

SECTION IV: Rating Scales

Chapter 8: Communication Rating Scales

The Communication Rating Scales are to be used as tools after an assessment of the student's communication abilities and after the SLP has interpreted assessment results. This tool is designed to enable SLPs to document assessment findings according to the intensity of those findings and to make a determination of eligibility for a speech or language impairment (SLI) based on those assessment results. The tool by itself is not a diagnostic instrument. The scales must be used with assessment data.

The following definitions are included to accompany the communication rating scale:

"A language impairment is impaired comprehension and/or use of spoken, written, and/or other symbol systems. The disorder may involve: (1) the form of language (phonology, morphology, syntax); (2) the content of language (semantics); and/or (3) the function of language in communication (pragmatics) in any combination" (ASHA, 1993, p. 40). A language impairment does not exist when: (1) language performance is appropriate to normal development; (2) language differences are primarily due to environmental, cultural or economic factors including non-standard English and regional dialect; and, (3) language performance does not interfere with educational performance. The three Language Scales are: Receptive Language Scale, Expressive Language Scale, Pragmatics Social Language Scale.

An *articulation impairment* is the "atypical production of speech sounds...that may interfere with intelligibility" (ASHA, 1993, p. 40). Errors in sound production are generally classified as motor-based or cognitive/linguistic-based (Bernthal and Bankson, 1988). Motor-based errors are generally called articulation impairments; cognitive/linguistic-based errors are referred to as impairments of phonological processes. While some practitioners classify phonological process errors as language impairments, for purposes of these guidelines they are included, along with articulation impairments under the category of phonology. An articulation impairment does not exist when: (1) sound errors are consistent with normal articulation development; (2) articulation differences are due primarily to unfamiliarity with the English language, dialectal differences, temporary physical disabilities or environmental, cultural or economic factors; and, (3) the errors do not interfere with educational performance.

A *stuttering impairment* is defined as "an interruption in the flow of speaking, characterized by atypical rate, rhythm, and repetitions in sounds, syllables, words, and phrases. This may be accompanied by excessive tension, struggle behavior, and secondary mannerisms: (ASHA, 1993, p. 40). A stuttering impairment does not exist

when (1) disfluencies are part of normal speech development and (2) disfluencies do not interfere with educational performance.

A *voice impairment* is the abnormal production and/or absence of vocal quality, pitch, loudness, resonance, and/or duration which is inappropriate for an individual's age and/or gender (ASHA, 1993, p. 40). A voice impairment does not exist when vocal characteristics: (1) are the result of temporary physical factors, such as allergies, colds, enlarged tonsils and/or adenoids, or short term vocal misuse or abuse; (2) are the result of regional, dialectic or cultural differences; and, (3) do not interfere with educational performance. The American Speech-Language-Hearing Association (ASHA) recommends that individuals receive a medical examination and medical clearance from contraindicating physical problems prior to participating in voice therapy. SLPs should consult with their local administration for policies and procedures regarding the evaluation and treatment of voice disorders.

Procedures for the use of the K-12 SLI Guidelines

1. Use the Communication Scales' matrices to rate the student's communication in all areas. Identify and circle the scores in each row of a scale. Since scores in each row contribute to the total score, it is necessary to determine a score for each individual subscale. For example, sound production, formal assessment, stimulability, intelligibility, oral motor structure and function, and adverse effect on educational performance are all weighted in importance in the determination of a disability. Do not alter these weighted scores. For example, do not score intelligibility as a "7" or stimulability as a "2.5".

No zeros (0) are to be used on these scales. No 2-3 or 3-4 ratings shall be used.

2. All of the individual ratings of the subscales should be used to determine the final overall rating as follows:

One or more ratings of 1 =	1 (Within Normal Limits)
One or more ratings of 2 =	2 (Mild)
One or more ratings of 3 =	3 (Moderate)
One or more ratings of 4 =	4 (Severe)

3. The overall rating is used to determine eligibility for speech-language services.

Overall Rating of 1:	Within Normal Limits
Overall Rating of 2:	Mild Impairment
Overall Ratings of 3 or 4:	Impairment is present; Student is eligible

4. Students with overall ratings of 3 or 4 may be eligible for speech or language services. The model of service delivery should be based on the needs of the student, ensuring the least restrictive environment, access to the general education curriculum, and reasonable educational benefit from services.

