the Type-In  
Fields Work**  
REFERENCE

**8**

## 02 Take the Comparison Data

PAGES 10–16



**Receptive  
Vocabulary Task  
Trials**  
DATA

**10**



**Expressive  
Vocabulary Task  
Trials**  
DATA

**11**



**Side-by-Side  
Vocabulary  
Comparison Grid**  
DATA

**12**



**Grammar  
Comprehension  
Task Trials**  
DATA

**13**



**Grammar  
Production Task  
Trials**  
DATA

**14**



**Side-by-Side  
Grammar  
Comparison Grid**  
DATA

**15**



**Functional  
Communication  
Across Modalities  
Log**  
DATA

**16**

## 03 Track the Gap

PAGES 18–20



**Gap Tracking  
Table — Receptive  
Minus Expressive**  
TRACKER

**18**



**Cumulative  
Tracker — Both  
Sides, Side by Side**  
TRACKER

**19**



**Baseline and  
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GRAPH

**20**

## 04 Report and Share

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**Quarterly  
Progress  
Summary**  
SUMMARY

**22**



**Family Update —  
Understanding  
and Talking**  
NOTES

**23**



**Classroom  
Observation  
Check-In**  
NOTES

**24**



**Progress Note  
Phrase Bank**  
REFERENCE

**25**



**A Filled-In  
Comparison Grid  
and Tracker**  
EXAMPLE

**26**

# Start Here — Three Steps

Ninety seconds of reading; running both sides of one comparison takes about ten minutes.



1

## Set up the comparison

Choose the domain the goal is about (page 7). Write the task definition for the receptive sheet and the expressive sheet the same day, so both measure the same target.

Try both tasks yourself first. A receptive task and an expressive task on the same word only compare fairly if both are pitched at a level the student could reach.



2

## Run both sides, every session

Give the receptive task, then the expressive task, and copy both counts onto the comparison grid the same sitting (pages 12 and 15).

Copy the gap onto the gap table (page 18) and the tracker (page 19) the same day — a gap written down a week later is a guess.



3

## Plot, report, and share

Plot both lines on the graph (page 20) once a week; the space between the lines is the story, not either line alone.

The family update (page 23) and the classroom check-in (page 24) are ready to send as soon as one comparison grid is filled.

### WHAT THIS FILE IS

A fillable PDF for collecting receptive and expressive data on the same domain, side by side. Type the goal, the task, the date, and both counts; the comparison grid, tracker and graph do the rest of the writing for you.

### WHAT THIS FILE IS NOT

Not a standardized or norm-referenced test, not a screener, and not a clinical finding. It carries no benchmark and names no condition; your own criteria, instruments and judgment decide what a gap means.

### WHY SIDE BY SIDE

A percent on its own answers one question. Two percents on one line, for the same word or the same form, answer a different one: is this student not producing what they already understand, or still building the understanding itself? The sheets only line the two numbers up; the reading of them is yours.

### CONFIDENTIALITY

A filled-in comparison grid is a student record. It stays in the data folder, never on a shared table. Use initials on any sheet that leaves the room; the family update carries a first name only.

### PRINT AND PREP

- ☐ Print one clean copy of each task sheet per session; a student reads from a clean page, never one with prior marks.
- ☐ Keep the comparison grids for one domain together so the gap over time reads at a glance.

### IF SOMETHING DOES NOT WORK

**The text disappears when I close it.** It was opened in something that fills fields but does not save them. Open it in Acrobat Reader and use Save As.

**Anything else** — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

DATA

# Side-by-Side Vocabulary Comparison Grid

The same word list, both directions, on one line: a receptive percent beside an expressive percent for each word.

|         |                    |                                     |           |
|---------|--------------------|-------------------------------------|-----------|
| STUDENT | DATE RANGE COVERED | WORD BANK THIS DOMAIN<br>DRAWS FROM | CRITERION |
|         |                    |                                     |           |

ONE ROW PER WORD, ADDED AS IT IS INTRODUCED

Copy each word from the receptive sheet (page 10) and the expressive sheet (page 11) onto its own row here the first time it is tested, then update the same row on later sessions rather than starting a new one — up to fifteen words tracked on one page before a second copy is needed.

