

# Language Sample & MLU Data Sheet

SECTION 2 · TAKE AND ANALYZE A SAMPLE

LANGUAGE SAMPLE & MLU

DATA

Utterance Transcription Grid

Every utterance, written exactly as spoken, numbered as you go.

STUDENT

DATE

SAMPLE #

TRANSCRIBED BY

An utterance is one sentence, phrase, or stand-alone word, marked off by a pause, a change in tone, or a turn change — not necessarily a full sentence. Write each one exactly as spoken, then count its morphemes using the rule on page 7.

| #  | UTTERANCE (WRITE IT EXACTLY AS SPOKEN) | MORPHEME COUNT |
|----|----------------------------------------|----------------|
| 1  |                                        |                |
| 2  |                                        |                |
| 3  |                                        |                |
| 4  |                                        |                |
| 5  |                                        |                |
| 6  |                                        |                |
| 7  |                                        |                |
| 8  |                                        |                |
| 9  |                                        |                |
| 10 |                                        |                |
| 11 |                                        |                |
| 12 |                                        |                |
| 13 |                                        |                |
| 14 |                                        |                |
| 15 |                                        |                |
| 16 |                                        |                |
| 17 |                                        |                |
| 18 |                                        |                |

MORE THAN 18 UTTERANCES?

Use the second or third sample log (page 13) as a continuation sheet, or copy this page before you start.

SLP Language Sample & MLU Data Sheet

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+ BRIGHT PATH SPED

ANALYZE A SAMPLE

LANGUAGE SAMPLE & MLU

Calculation Worksheet

by total utterances. The math is yours; the worked example below is made up.

DATE

SAMPLE #

THE MORPHEME-COUNT COLUMN, PAGE 10)

(OF ROWS USED)

TOTAL UTTERANCES = + + =

child's utterances ran, on average, in this one sample — a plain description, not  
ession on its own. It only means something next to another sample taken the  
umber over several samples is a description of change, not a prediction of

TRANSCRIPT FOR ILLUSTRATION, NOT A REAL STUDENT

(TRANSCRIPTION)

| MORPHEMES |
|-----------|
| 2         |
| 4         |
| 4         |
| 6         |
| 5         |
| 5         |
| 1         |
| 5         |

TOTAL UTTERANCES

MLU

4.00

Page 11 of 19

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED



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# What Is Inside, and Where

19 pages: three sections and a worked example.

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**Start Here —  
Three Steps**  
START HERE

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**What Is a  
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and Why Collect  
One**  
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**Counting  
Morphemes: What  
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REFERENCE

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## 02 Take and Analyze a Sample

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DATA

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**MLU Calculation  
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**A Language  
Sample,  
Transcribed and  
Scored**  
EXAMPLE

**18**

### TAG LEGEND

**Reference** read once · **Log** context · **Data** transcribe/tally · **Tracker** over time · **Notes** family · **Example** checked.

### BEFORE YOU START

Skim Start Here first, agree on the morpheme-counting rule as a team, then come back to this page to find the right form — the pages in each section run in the order they are used, not in a fixed chapter order.

## Start Here — Three Steps

Ninety seconds of reading. The transcription and the math are a pen-and-paper job either way; this file only keeps the pieces together.



1

### Agree on the rule once

Open this file in Adobe Acrobat Reader (free) or Preview on a Mac — not a browser tab, which may fill fields and then not save them.

As a team, write your own morpheme-counting rule once (page 7); every sample after that is counted the same way.



2

### Transcribe and tally the sample

Take the sample (the setting goes on page 9), then write every utterance verbatim on the transcription grid (page 10), numbering as you go.

Count morphemes as you transcribe, and tally parts of speech on their own sheet (page 12).



3

### Calculate, compare and share

Do the MLU math on page 11, then copy the sample onto the comparison page (page 15) once a second or third sample is taken.

The family update (page 16) and the phrase bank (page 17) are ready as soon as the numbers are in.

#### WHAT THIS FILE IS

A fillable PDF. The fields are built into the document itself, so it works offline with no account or subscription and looks the same on every machine that opens it.

#### WHAT THIS FILE IS NOT

Not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not calculate the MLU for you. Not a test, a screener, or a decision about what a child needs or qualifies for — those are your team's own determinations, made under your own district's criteria, never this sheet's.

#### THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Not a conclusion and not a cutoff. Every count comes from a rule your team writes in, on page 7; nothing here decides who qualifies for anything. This file only makes sure the sample gets written down and counted the same way every time.

#### 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.

**I have more utterances than a row holds.** Use the second or third sample log (page 13) as a continuation sheet, or copy the transcription page before you start.

**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.

#### CONFIDENTIALITY

A filled-in sample is a student record: initials only on anything that leaves your hands, first name only on the family update (page 16). Keep completed pages in the student's file or a district-approved folder.

02

# Take and Analyze a Sample

The setting the sample was taken in, a numbered grid to write every utterance down verbatim, the MLU math step by step, a parts-of-speech tally, and two more sample logs for later in the year.

| IN THIS SECTION              |    |
|------------------------------|----|
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| Parts-of-Speech Tally Sheet  | 12 |
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DATA

# Utterance Transcription Grid

Every utterance, written exactly as spoken, numbered as you go.

| STUDENT | DATE | SAMPLE # | TRANSCRIBED BY |
|---------|------|----------|----------------|
|         |      |          |                |

An utterance is one sentence, phrase, or stand-alone word, marked off by a pause, a change in tone, or a turn change — not necessarily a full sentence. Write each one exactly as spoken, then count its morphemes using the rule on page 7.

| #  | UTTERANCE (WRITE IT EXACTLY AS SPOKEN) | MORPHEME COUNT |
|----|----------------------------------------|----------------|
| 1  |                                        |                |
| 2  |                                        |                |
| 3  |                                        |                |
| 4  |                                        |                |
| 5  |                                        |                |
| 6  |                                        |                |
| 7  |                                        |                |
| 8  |                                        |                |
| 9  |                                        |                |
| 10 |                                        |                |
| 11 |                                        |                |
| 12 |                                        |                |
| 13 |                                        |                |
| 14 |                                        |                |
| 15 |                                        |                |
| 16 |                                        |                |
| 17 |                                        |                |
| 18 |                                        |                |

MORE THAN 18 UTTERANCES?

Use the second or third sample log (page 13) as a continuation sheet, or copy this page before you start.

DATA

## MLU Calculation Worksheet

Total morphemes divided by total utterances. The math is yours; the worked example below is made up.

STUDENT

DATE

SAMPLE #

## DO THE MATH

TOTAL MORPHEMES (SUM OF THE MORPHEME-COUNT COLUMN, PAGE 10)

TOTAL UTTERANCES (NUMBER OF ROWS USED)

MLU = TOTAL MORPHEMES ÷ TOTAL UTTERANCES = \_\_\_\_ ÷ \_\_\_\_ = \_\_\_\_

## WHAT MLU IS, AND IS NOT

MLU describes how long this child's utterances ran, on average, in this one sample — a plain description, not a score, a percentile, or a conclusion on its own. It only means something next to another sample taken the same way (page 15). A rising number over several samples is a description of change, not a prediction of what comes next.

## WORKED EXAMPLE — A MADE-UP TRANSCRIPT FOR ILLUSTRATION, NOT A REAL STUDENT

| # | UTTERANCE (MADE UP FOR ILLUSTRATION) | MORPHEMES |
|---|--------------------------------------|-----------|
| 1 | Dogs.                                | 2         |
| 2 | I see dogs.                          | 4         |
| 3 | I am jumping.                        | 4         |
| 4 | The cat walked slowly.               | 6         |
| 5 | Mommy and daddy are happy.           | 5         |
| 6 | He wants a cookie.                   | 5         |
| 7 | No.                                  | 1         |
| 8 | I do not want it.                    | 5         |

| TOTAL MORPHEMES | TOTAL UTTERANCES | MLU  |
|-----------------|------------------|------|
| 32              | 8                | 4.00 |

DATA

# Parts-of-Speech Tally Sheet

Seven parts of speech, tallied as you read back through the transcript.