5. Individual Administrative Units (AUs) may have unique guidelines regarding eligibility for services for students.

Variance in Determining the Overall Rating

During the evaluation process the SLP determines the Overall Rating based on assessment results and the Rating Scales. At the eligibility meeting, the SLP, in collaboration with the Multidisciplinary Team, may use professional judgment to add or subtract **one** rating point from the Overall Rating. The Multidisciplinary Team may consider the following: student attendance, cognition, rate of progress, response to interventions, cultural and linguistic differences, or other environmental or neurological factors. The use of the variance should be considered only during the eligibility meeting so that all team members are able to discuss the factors involved. Multidisciplinary Team discussion and any changes in the Overall Rating must be documented within the IEP and in the Prior Written Notice

RECEPTIVE LANGUAGE RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

<p>Formal Assessment: Comprehensive, standardized measure(s) and scores</p> <p>FORMAL ASSESSMENT MUST BE COMPLETED IF LANGUAGE IS AN AREA OF CONCERN.</p> <p>Use overall score (total, quotient, index, etc.). DO NOT use subtest scores alone!!</p>	<p style="text-align: center;">SCORE = 1</p> <p>1 standard deviation from the mean</p> <p>for example: Standard Score (SS) = 85 when the mean is 100 and the standard deviation is 15</p> <p>If FORMAL ASSESSMENT IS NOT INDICATED, A RATIONALE MUST BE PROVIDED.</p>	<p style="text-align: center;">SCORE = 2</p> <p>>1.0 - 1.5 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 84-78 when the mean is 100 and the standard deviation is 15</p>	<p style="text-align: center;">SCORE = 3</p> <p>>1.5 – 2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 77-70 when the mean is 100 and the standard deviation is 15</p>	<p style="text-align: center;">SCORE = 4</p> <p>>2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 69 or below when the mean is 100 and the standard deviation is 15</p>
<p>Informal Language Comprehension Measures:</p> <p>-Classroom observation -Curriculum based assessment/s -Informal probes -Other: _____</p> <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p>	<p style="text-align: center;">1</p> <p style="text-align: center;">All of the following are age appropriate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands classroom discourse <input type="checkbox"/> Follows oral directions <input type="checkbox"/> Understands a variety of linguistic structures <input type="checkbox"/> Understands narratives <input type="checkbox"/> Understands academic content <input type="checkbox"/> Understands vocabulary / semantics <input type="checkbox"/> Understands basic language concepts <input type="checkbox"/> Phonemic Awareness 	<p style="text-align: center;">2</p> <p style="text-align: center;">At least one of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands classroom discourse <input type="checkbox"/> Follows oral directions <input type="checkbox"/> Understands a variety of linguistic structures <input type="checkbox"/> Understands narratives <input type="checkbox"/> Understands academic content <input type="checkbox"/> Understands vocabulary/ semantics <input type="checkbox"/> Understands basic language concepts <input type="checkbox"/> Phonemic Awareness 	<p style="text-align: center;">3</p> <p style="text-align: center;">At least two of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands classroom discourse <input type="checkbox"/> Follows oral directions <input type="checkbox"/> Understands a variety of linguistic structures <input type="checkbox"/> Understands narratives <input type="checkbox"/> Understands academic content <input type="checkbox"/> Understands vocabulary/ semantics <input type="checkbox"/> Understands basic language concepts <input type="checkbox"/> Phonemic Awareness 	<p style="text-align: center;">4</p> <p style="text-align: center;">At least three of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands classroom discourse <input type="checkbox"/> Follows oral directions <input type="checkbox"/> Understands a variety of linguistic structures <input type="checkbox"/> Understands narratives <input type="checkbox"/> Understands academic content <input type="checkbox"/> Understands vocabulary/ semantics <input type="checkbox"/> Understands basic language concepts <input type="checkbox"/> Phonemic Awareness

RECEPTIVE LANGUAGE RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

Auditory Processing and Auditory Perception: <i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i>	1 Auditory Processing and Auditory Perception are judged to be Within Normal Limits.	2 At least one of the following areas is deficient: <input type="checkbox"/> sensation (acuity) <input type="checkbox"/> perception (discrimination, sequencing, analysis, synthesis) <input type="checkbox"/> association <input type="checkbox"/> auditory attention <input type="checkbox"/> memory	3 At least two of the following areas are deficient: <input type="checkbox"/> sensation (acuity) <input type="checkbox"/> perception (discrimination, sequencing, analysis, synthesis) <input type="checkbox"/> association <input type="checkbox"/> auditory attention <input type="checkbox"/> memory	4 At least three of the following areas are deficient: <input type="checkbox"/> sensation (acuity) <input type="checkbox"/> perception (discrimination, sequencing, analysis, synthesis) <input type="checkbox"/> association <input type="checkbox"/> auditory attention <input type="checkbox"/> memory
Academic Language Skills: Refer to <u>CDE Academic Standards-Reading, Writing, Communicating</u>	1 The student needs little or no assistance in understanding curricular information.	2 The student needs occasional cues, models, explanations or assistance in understanding curricular information.	3 The student needs frequent cues, models, explanations or assistance in understanding curricular information.	4 The student needs consistent cues, models, explanations or assistance in understanding curricular information.
Adverse Effect on Educational Performance/ Academic Language:	1 Receptive language skills are adequate for the student's participation in the general educational setting.	4 Receptive language difficulties minimally impact educational performance and can be addressed in the general educational setting.	6 Receptive language difficulties frequently impact educational performance and the student's ability to participate in the general educational setting.	8 Receptive language difficulties significantly impact educational performance and the student's ability to participate in the general educational setting.