| #              | TARGET WORD | RECEPTIVE<br>(Y/N) | EXPRESSIVE<br>(Y/N) | GAP<br>(R ONLY / E ONLY<br>/ BOTH) | NOTES |
|----------------|-------------|--------------------|---------------------|------------------------------------|-------|
| 1              |             |                    |                     |                                    |       |
| 2              |             |                    |                     |                                    |       |
| 3              |             |                    |                     |                                    |       |
| 4              |             |                    |                     |                                    |       |
| 5              |             |                    |                     |                                    |       |
| 6              |             |                    |                     |                                    |       |
| 7              |             |                    |                     |                                    |       |
| 8              |             |                    |                     |                                    |       |
| 9              |             |                    |                     |                                    |       |
| 10             |             |                    |                     |                                    |       |
| 11             |             |                    |                     |                                    |       |
| 12             |             |                    |                     |                                    |       |
| 13             |             |                    |                     |                                    |       |
| 14             |             |                    |                     |                                    |       |
| 15             |             |                    |                     |                                    |       |
| TOTAL PERCENT: |             |                    |                     |                                    |       |

READING THE LAST COLUMN

**R only:** understood the word but did not produce it — the pattern this file is built to catch. **E only:** produced a word not shown as understood on this trial — often a rehearsed phrase, worth a note. **Both:** no gap on this item.

ITEM COUNTS FOR THIS SESSION (COPY THE THREE TOTALS ABOVE)

|               |               |             |
|---------------|---------------|-------------|
| ITEMS: R ONLY | ITEMS: E ONLY | ITEMS: BOTH |
|               |               |             |

DATA

# Functional Communication Across Modalities Log

Understands the message when it arrives, versus uses the message to communicate, across settings and modalities (spoken, AAC, sign, gesture).

STUDENT

WEEK OF

MODALITIES USED (SPOKEN, AAC, SIGN, GESTURE)

SETTING(S) OBSERVED

| #  | COMMUNICATIVE FUNCTION (REQUEST, COMMENT, GREET, PROTEST, ASK, ANSWER) | UNDERSTOOD WHEN RECEIVED? (Y/N) | USED TO COMMUNICATE? (Y/N) | MODALITY USED | SETTING / NOTES |
|----|------------------------------------------------------------------------|---------------------------------|----------------------------|---------------|-----------------|
| 1  |                                                                        |                                 |                            |               |                 |
| 2  |                                                                        |                                 |                            |               |                 |
| 3  |                                                                        |                                 |                            |               |                 |
| 4  |                                                                        |                                 |                            |               |                 |
| 5  |                                                                        |                                 |                            |               |                 |
| 6  |                                                                        |                                 |                            |               |                 |
| 7  |                                                                        |                                 |                            |               |                 |
| 8  |                                                                        |                                 |                            |               |                 |
| 9  |                                                                        |                                 |                            |               |                 |
| 10 |                                                                        |                                 |                            |               |                 |

WHAT COUNTS AS “UNDERSTOOD” AND “USED”, IN YOUR OWN WORDS

WHY THIS SHEET IS DIFFERENT FROM THE VOCABULARY AND GRAMMAR GRIDS

Functional communication is not one item tested twice; it is a function (asking for something, protesting, greeting) that may be understood in one modality and used in a different one. A student who follows a spoken request but only protests by gesture has a real, observable gap this log is built to catch.

TOTALS FOR THIS WEEK (COUNT THE ROWS ABOVE)

FUNCTIONS UNDERSTOOD (OF 10)

FUNCTIONS USED (OF 10)

