# THE FLIP TASK ASSESSMENT

SUMMARY REPORT
**Date: 11/16/2026**
Condensed from the full item-by-item record

**SAMPLE REPORT** · Real results from The FLiP Task, shown as an example. The student name is a stand-in.

| | | | |
|---|---|---|---|
| **Participant / Student Name** | Marco Hidalgo | **Date of Birth / Age** | |
| **Grade Level / Year** | | **Examiner / Evaluator** | Dr. Genesis Arizmendi |

## SCORED LANGUAGE FEATURES

**Items scored: 31 · Total score 282/310**

| | |
|---|---|
| **VOCABULARY**<br>**1.81/2.00 avg**<br>ITEMS AT EACH SCORE<br>**0: 0 1: 6 2: 25** | Across both languages, vocabulary was consistently precise, with accurate word selection observed in everyday, academic, and clinical contexts. In Spanish, the child demonstrated inter-sentential and intra-sentential code-switching, incorporating English lexical items into otherwise Spanish frames such as 'deliver' in 'Sí, te lo podemos, ah, deliver a tu casa' or 'town' in '¿cuánto tiempo vas a estar en el town?'. Word substitutions across languages were rare, though 'truck' was produced for 'bus' in 'And what time does the truck leave?'. |
| **GRAMMAR**<br>**1.74/2.00 avg**<br>ITEMS AT EACH SCORE<br>**0: 1 1: 6 2: 24** | Grammatical production reflected high accuracy overall, with expected emergent bilingual morphosyntactic patterns present across both target languages. In Spanish, these features included non-standard mood selection, such as using the indicative 'ordenamos' where subjunctive is required in '¿Quieres que, mm, que te lo ordenamos?', overt subject pronoun insertion ('qué tú'), and uninflected second-person singular verb forms ('va', 'está'). In English, syntactic patterns included non-inverted question word order ('How long it's gonna take to see the doctor?'), omission of auxiliary verbs ('What time they get out of school?'), and occasional article variation ('a appointment'). |
| **SENTENCE FORM.**<br>**1.84/2.00 avg**<br>ITEMS AT EACH SCORE<br>**0: 0 1: 5 2: 26** | Sentence formulation was intact on nearly all items, with complete clauses and preserved message structures across both languages. Minor omissions of specific descriptors or pronouns were observed on a few items, such as the omission of a size modifier in 'Can you order a pizza with pepperoni and chicken wings?' or a beneficiary pronoun shift from first to third person in 'Yes, but can you ship it to her house?'. Overall, utterances maintained cohesive structure and complete phrase organization. |
| **FLUENCY**<br>**1.87/2.00 avg**<br>ITEMS AT EACH SCORE<br>**0: 0 1: 4 2: 27** | Speech production was smooth and continuous across the majority of items in both languages. Disfluencies occurred primarily on items featuring language mixing or multi-phrase requests, consisting of filled pauses ('ah', 'mm'), word repetitions ('que... que', 'al al'), and short mazes or revisions such as 'No, just the pizza and the wings, and um and the the I ask for the chili, the the chile and the cheese.' |
| **FUNCTIONAL EQUIV.**<br>**1.84/2.00 avg**<br>ITEMS AT EACH SCORE<br>**0: 0 1: 5 2: 26** | Functional equivalence was maintained across almost all items, with responses successfully conveying the core communicative intent of the source announcements. Minor variations in functional equivalence were linked to subtle lexical shifts, such as substituting 'truck' for 'bus', or altering recipient details, such as asking to ship an item to 'her house' rather than the speaker's home. |

## GENERALIZATIONS ACROSS ITEMS

| ITEMS RE-RECORDED | DISCARDED RECORDING ATTEMPTS | ITEMS WITH THE VIDEO REPLAYED |
|---|---|---|
| **2 of 31** | **2** | **1 of 31** |

*These counts describe recording and playback behavior. Restarts and false starts within a spoken response are described in the narrative below.*

SAMPLE

The child maintained high task engagement, utilizing a second video play on only one item (Item 1) and completing all remaining 30 items after a single video presentation. A second recording attempt was utilized on two items (Item 1 in Spanish and Item 25 in English). Disfluencies visible in the transcriptions were limited to a small subset of items and included filled pauses, phrase-level repetitions, and short revisions during multi-clause productions.

| SPANISH PERFORMANCE | ENGLISH PERFORMANCE |
|---|---|
| **144/160 · Items scored: 16** | **138/150 · Items scored: 15** |
| Vocab 1.69 Grammar 1.75 Sent F. 1.88 Fluency 1.81 Func Eq. 1.88 | Vocab 1.93 Grammar 1.73 Sent F. 1.80 Fluency 1.93 Func Eq. 1.80 |
| Spanish productions demonstrated complete sentence formulation, precise core vocabulary, and fluent articulation across items. Communication regularly featured natural emergent bilingual patterns, including code-switching on specific nouns and verbs ('opening', 'town', 'deliver', 'ice cream') and structural variations common to bilingual Spanish development, such as uninflected verb forms and indicative mood selection in dependent clauses. | English productions were highly fluent and syntactically clear, with strong message preservation across all items. Morphosyntactic structures demonstrated features typical of cross-linguistic influence, including simple present tense usage for future events ('we go at 5:00'), non-inverted auxiliary order in interrogatives, and occasional omission of auxiliary 'do' in question forms. |

## GENERAL FINDINGS

Overall performance across the 31 items demonstrates strong bilingual communication skills in both English and Spanish, with intact sentence formulation, precise functional vocabulary, and highly fluent delivery. Production patterns across both target languages show expected features of emergent bilingual development, including fluid code-switching, cross-linguistic morphosyntactic influences, and minor disfluencies during longer phrase formulations. Communicative intent and functional equivalence were consistently maintained regardless of target language.

*This summary is descriptive and supports — it does not replace — the examiner's clinical judgment. See the full report for item-level transcripts and scoring.*

EXAMINER SIGNATURE & PROFESSIONAL CREDENTIALS

DATE OF ADMINISTRATION

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SAMPLE