RECEPTIVE LANGUAGE RATING SCALE

STUDENT: _____ **SLP:** _____ **DATE:** _____

Instructions:

1. The Speech-Language Pathologist will determine whether to use the **COMPREHENSIVE RECEPTIVE LANGUAGE ASSESSMENT RATING SCALE (ENTIRE MATRIX IS USED) OR THE INFORMAL ONLY SCALE (INFORMAL LANGUAGE, AUDITORY PROCESSING AND AUDITORY PERCEPTION, ACADEMIC LANGUAGE SKILLS, AND ADVERSE EFFECT SECTIONS ARE USED)**. Circle score for the most appropriate description for each category: *Formal (Standardized), Informal (Descriptive), Auditory Processing and Auditory Perception, Academic Language, and Adverse Effect*.
2. Consider a student's regional or dialectal differences when scoring. Refer to test manual.
3. Compute the total score and record below.
4. Circle the total score on the bar/scale below to determine the Overall Rating.

TOTAL SCORE _____

COMPREHENSIVE RECEPTIVE LANGUAGE ASSESSMENT TOTAL SCORE: <i>Formal (Standardized), Informal Language, Auditory Processing and Auditory Perception, Academic Language Skills, and Adverse Effect</i>																																																																																																				
5					/	6					7					8					9					10					11					12					13					14					15					16					17					18					19					20					21					22					23					24				
No Impairment					Mild					Moderate					Severe																																																																																					
Rating = 1					Rating = 2					Rating = 3					Rating = 4																																																																																					

OR

INFORMAL ONLY RECEPTIVE LANGUAGE ASSESSMENT TOTAL SCORE: <i>Informal Language, Auditory Processing and Auditory Perception, Academic Language Skills, and Adverse Effect</i>																																																																				
4				/	5				6				7				8				9				10				11				12				13				14				15				16				17				18				19				20			
No Impairment				Mild				Moderate				Severe																																																								
Rating = 1				Rating = 2				Rating = 3				Rating = 4																																																								

Final determination of disability is made by the Multidisciplinary Team.

Use the Informal Rating Scale with a student who is culturally-linguistically diverse (CLD)

Do not report standard scores unless an assessment tool is administered in the student's native language and has been standardized with a normative sample that matches the demographic background of the student.

EXPRESSIVE LANGUAGE RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

<p>Formal Assessment: Comprehensive, standardized measure(s) and scores</p> <p>FORMAL ASSESSMENT MUST BE COMPLETED IF LANGUAGE IS AN AREA OF CONCERN.</p> <p>Use overall score (total, quotient, index, etc.). DO NOT use subtest scores alone!!</p>	<p style="text-align: center;">SCORE = 1</p> <p>1 standard deviation from the mean</p> <p>for example: Standard Score (SS) = 85 when the mean is 100 and the standard deviation is 15</p> <p>If FORMAL ASSESSMENT IS NOT INDICATED, A RATIONALE MUST BE PROVIDED.</p>	<p style="text-align: center;">SCORE = 2</p> <p>>1.0 - 1.5 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 84-78 when the mean is 100 and the standard deviation is 15</p>	<p style="text-align: center;">SCORE = 3</p> <p>>1.5 – 2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 77-70 when the mean is 100 and the standard deviation is 15</p>	<p style="text-align: center;">SCORE = 4</p> <p>>2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 69 or below when the mean is 100 and the standard deviation is 15</p>
<p>Informal Assessment:</p> <p><i>Check descriptive tool used:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Oral and/or Written Language Sample <input type="checkbox"/> Checklist(s) <input type="checkbox"/> Observations <input type="checkbox"/> Other: _____ <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p>	<p style="text-align: center;">1</p> <p>Expressive language skills are judged to be within normal limits as compared to same aged peers within cultural norms.</p>	<p style="text-align: center;">2</p> <p>At least one of the following areas is deficient</p> <p>Check areas of weakness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mean Length of Utterance/Sentence Length <input type="checkbox"/> Sentence Complexity <input type="checkbox"/> Syntax/ Morphology <input type="checkbox"/> Vocabulary/ Semantics <input type="checkbox"/> Word Finding <input type="checkbox"/> Expresses thoughts in an organized manner 	<p style="text-align: center;">3</p> <p>At least two of the following areas are deficient</p> <p>Check areas of weakness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mean Length of Utterance/Sentence Length <input type="checkbox"/> Sentence Complexity <input type="checkbox"/> Syntax/ Morphology <input type="checkbox"/> Vocabulary/ Semantics <input type="checkbox"/> Word Finding <input type="checkbox"/> Expresses thoughts in an organized manner 	<p style="text-align: center;">4</p> <p>At least three of the following areas are deficient</p> <p>Check areas of weakness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mean Length of Utterance/Sentence Length <input type="checkbox"/> Sentence Complexity <input type="checkbox"/> Syntax/ Morphology <input type="checkbox"/> Vocabulary/ Semantics <input type="checkbox"/> Word Finding <input type="checkbox"/> Expresses thoughts in an organized manner