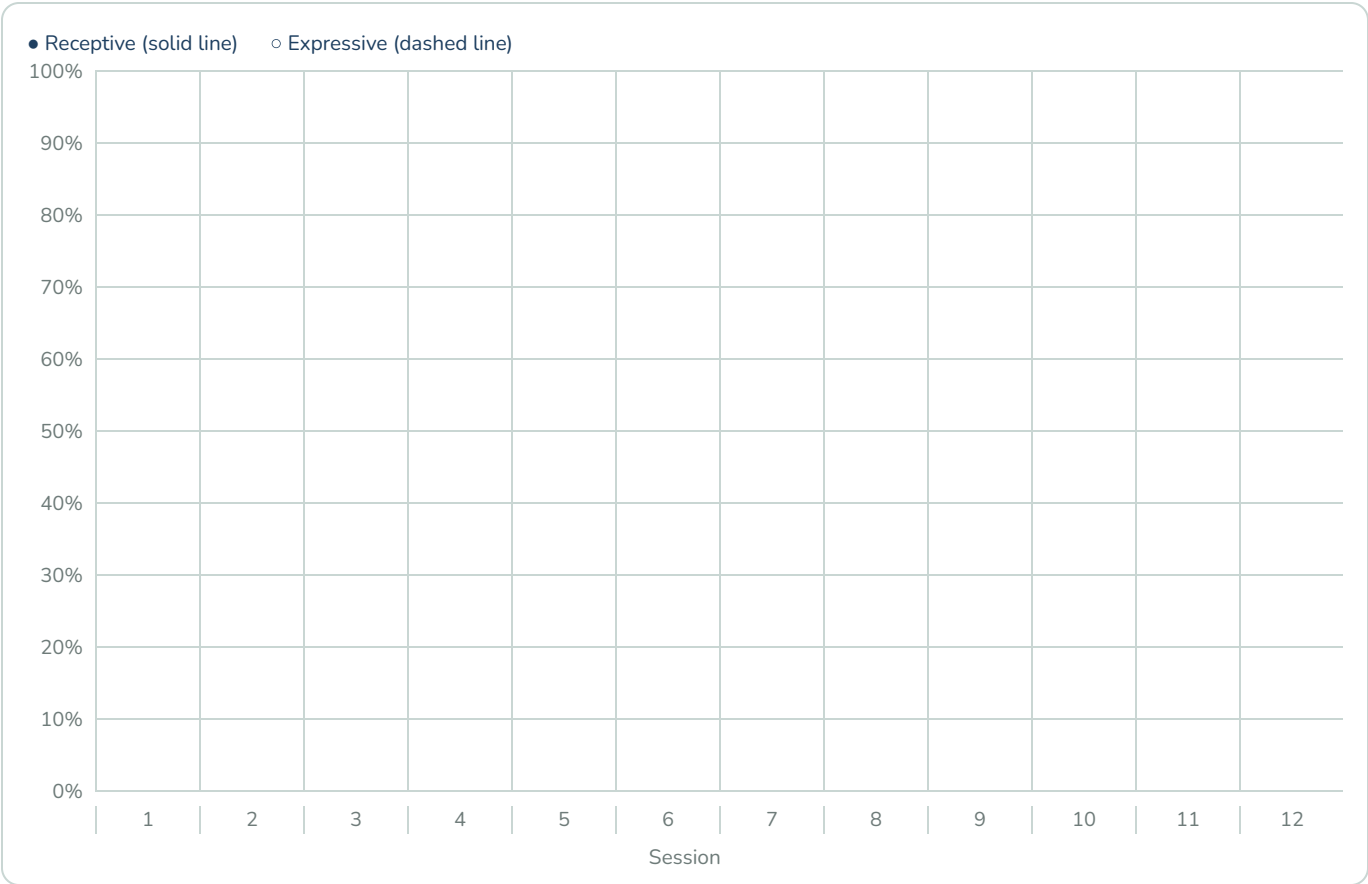
FUNCTIONS UNDERSTOOD BUT NOT USED

GRAPH

# Baseline and Growth Graph – Two Lines

Plot the receptive line and the expressive line on the same grid; the space between them is the gap, session by session.

| STUDENT | DOMAIN (SHORT) | CRITERION / AIM |
|---------|----------------|-----------------|
|         |                |                 |



| SESSION      | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------|---|---|---|---|---|---|---|---|---|----|----|----|
| Date         |   |   |   |   |   |   |   |   |   |    |    |    |
| Receptive %  |   |   |   |   |   |   |   |   |   |    |    |    |
| Expressive % |   |   |   |   |   |   |   |   |   |    |    |    |

READING TWO LINES INSTEAD OF ONE

If the lines are moving toward each other, the gap is closing — from either direction. If the receptive line rises while the expressive line stays flat for three sessions in a row, that is a conversation with the team about the task or the teaching, not a longer wait.

