Spanish Intelligibility Test ©
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PURPOSE
To provide an objective measure of speech intelligibility for Spanish-speaking patients with dysarthria.

NEEDED MATERIALS/CONTEXT FOR ADMINISTRATION
A quiet room
Audio recording capability
Stimulus manual containing word and sentence stimuli
Answer sheets
Writing surface & writing implements

PATIENT SELECTION
Patients must have adequate hearing acuity, vision and auditory comprehension to follow instructions and read stimuli. The ability to read in Spanish at roughly the elementary school level is suggested.

RECORDING THE EVALUATION
Recording can take place in any manner suitable to the context. Each response should be clearly identified as a number in sequence (“item #1, etc.).

INSTRUCTIONS
ADMINISTERING THE WORD SUBTEST
Each word subtest consists of 30 single words, presented visually for the patient to read aloud. The format allows for twelve (12) distinct 30-word alternative forms so that 12 different single word tests can be given without repeating any words.

The test stimuli can be selected by the experimenter/clinician to sample particular words, or the clinician can use one of the “pre-constructed” word test sets.

The words should be presented in a sufficiently large font to be easily read by the patient. Sample sheets are included. The stimuli can also be administered via preconstructed Powerpoint slide show presentations, with automatic auditory presentation of each item number. The particular items (or item list) that the patient is given should be recorded/noted (e.g., “word test #4).

It is recommended that the session be recorded for later analysis/scoring, but if that is not possible, the test can be scored as the patient reads the stimuli, ensuring, of course, that the items are clearly numbered (i.e., preceded by the stimulus item number).
The patient should sit in a quiet room and be instructed to read each word aloud (into the microphone, if appropriate).

“Lea en voz alta cada palabra que le enseño.”

It is recommended that the clinician say the stimulus number aloud prior to the patient reading the stimulus item. If the patient makes an error it is acceptable for the patient to self-correct and repeat the word again without re-recording. It is recommended that the patient not repeat the word more than twice. The test may be recorded at the patient’s own pace. It is not a timed test.

When all 30 words have been read and recorded, they can be scored.

**SCORING THE WORD TEST**

Listeners/Raters must have hearing and vision adequate to complete the task, and must be able to read and write Spanish at the elementary school level.

The word subtest may be scored with either a multiple-choice answer sheet (see first page of stimuli manual) or by transcription (see enclosed answer sheet). The multiple choice format is appropriate for more severely dysarthric patients. The format for rating should be clearly noted.

The rater will listen to the words (either live or recorded) and circle (for the multiple choice version) or write (for the transcription version) the word s/he thinks the patient said to the best of their ability. The listener may go at his/her own pace but not listen to any individual word more than twice (and necessary repetitions of stimuli should be noted on the rater’s answer sheet).

Compare the answer sheet with the actual stimuli. Count the number of words correct and divide by 30 for the percent correct.

To tally the percentage of high-, mid-, and low-frequency words correct, refer to the list provided.

**ADMINISTERING THE SENTENCE SUBTEST**

The manual includes 264 Spanish sentences; 24 sentences at each of 11 different lengths, from 5 to 15 words. The sentences were selected to contain common words with relatively little predictability and redundancy (i.e., by reading or hearing the first part of the sentence, it would be hard to accurately predict or guess the second part of the sentence). The sentences were selected and when necessary, modified from Spanish language newspapers and books.

A full sentence test would ideally include two (2) sentences at each of the 11 lengths (a total of 22 sentences). However, it is up to the individual clinician if using an entire set
would be advantageous. For instance, for some severely impaired patients, it is possible that the longer sentences will add little useful information – i.e., if a patient is unintelligible at 7, 8 and 9-word sentences, there may be little point to administering longer sentences. It is suggested that a range of sentence lengths be attempted to adequately sample intelligibility. Some patients may be more intelligible with longer than shorter utterances, due to contextual factors.

The clinician can randomly select two sentences from each of the 11 word-length sets of sentences (i.e. two 5-word sentences, two 6-word sentences, etc), noting the number of the sentences selected on a transcription sheet (included).

Seat patient in a quiet room in front of a microphone and place stimuli so that they are easily visible to the patient. This can be accomplished by presenting selected items highlighted in the manual, copied and printed individually for each patient, or by using one of the several pre-constructed tests are in a Powerpoint slide show for administration.

Instruct patient to read each sentence aloud into the microphone:

“Lea en voz alta cada oracion que le enseño.”

The test may be recorded at the patient’s own pace. It is not a timed test.

Continue recording until the patient has completed reading the selected sentences.

**SCORING THE SENTENCE SUBTEST**

Listeners/Raters must have hearing and vision adequate to complete the task, and must be able to read and write Spanish at the elementary school level.

The rater will listen to the recorded stimuli and write down what s/he thinks the patient said on the Sentence Transcription Answer Sheet. The listener may go at his/her own pace, pausing as needed, but not listen to any sentence more than two times. Advise the listener that some parts of a given sentence will be easier to understand than others, and to write down as much of the sentence as possible.

Compare the Sentence Transcription, word for word, with the selected sentences. For each sentence, count the total number of words correct (regardless of order) and write the number in the column provided on the answer sheet. Tally all of the words correct and divide by the number of words contained in all sentences given for the total percent words correct in sentences. It is also possible, if desired, to count the number of sentences totally correct.