EXPRESSIVE LANGUAGE RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

<p>Academic Language Skills:</p> <p>Refer to <u>CDE Academic Standards-Reading, Writing, Communicating</u></p>	<p>1</p> <p>The student needs little or no assistance in expressing self and curricular information.</p>	<p>2</p> <p>The student needs occasional cues, models, explanations or assistance in expressing self and curricular information.</p>	<p>3</p> <p>The student needs frequent cues, models, explanations or assistance in expressing self and curricular information.</p>	<p>4</p> <p>The student needs consistent cues, models, explanations or assistance in expressing self and curricular information.</p>
<p>Adverse Effect On Educational Performance:</p>	<p>1</p> <p>Expressive language skills are adequate for the student's participation in educational setting.</p>	<p>4</p> <p>Expressive language difficulties minimally impact educational performance and can be addressed in the educational setting.</p>	<p>6</p> <p>Expressive language difficulties frequently impact the student's educational performance and ability to participate in the educational setting.</p>	<p>8</p> <p>Expressive language difficulties significantly impact the student's educational performance and ability to participate in the educational setting.</p>

EXPRESSIVE LANGUAGE RATING SCALE

STUDENT: _____ **SLP:** _____ **DATE:** _____

Instructions:

5. The Speech-Language Pathologist will determine whether to use the **COMPREHENSIVE EXPRESSIVE LANGUAGE ASSESSMENT RATING SCALE (ENTIRE MATRIX IS USED) OR THE INFORMAL ONLY SCALE (INFORMAL LANGUAGE, ACADEMIC SKILLS, AND ADVERSE EFFECT SECTIONS ARE USED)**. Circle score for the most appropriate description for each category: *Formal (Standardized), Informal (Descriptive), Academic Language, and Adverse Effect*.
6. Consider a student's regional or dialectal differences when scoring. Refer to test manual.
7. Compute the total score and record below.
8. Circle the total score on the bar/scale below to determine the Overall Rating.

TOTAL SCORE _____

COMPREHENSIVE EXPRESSIVE LANGUAGE ASSESSMENT TOTAL SCORE: <i>Formal (Standardized), Informal Language, Academic Skills, and Adverse Effect</i>																			
4	/	5	6	7	8	9	10	/	11	12	13	14	15	/	16	17	18	19	20
No Impairment				Mild				Moderate				Severe							
Rating = 1				Rating = 2				Rating = 3				Rating = 4							

OR

INFORMAL ONLY EXPRESSIVE LANGUAGE ASSESSMENT TOTAL SCORE: <i>Informal Language, Academic Skills, and Adverse Effect</i>																
3	/	4	5	6	7	8	/	9	10	11	12	/	13	14	15	16
No Impairment				Mild				Moderate				Severe				
Rating = 1				Rating = 2				Rating = 3				Rating = 4				

Final determination of disability is made by the Multidisciplinary Team.

Use the Informal Rating Scale with a student who is culturally-linguistically diverse (CLD)

Do not report standard scores unless an assessment tool is administered in the student's native language and has been standardized with a normative sample that matches the demographic background of the student.

PRAGMATICS SOCIAL LANGUAGE RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

<p>Formal Assessment of Pragmatics Social Language: Comprehensive, standardized measure(s) and scores</p>	<p style="text-align: center;">SCORE = 1</p> <p>1 standard deviation from the mean</p> <p>for example: Standard Score (SS) = 85 when the mean is 100 and the standard deviation is 15</p>	<p style="text-align: center;">SCORE = 2</p> <p>>1.0 - 1.5 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 84-78 when the mean is 100 and the standard deviation is 15</p>	<p style="text-align: center;">SCORE = 3</p> <p>>1.5 – 2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 77-70 when the mean is 100 and the standard deviation is 15</p>	<p style="text-align: center;">SCORE = 4</p> <p>>2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 69 or below when the mean is 100 and the standard deviation is 15</p>
<p>Informal Assessment of Pragmatics Social Language:</p> <p><i>Check descriptive tool used:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pragmatics Social Language/Communication sample <input type="checkbox"/> Checklist(s) <input type="checkbox"/> Observations <input type="checkbox"/> Other _____ <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p>	<p style="text-align: center;">1</p> <p>Pragmatics social language skills are judged as average relative to expectations when compared to same age peers.</p>	<p style="text-align: center;">2</p> <p>At least one of the following areas is deficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social Interaction (Initiation, Participation in group activities, Turn-Taking, etc.) <input type="checkbox"/> Social Communication (Requesting, Topic maintenance, Word structure, Effectiveness, Repair, Functional intent, Prosody, Protest, etc.) <input type="checkbox"/> Academic Communication (Gaining attention, Interaction with peers, Requesting clarification, etc.) <input type="checkbox"/> Non-Verbal Communication (Personal space, Joint Attention, Facial expressions, Gestures, etc.) <input type="checkbox"/> Perspective Taking (Recognize others' viewpoints, feelings, interests, empathy, etc.) <input type="checkbox"/> Other _____ 	<p style="text-align: center;">3</p> <p>At least two of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social Interaction (Initiation, Participation in group activities, Turn-Taking, etc.) <input type="checkbox"/> Social Communication (Requesting, Topic maintenance, Word structure, Effectiveness, Repair, Functional intent, Prosody, Protest, etc.) <input type="checkbox"/> Academic Communication (Gaining attention, Interaction with peers, Requesting clarification, etc.) <input type="checkbox"/> Non-Verbal Communication (Personal space, Joint Attention, Facial expressions, Gestures, etc.) <input type="checkbox"/> Perspective Taking (Recognize others' viewpoints, feelings, interests, empathy, etc.) <input type="checkbox"/> Other _____ 	<p style="text-align: center;">4</p> <p>At least three of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social Interaction (Initiation, Participation in group activities, Turn-Taking, etc.) <input type="checkbox"/> Social Communication (Requesting, Topic maintenance, Word structure, Effectiveness, Repair, Functional intent, Prosody, Protest, etc.) <input type="checkbox"/> Academic Communication (Gaining attention, Interaction with peers, Requesting clarification, etc.) <input type="checkbox"/> Non-Verbal Communication (Personal space, Joint Attention, Facial expressions, Gestures, etc.) <input type="checkbox"/> Perspective Taking (Recognize others' viewpoints, feelings, interests, empathy, etc.) <input type="checkbox"/> Other _____