 **NOTES**

# Family Update — Understanding and Talking

What your child understands, and what your child says — both matter

STUDENT

FAMILY CONTACT

DATE

TODAY WE COMPARED UNDERSTANDING AND TALKING ON

In plain words, no percents or codes.

HOW IT IS GOING

| # | DATE | UNDERSTANDS | SAYS/USES | NOTES |
|---|------|-------------|-----------|-------|
| 1 |      |             |           |       |
| 2 |      |             |           |       |
| 3 |      |             |           |       |
| 4 |      |             |           |       |
| 5 |      |             |           |       |

SOMETHING THAT WENT WELL

ONE THING TO PRACTICE THIS WEEK (TWO MINUTES, AT HOME)

WHAT THIS UPDATE IS NOT

Not a clinical finding, and not a comparison to other children. It is one child’s own understanding next to their own talking, and how the space between them is changing.

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

## EXAMPLE

# A Filled-In Comparison Grid and Tracker

SAMPLE · INVENTED STUDENT

An invented second grader, an invented SLP. Every number in the summary can be re-counted from the rows above it.

## VOCABULARY COMPARISON GRID (PAGE 12) — JAYDEN M., GRADE 2 (INVENTED)

Word list: eight animal-habitat vocabulary words targeted this quarter. Criterion: 80% on both sides across three sessions.

| #              | TARGET WORD | RECEPTIVE (Y/N) | EXPRESSIVE (Y/N) | GAP     | NOTES                               |
|----------------|-------------|-----------------|------------------|---------|-------------------------------------|
| 1              | burrow      | Y               | N                | R only  | –                                   |
| 2              | den         | Y               | Y                | both    | –                                   |
| 3              | nocturnal   | Y               | N                | R only  | confused with “hungry” when asked   |
| 4              | predator    | Y               | N                | R only  | –                                   |
| 5              | prey        | N               | N                | neither | did not point correctly either time |
| 6              | habitat     | Y               | Y                | both    | –                                   |
| 7              | migrate     | Y               | N                | R only  | –                                   |
| 8              | camouflage  | Y               | Y                | both    | self-corrected on production        |
| TOTAL PERCENT: |             | 87.5%           | 37.5%            | 50 pts  | –                                   |

## ITEM COUNTS FOR THIS SESSION (MATCHES THE GRID ABOVE)

R only: **4** (burrow, nocturnal, predator, migrate) · E only: **0** · Both: **3** (den, habitat, camouflage) · Neither: **1** (prey).  $4 + 0 + 3 + 1 = 8$  items, matching the word list. Receptive correct = R only + Both =  $4 + 3 = 7$  of 8 (87.5%). Expressive correct = Both = 3 of 8 (37.5%).

## GAP TABLE ROW (PAGE 18)

| DOMAIN     | DATE   | RECEPTIVE % | EXPRESSIVE % | GAP (R – E) | DIRECTION / NOTES                                                |
|------------|--------|-------------|--------------|-------------|------------------------------------------------------------------|
| Vocabulary | Oct 14 | 87.5%       | 37.5%        | +50 pts     | Receptive well ahead of expressive; targeting bridging cues next |

## WHY THIS IS ENOUGH

Every number on this page came from the eight rows in the comparison grid: 7 of 8 correct receptively (87.5%) and 3 of 8 correct expressively (37.5%), a 50-point gap, copied straight to the gap table with no new arithmetic performed anywhere else. The pattern — four words understood but not yet produced, none produced without also being understood — is what the “R only” column is built to make visible at a glance.

## HOW THIS LINE WOULD READ ON THE QUARTERLY SUMMARY (PAGE 22)

Domain: animal-habitat vocabulary. Baseline gap: 62 points (Sep 9). Current gap: 50 points (Oct 14). Status: “Gap narrowing; three of four receptive-only words now have a bridging cue in place.” Every word in that sentence traces back to the grid and the gap table above it.