STUDENT

DATE

SAMPLE #

| PART OF SPEECH | TALLY MARKS (MAKE A MARK AS YOU COUNT) | TOTAL |
|----------------|----------------------------------------|-------|
| Nouns          |                                        |       |
| Verbs          |                                        |       |
| Adjectives     |                                        |       |
| Adverbs        |                                        |       |
| Pronouns       |                                        |       |
| Prepositions   |                                        |       |
| Conjunctions   |                                        |       |

IN PLAIN WORDS

**Nouns** — a person, place, thing, or idea (dog, school, happiness)

**Verbs** — an action or a state (run, is, want)

**Adjectives** — describes a noun (big, red, happy)

**Adverbs** — describes a verb, an adjective, or another adverb, often ending in -ly (quickly, very)

**Pronouns** — stands in for a noun (I, she, it, they)

**Prepositions** — shows a relationship in place or time (in, on, after)

**Conjunctions** — joins words or ideas (and, but, because)

WHAT A TALLY IS NOT

A count of word types used, not a severity rating and not a score against another child. It describes this one sample, the way it was spoken, and it carries no meaning on its own without the transcript it was tallied from (page 10).

## EXAMPLE

# A Language Sample, Transcribed and Scored

SAMPLE · INVENTED STUDENT

Maya is invented, and so is every number on this page. Every count can be re-checked against the rows above it.

**CONTEXT — MAYA, INVENTED KINDERGARTENER · SAMPLE TAKEN OCT 2 BY MS. CHEN, SLP (INVENTED)**

Ten-minute free-play sample, speech room, toy animals and a tea set, no one else present. Every name, date and number on this page is made up for illustration; no real student is described.

**TRANSCRIPT AND MORPHEME COUNT (PAGE 10)**

| #                      | UTTERANCE (MADE UP FOR ILLUSTRATION) | MORPHEMES               |
|------------------------|--------------------------------------|-------------------------|
| 1                      | Dogs.                                | 2                       |
| 2                      | I see dogs.                          | 4                       |
| 3                      | I am jumping.                        | 4                       |
| 4                      | The cat walked slowly.               | 6                       |
| 5                      | Mommy and daddy are happy.           | 5                       |
| 6                      | He wants a cookie.                   | 5                       |
| 7                      | No.                                  | 1                       |
| 8                      | I do not want it.                    | 5                       |
| <b>TOTAL MORPHEMES</b> |                                      | <b>TOTAL UTTERANCES</b> |
| 32                     |                                      | 8                       |
|                        |                                      | <b>MLU</b>              |
|                        |                                      | 4.00                    |

**PARTS-OF-SPEECH TALLY (PAGE 12)**

| PART OF SPEECH            | COUNT IN THIS SAMPLE |
|---------------------------|----------------------|
| Nouns                     | 6                    |
| Verbs                     | 8                    |
| Adjectives                | 1                    |
| Adverbs                   | 3                    |
| Pronouns                  | 5                    |
| Prepositions              | 0                    |
| Conjunctions              | 1                    |
| <b>Total tagged words</b> | <b>24</b>            |

**WHAT THIS SAMPLE SHOWS (TWO SENTENCES, EACH WITH A NUMBER)**

Maya averaged 4.00 morphemes per utterance across 8 utterances on Oct 2, using mostly single-clause sentences with a pronoun or noun and a verb. The sample tagged 24 words across the seven parts of speech on page 12, most often nouns and verbs.

**NEXT SAMPLE**

Planned for Dec 2 (invented), same setting, to compare on page 15.

**SHARED WITH THE FAMILY**

Nov 3 (invented), sent home with the family update (page 16).

 **NOTES**

# Language Sample Family Update

A plain-language version of what the data pages in this file recorded. No counts, no codes, no scores — those stay on the sheets this came from.

| STUDENT (FIRST NAME) | DATE  | FROM  |
|----------------------|-------|-------|
| .....                | ..... | ..... |

**WHAT WE DID TODAY, IN PLAIN WORDS**

.....

.....

.....

.....

.....

.....

.....

**SOMETHING WE NOTICED**

.....

.....

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.....

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.....

**ONE THING TO TRY THIS WEEK, TWO MINUTES AT A TIME**

Talking together during something you already do, in your own words.

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.....

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|                                 |                                                |
|---------------------------------|------------------------------------------------|
| QUESTIONS? BEST WAY TO REACH ME | SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT |
| .....                           | .....                                          |