PRAGMATICS SOCIAL LANGUAGE RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

Adverse Effect on Educational Performance/Social Language:	1	4	6	8
	Pragmatics social language skills are adequate for the student's participation in educational settings. Educational Settings may include: playground, lunchroom, vocational, community, etc	Pragmatics social language skills are developing and can be addressed in the educational settings. Educational Settings may include: playground, lunchroom, vocational, community, etc	Pragmatics social language skills frequently affect the student's ability to participate in educational settings. Educational Settings may include: playground, lunchroom, vocational, community, etc	Pragmatics social language skills consistently affect the student's ability to participate in educational settings. Educational Settings may include: playground, lunchroom, vocational, community, etc

Instructions:

1. The Speech-Language Pathologist will determine whether to use the **COMPREHENSIVE ASSESSMENT OR INFORMAL ONLY RATING SCALE**.
2. Circle the score for the most appropriate description for each category: *Formal (Standardized)*, and/or *Informal (Descriptive)*, *Pragmatics Social Language* and *Adverse Effects*.
3. Compute the total score.
4. Circle below to determine the Overall Rating.

COMPREHENSIVE PRAGMATICS SOCIAL LANGUAGE ASSESSMENT TOTAL SCORE: <i>Formal (Standardized), Informal (Descriptive), Adverse Effect</i>																
3	/	4	5	6	7	8	/	9	10	11	12	/	13	14	15	16
No Impairment Rating = 1				Mild Rating = 2				Moderate Rating = 3				Severe Rating = 4				

OR

INFORMAL PRAGMATICS SOCIAL LANGUAGE ASSESSMENT TOTAL SCORE: <i>Informal Characteristics (Descriptive), Adverse Effect</i>													
2	/	3	4	5	6	/	7	8	9	/	10	11	12
No Impairment Rating = 1			Mild Rating = 2			Moderate Rating = 3			Severe Rating = 4				

Final determination of disability is made by the Multidisciplinary Team.

ARTICULATION RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

Formal Assessment of Articulation: Comprehensive, standardized measure(s) and scores. PERCENTILE SCORES ARE NOT TO BE USED WITH THE GFTA-2.	SCORE = 1 1 standard deviation from the mean for example: Standard Score (SS) = 85 when the mean is 100 and the standard deviation is 15	SCORE = 2 >1.0 - 1.5 standard deviations from the mean for example: Standard Score (SS) = 84-78 when the mean is 100 and the standard deviation is 15	SCORE = 3 >1.5 – 2.0 standard deviations from the mean for example: Standard Score (SS) = 77-70 when the mean is 100 and the standard deviation is 15	SCORE = 4 >2.0 standard deviations from the mean for example: Standard Score (SS) = 69 or below when the mean is 100 and the standard deviation is 15
Informal Assessment of Articulation: <i>Check descriptive tool used:</i> ___ Speech sample ___ Checklist(s) ___ Observations ___ Other _____ <i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i>	<p style="text-align: center;">1</p> Production of speech is Within Normal Limits in all educational settings. Errors are consistent with normal development.	<p style="text-align: center;">2</p> Speech sound errors are present and occasionally interfere with communication.	<p style="text-align: center;">3</p> Sound productions are noticeably in error and may include one or more of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Non-developmental or early appearing phonological patterns may be present. <input type="checkbox"/> Sound errors are not found in age-matched peers who are members of the same speech community <input type="checkbox"/> Substitutions <input type="checkbox"/> Distortions <input type="checkbox"/> May use compensatory or non-developmental speech patterns. 	<p style="text-align: center;">4</p> Deviation may range from extensive substitutions and many omissions to extensive omissions. Extensive non-developmental errors include: <ul style="list-style-type: none"> <input type="checkbox"/> substitutions, <input type="checkbox"/> omissions, <input type="checkbox"/> distortions <input type="checkbox"/> phonological patterns

