The **Test of Aided-Communication Symbol Performance** (TASP) was administered on \*\*/\*\*/\*\* by XXXXXXXX. The TASP is a systematic and objective test for assessing a student’s optimal symbol and field size, ability to recognize the grammatical categories that symbols represent, categorization skills, and ability to form sentences using a picture communication board. The test results serve as a starting point for selecting or creating appropriate augmentative communication devices and page sets.

**Symbol Size and Number**

Information obtained from this subtest can be used to guide the development of a communication board or display. XXXXX was able to identify XX% of the targeted pictures in a field of XXX. He also showed XX% in a field of XX. When XXXXX could not locate the desired target he >>>>. He scanned across the page >>>>. He showed good/some/no memory for location.

**Grammatical Encoding**

The subtest for grammatical encoding provides a framework for selecting vocabulary for a communication board or page set that will be used in a functional context without requiring cueing. XXXXX identified XX% of transparent (symbol looks like the word) verbs, XX% of people, and XX% of locatives (e.g. bedroom, home, bathroom). He identified XX% of opaque (meaning not inferred by the symbol) verbs, XX% of pronouns, XX% of prepositions, XX% of adjectives/adverbs, and XX% of articles.

**Categorization**

This subtest will help in selecting the appropriate format for organizing symbols on a communication display. Items can be organized into topics or grammatically. XXXXX performed better on the subordinate categories than grammatical categories. He scored XX% on transportation, food, clothes, and animals. On grammatical categorization, he was XX% accurate on people, XX% on verbs and places, and XX% on things. These were presented with a visual picture. When the therapist asked him to point to the category that corresponds to the verbal word (no visual) he was XX% accurate for people, verbs, things, and places.

**Syntactic Performance**

This subtest looks at the student’s message length and message form under two conditions. The first is when utterances are generated from a model and the second is when the student is asked to describe a picture. XXXXX was inconsistent in his use of 2 word utterances during both conditions. When the subtest was completed, XXXXX showed the ability to repeat an utterance up to XX words in length after being modeled by the speech-language pathologist.