

SECTION IV: RATING SCALES

Chapter 8: Communication Rating Scales

The Communication Rating Scales are to be used as organizational tools **after** the assessment data of the student's communication abilities have been completed and interpreted. The 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, in collaboration with the IEP team. The tool is not a diagnostic instrument but a way to organize evaluation findings. The scales must be used with a body of evidence to include formal and /or informal assessment data.

The Speech-Language Pathologist will determine whether to use the COMPREHENSIVE ASSESSMENT OR OBSERVATIONAL ASSESSMENT ONLY within the RATING SCALE. Comprehensive Assessment is recommended for the area(s) of concern, unless a standardized assessment is not available due to cognitive, linguistic or cultural reasons.

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). 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, and Pragmatic Language Scale.

Auditory Processing and Auditory Perception are included in the Receptive Language Scale since they are part of the eligibility criteria in the Early Childhood Education Act (ECEA 2.08(9)(a)) for Speech or Language Impairment. The role of the speech language pathologist is to determine how the student is processing and perceiving auditory information as related to language development. There is a hierarchical development of auditory processing skills which have individual functions but work together in an integrated system. Areas for consideration are: sensation (acuity), perception (discrimination, sequencing, analysis and synthesis) auditory association and auditory attention. Sensation can be determined through medical/education records, hearing screening or other appropriate sources. Perception, auditory association and auditory memory can be assessed through a variety of formal and informal assessments, parent/teacher report, observation or other appropriate sources. Some skills commonly associated with auditory processing abilities which could be evaluated by the speech-language pathologist are listed in the table on the following page along with a brief definition (Keith, 2004).

If there are concerns with the auditory system which warrant further assessment to determine Auditory Processing Disorder (APD or (C)APD), the speech-language pathologist should consult with an audiologist. Speech language pathologists do not diagnose (C)APD. A diagnosis of Auditory Processing

Disorder does not automatically make a student eligible for special education services. For further information please consult the technical assistance document on [The Consideration of Clinical Diagnoses in the Educational Identification of Disabilities in Accordance with IDEA 2004](#).

Table 1 Auditory processing and auditory perception skills

Auditory Processing Skills	Definition
Sensation (acuity)	The ability to hear sounds
Auditory discrimination	The ability to discriminate between phonemic elements of speech that are acoustically similar (sun/fun).
Auditory sequencing	The ability to recall the order of a series of details.
Auditory attention	To direct attention to relevant acoustic signals, specifically speech or linguist stimuli, and sustain that attention for an appropriate amount of time.
Auditory synthesis	The ability to merge or blend isolated phonemes into words. Auditory synthesis is critical to the reading process.(/t/a/p/ = tap)
Auditory analysis	The ability to identify phonemes or morphemes embedded in words as seen in verb tense (e.g., worked vs. works) and other morphological markers.
Auditory association	The ability to attach meaning from an acoustic signal and associate it to its source or label, such as non-linguistic sounds or words.
Auditory memory	The ability to store and recall auditory stimuli in the appropriate order or sequence (e.g., following directions, retelling a sequential story in order).

An articulation impairment is the “atypical production of speech sounds...that may interfere with intelligibility” (ASHA, 1993). 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; or, (3) the errors do not interfere with educational performance resulting in a denial of FAPE.

A fluency Impairment includes stuttering, cluttering and other speech related disorders. “A fluency disorder is 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).” A fluency impairment does not exist when (1) disfluent behaviors are part of normal speech development and/or (2) disfluent behaviors do not interfere with educational performance resulting in a denial of FAPE.

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). 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/or, (3) do not interfere with

educational performance resulting in a denial of FAPE. 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. Consideration should be given to the policies and procedures within an AU, if medical clearance is required in order to determine eligibility for special education. SLPs should consult with their local administration for policies and procedures regarding the evaluation and treatment of voice disorders.

Using the SLI Guidelines with Children Evaluated and Served under Part C

Based on S.B. 07-255, Child Find Responsibilities under IDEA, AUs are responsible for determining significant developmental delay for children under the age of three based on the definition within the [Early Intervention Colorado State Plan under Part C of the Individuals with Disabilities Education Act](#). The determination of significant developmental delay is based on either an equivalence of 25% or greater delay in one or more areas of development (adaptive, cognitive, communication, physical, including vision and hearing, and social emotional) when compared with chronological age or the equivalence of 1.5 standard deviations or more below the mean in one or more areas of development. It is the responsibility of the local Community Centered Board personnel to determine a child's eligibility for Part C services based on the findings of the child find team's evaluation information. To access more information on Child Find click on the following link <http://www.cde.state.co.us/early/childfind>.

Procedures for scoring the Communication Rating Scales

The information in this section is for use with students served under IDEA Part B (3-21 Years), although some of the rating scales may be used for children served under IDEA Part C (birth-3).