ARTICULATION RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

Intelligibility:	1 Intelligibility is Within Normal Limits (judged to be 95-100%)	2 Speech is intelligible (judged to be 85-94%) even when listener and/or context is unfamiliar.	3 Speech is frequently unintelligible (judged to be 65-84%) when listener and/or context is unfamiliar.	4 Speech is consistently unintelligible (judged to be below 65%) when listener and/or context is familiar.
Stimulability and Self-correction:	1 Stimulable for all sounds within the developmental norms.	2 Stimulable for error sound/s in at least one context within the developmental norms. Frequent self-corrections noted.	3 Limited stimulability for error sound/s within the developmental norms. Ability to self-correct is inconsistent.	4 Not stimulable for error sound/s within the developmental norms. No self-corrections noted.
Oral Motor Structure and Function:	1 Oral structures appear normal and adequate for speech production.	2 Minimal difficulties in oral motor and/or sequencing do not interfere with speech production.	3 Frequent difficulties in timing, sequencing and/or coordination of speech sound/s are evident.	4 Consistent difficulties in timing, sequencing and/or coordination of speech sound/s are evident. There may be additional neuromotor and/or structural deficits present.
Adverse Effect on Educational Performance:	1 Speech is adequate for the student's participation in educational settings.	4 Speech sound/s are developing. Speech errors minimally impact the student's participation in educational settings.	6 Speech error/s frequently impact student's participation in educational settings.	8 Speech error/s consistently impact student's participation in educational settings.

ARTICULATION RATING SCALE

STUDENT: _____ **SLP:** _____ **DATE:** _____

Instructions:

1. Circle score for the most appropriate description for each category: *Formal (Standardized), Informal (Descriptive), Intelligibility, Oral Motor/Structure and Function, Stimulability/Self-Correction and Adverse Effects.*
2. Compute the total score.
3. Circle below to determine the Overall Rating.

TOTAL SCORE _____

COMPREHENSIVE ARTICULATION ASSESSMENT TOTAL SCORE: *Formal (Standardized), Informal, Intelligibility, Stimulability and Self-Correction, Oral Motor Structure and Function, and Adverse Effect*

_____ 6 _____ / 7 8 9 10 11 12 13 14 / 15 16 17 18 19 20 21 / 22 23 24 25 26 27 28			
No Impairment	Mild	Moderate	Severe
Rating = 1	Rating = 2	Rating = 3	Rating = 4

OR

INFORMAL ONLY EXPRESSIVE LANGUAGE ASSESSMENT TOTAL SCORE: *Informal, Intelligibility, Stimulability and Self-Correction, Oral Motor Structure and Function, and Adverse Effect*

_____ 5 _____ / 6 7 8 9 10 11 12 / 13 14 15 16 17 18 / 19 20 21 22 23 24			
No Impairment	Mild	Moderate	Severe
Rating = 1	Rating = 2	Rating = 3	Rating = 4

Final determination of disability is made by the Multidisciplinary Team.

STUTTERING RATING SCALE

STUDENT: _____ **SLP:** _____ **DATE:** _____

Formal Assessment of Stuttering: Comprehensive, standardized measure/s and scores	SCORE = 1 1 standard deviation from the mean for example: Standard Score (SS) = 85 when the mean is 100 and the standard deviation is 15	SCORE = 2 >1.0 - 1.5 standard deviations from the mean for example: Standard Score (SS) = 84-78 when the mean is 100 and the standard deviation is 15	SCORE = 3 >1.5 – 2.0 standard deviations from the mean for example: Standard Score (SS) = 77-70 when the mean is 100 and the standard deviation is 15	SCORE = 4 >2.0 standard deviations from the mean for example: Standard Score (SS) = 69 or below when the mean is 100 and the standard deviation is 15
Informal Assessment of Core Stuttering Characteristics: <i>Check descriptive tool used:</i> <input type="checkbox"/> Stuttering Speech sample <input type="checkbox"/> Checklist(s) <input type="checkbox"/> Observations <input type="checkbox"/> Other _____	1 Speech fluency and rate are Within Normal Limits.	2 Speech contains whole word or phrase repetitions; rate of speech does not interfere with intelligibility. Average duration of stuttering moment: 0.5 second or less (fleeting) Frequency of disfluency: Less than 5% of a speech sample of 100 words.	3 Speech contains sound, syllable, and/or word repetitions or prolongations, and/or silent blocks; rate may interfere with intelligibility. Average duration of stuttering moment: .6 - 9.0 seconds or less Frequency of disfluency: 5-11% of a speech sample of 100 words.	4 Speech contains a high frequency of sound, syllable, and/or word repetitions or prolongations, and/or silent blocks; rate interferes with intelligibility. Average duration of stuttering moment: 10.0 seconds or more Frequency of disfluency: 12% or greater of a speech sample of 100 words.

STUTTERING RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

<p>Informal Assessment of Secondary Stuttering Characteristics:</p> <p><i>Check descriptive tool used:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Stuttering Speech sample <input type="checkbox"/> Checklist/s <input type="checkbox"/> Observations over multiple days and settings <input type="checkbox"/> Other: _____ <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p>	<p>1</p> <p>Speech fluency is Within Normal Limits</p>	<p>2</p> <p>No secondary characteristics are observed</p>	<p>3</p> <p>One of the following areas is deficient</p> <p>Check areas of concern:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speech flow <input type="checkbox"/> Intelligibility <input type="checkbox"/> Rate and/or Prosody of Speech <input type="checkbox"/> Tension, Tremor, Tics <input type="checkbox"/> Escape Behaviors and Avoidances <input type="checkbox"/> Circumlocutions <input type="checkbox"/> Pitch and loudness rises <input type="checkbox"/> Other _____ 	<p>4</p> <p>At least two of the following areas are deficient</p> <p>Check areas of concern:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speech flow <input type="checkbox"/> Intelligibility <input type="checkbox"/> Rate and/or Prosody of Speech <input type="checkbox"/> Tension, Tremor, Tics <input type="checkbox"/> Escape Behaviors and Avoidances <input type="checkbox"/> Circumlocutions <input type="checkbox"/> Pitch and loudness rises <input type="checkbox"/> Other _____
<p>Adverse Effect of Stuttering on Educational Performance:</p>	<p>1</p> <p>Fluency skills are Within Normal Limits for the student's participation in educational settings.</p>	<p>4</p> <p>Disfluencies occasionally impact student's participation in educational settings.</p>	<p>6</p> <p>Disfluencies frequently impact student's participation in educational settings.</p>	<p>8</p> <p>Disfluencies consistently impact student's participation in educational settings.</p>

In addition to the information gathered above, also consider the following pertinent information when evaluating eligibility in the area of stuttering:

- Family History: Is there anyone else in the family who stutters?
- How aware and self-conscious is the student of his/her stuttering?
- Are the parents overly concerned?
- How long has the student been stuttering? (Stuttering for more than 6 months is of greater concern.)

STUTTERING RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

Instructions:

1. The Speech-Language Pathologist will determine whether or not to use **a COMPREHENSIVE ASSESSMENT(S)** (*Formal (Standardized), Informal Core Characteristics (Descriptive), Informal Secondary Characteristics (Descriptive), Adverse Effect*) **or an INFORMAL ASSESSMENT** (*Informal Core Characteristics (Descriptive), Informal Secondary Characteristics (Descriptive), Adverse Effect*) **only**.
2. Circle appropriate score in each of the categories above.
3. Add all of the scores above.
4. Circle the Total number below to determine the Overall Rating.

COMPREHENSIVE STUTTERING ASSESSMENT TOTAL SCORE: *Formal (Standardized), Informal Core Characteristics (Descriptive), Informal Secondary Characteristics (Descriptive), Adverse Effect*

_____ 4 _____ / 5 6 7 8 9 10 / 11 12 13 14 15 / 16 17 18 19 20
No Impairment Mild Moderate Severe
Rating = 1 Rating = 2 Rating = 3 Rating = 4

OR

INFORMAL STUTTERING ASSESSMENT TOTAL SCORE: *Informal Core Characteristics (Descriptive), Informal Secondary Characteristics (Descriptive), Adverse Effect*

_____ 3 _____ / 4 5 6 7 8 / 9 10 11 12 / 13 14 15 16
No Impairment Mild Moderate Severe
Rating = 1 Rating = 2 Rating = 3 Rating = 4

Final determination of disability is made by the Multidisciplinary Team.

VOICE RATING SCALE

STUDENT: _____ **SLP:** _____ **DATE:** _____

Informal Assessment of Pitch: Too High Too Low Monotone Excessive Variation Pitch Breaks Disordered Intonation Patterns	Score = 1 Pitch is Within Normal Limits in all educational settings If Formal Testing is not indicated, a rationale must be provided.	Score = 2 Pitch deviations are present and occasionally interfere with communication.	Score = 3 Pitch deviations are present and frequently interfere with communication.	Score = 4 Pitch deviations are present and consistently interfere with communication.
Informal Assessment of Loudness: Too loud Too soft Limited Variation Excessive Variation Mono Loudness	1 Loudness is Within Normal Limits in all educational settings.	2 Deviations in loudness are present and occasionally interfere with communication.	3 Deviations in loudness are present and frequently interfere with communication.	4 Deviations in loudness are present and consistently interfere with communication.
Informal Assessment of Quality: Breathy Strident Harsh Hoarse Tremor Weak Voice Loss of Voice Glottal Fry Hard Glottal Attacks Reverse Phonation	1 Quality is Within Normal Limits in all educational settings.	2 Deviations in quality of voice are present and occasionally interfere with communication.	3 Deviations in quality of voice are present and frequently interfere with communication.	4 Deviations in quality of voice are present and consistently interfere with communication.

VOICE RATING SCALE

STUDENT: _____ **SLP:** _____ **DATE:** _____

<p>Informal Assessment of Resonance:</p> <p>Hypernasal Hyponasal Nasal Emission Assimilation Nasality Mixed/Cul-de-Sac</p>	<p>1</p> <p>Resonance is Within Normal Limits in all educational settings.</p>	<p>2</p> <p>Deviations in resonance occasionally interfere with communication.</p>	<p>3</p> <p>Deviations in resonance are present and frequently interfere with communication.</p>	<p>4</p> <p>Deviations in resonance are present and consistently interfere with communication.</p>
<p>Adverse Effect on Educational Performance:</p> <p>Difficulty being heard or communicating Limited participation in oral communication</p>	<p>1</p> <p>Within Normal Limits</p>	<p>4</p> <p>Voice deviations occasionally impact the student's participation in educational settings and activities.</p>	<p>6</p> <p>Voice deviations are present and frequently impact the student's participation in educational settings and activities.</p>	<p>8</p> <p>Voice deviations are present and consistently impact the student's participation in educational settings and activities.</p>

VOICE RATING SCALE

STUDENT: _____ **SLP:** _____ **DATE:** _____

Instructions:

1. Circle score for the most appropriate description for each category: *Pitch, Loudness, Quality, Resonance, Adverse Effect*.
2. Add the scores from each category to determine the Total Score.
3. Circle below to determine the Overall Rating.

TOTAL SCORE: _____

<i>VOICE ASSESSMENT TOTAL SCORE:</i>																					
5	/	6	7	8	9	10	11	12	/	13	14	15	16	17	18	/	19	20	21	22	
No Impairment					Mild					Moderate					Severe						
RATING = 1					RATING = 2					RATING = 3					RATING = 4						

Final determination of disability is made by the Multidisciplinary Team.

Chapter 13 - Significant Communication Needs Profile

For students with significant cognitive or communication needs, it is the decision of the SLP whether to use the Rating Scales and/or this Profile to assist in determining eligibility for services. Individual AUs may have specific assessment measures that they recommend for this population. This Profile was created to assist the SLP in describing the student's unique communication strengths and needs. *This profile is not appropriate to be a sole determiner for services.* Determination of eligibility is made by the multidisciplinary team and the determination of services is made by the IEP team; both decisions must be made at the Eligibility/IEP meeting.

SIGNIFICANT COMMUNICATION NEEDS PROFILE

STUDENT: _____ **SLP:** _____ **DATE:** _____

EFFECTIVE COMMUNICATION SKILLS: (CIRCLE one of the following next to each skill)

	80-100%	50-79%	20-49%	<20%
REFUSALS:				
Expresses discomfort	Consistently	Usually	Sometimes	Rarely
Protests	Consistently	Usually	Sometimes	Rarely
Rejects	Consistently	Usually	Sometimes	Rarely
REQUESTS:				
Continuation of desired action	Consistently	Usually	Sometimes	Rarely
New objects, people, actions	Consistently	Usually	Sometimes	Rarely
Preference when offered choices	Consistently	Usually	Sometimes	Rarely
Object/s not present	Consistently	Usually	Sometimes	Rarely
Wants/needs	Consistently	Usually	Sometimes	Rarely
PROVIDES INFORMATION:				
Relays basic needs/wants	Consistently	Usually	Sometimes	Rarely
Answers questions	Consistently	Usually	Sometimes	Rarely
Labels objects, people, actions	Consistently	Usually	Sometimes	Rarely
Makes comments	Consistently	Usually	Sometimes	Rarely
SEEKS INFORMATION:				
Asks Yes/No questions	Consistently	Usually	Sometimes	Rarely
Asks Wh questions	Consistently	Usually	Sometimes	Rarely
Asks for help	Consistently	Usually	Sometimes	Rarely
ENGAGES IN SOCIAL INTERACTION:				
Displays interest in others	Consistently	Usually	Sometimes	Rarely
Seeks attention	Consistently	Usually	Sometimes	Rarely
Initiates interactions	Consistently	Usually	Sometimes	Rarely
Greets	Consistently	Usually	Sometimes	Rarely
Shares	Consistently	Usually	Sometimes	Rarely
Takes turns	Consistently	Usually	Sometimes	Rarely
UNDERSTANDS LANGUAGE				
Demonstrates cause and effect	Consistently	Usually	Sometimes	Rarely
Follows directions	Consistently	Usually	Sometimes	Rarely
Answers yes/no questions	Consistently	Usually	Sometimes	Rarely
TOTAL IN EACH COLUMN				

*The skills referenced in this checklist are adapted from **Communication Matrix** (Charity Rowland, 2004).*

MODE(S) of COMMUNICATION: _____