1. Use the Communication Rating Scales to rate the student's communication in each area of concern. For each Communication Rating Scale completed, it is necessary to circle the appropriate scores in each component within that scale. For example, if you are completing the **Articulation /Phonology Rating Scale**, *Normative Assessment* (if used), *Observational Assessment*; *Consistency*, *Stimulability*, and *Self-correction*; *Oral Motor Structure and Function*; and *Adverse Effect on Educational Performance* components must be scored. These scores are all weighted according to their importance in the determination of a potential disability. Do not alter the weighted scores. For example, do not score *Consistency*, *Stimulability* and *Self-Correction* as a "2.5".

No zeros (0) are to be used on these scales.

2. The following Communication Rating Scales are designed to be used for students who are served under IDEA Part B (3-21 years):
 - a. Receptive Language Rating Scale
 - b. Expressive Language Rating Scale
 - c. Pragmatics Rating Scale
 - d. Articulation/Phonology Rating Scale
 - e. Fluency Rating Scale
 - f. Voice Rating Scale
3. For each Communication Rating Scale, all of the component ratings should be summed to determine the total score.

4. The total score for each Communication Rating Scale corresponds to one of the following ratings. Be sure to use the appropriate ratings (either Part B or Part C). The rating is then used to guide determination of eligibility for speech-language services.

	Part B students	Part C children
Rating of 1 =	1 (Within Normal Limits)	1 (Within Normal Limits)
Rating of 2 =	2 (Mild)	2 (Mild Delay)
Ratings of 3 =	3 (Moderate)	3 (Significant Delay)
Ratings of 4 =	4 (Severe)	4 (Significant Delay)

6. Under Part B, 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/or appropriate age-related activities, and reasonable educational benefit from services, as discussed at the IEP meeting.

7. Consult individual Administrative Units (AUs) for additional guidance regarding eligibility for services for students.

Using Scales with students who are Culturally, Linguistically Diverse

Use the **Observational Rating Scale** and do not report normative standard scores with a student who is culturally-linguistically diverse (CLD) unless assessments used are standardized with normative samples that match the demographic background of the student. See the Appendix B: *Assessment Considerations for Culturally and Linguistically Diverse Populations* for further information on assessing students who are culturally and linguistically diverse.

Variance in Determining the Rating

For each Communication Rating Scale, the SLP determines the **Rating** based on the **Total Score** (figure 1).

TOTAL SCORE 12

Total Score	COMPREHENSIVE ARTICULATION/PHONOLOGY ASSESSMENT TOTAL SCORE: <i>Normative (Standardized); Observational Assessment, Stimulability and Self-Correction; Oral Motor Structure and Function; and Adverse Effect</i>																							
	5	/6	7	8	9	10	11	12	/13	14	15	16	17	18	/19	20	21	22	23	24				
Rating	No Impairment / Rating = 1				Mild (Mild Delay - Pt C) / Rating = 2				Moderate (Sign. Delay - Pt C) / Rating = 3				Severe (Significant Delay - Pt C) / Rating = 4											

[Figure 1]

At the eligibility meeting, the SLP, in collaboration with the IEP team, may consider the following information: student attendance, cognition, rate of progress, response to interventions, cultural, economic, and linguistic differences, or other factors to add or subtract **one** point to/from the **Total Score**, not the **Rating**. The use of the variance should be considered only during the eligibility meeting if the addition or subtraction of a point would shift the student to another **Rating**. For example, if the student has a total score of 12 on the Articulation/Phonology Rating Scale, the student would receive a Rating of 2 (Mild for Part B). See figure 2.

TOTAL SCORE 12

Total Score	COMPREHENSIVE ARTICULATION/PHONOLOGY ASSESSMENT TOTAL SCORE: <i>Normative (Standardized); Observational Assessment, Stimulability and Self-Correction; Oral Motor Structure and Function; and Adverse Effect</i>																							
	5	/6	7	8	9	10	11	12	/13	14	15	16	17	18	/19	20	21	22	23	24				
Rating	No Impairment / Rating = 1				Mild (Mild Delay - Pt C) / Rating = 2				Moderate (Sign. Delay - Pt C) / Rating = 3				Severe (Significant Delay - Pt C) / Rating = 4											

[Figure 2]

Suppose the IEP team, due to other factors supported by documentation, determines that the score is not reflective of the student’s needs. They can add a point to the score making it 13 (figure 3), which would correspond to a Rating of 3 (Moderate for Part B).

TOTAL SCORE 12

Total Score	COMPREHENSIVE ARTICULATION/PHONOLOGY ASSESSMENT TOTAL SCORE: <i>Normative (Standardized); Observational Assessment, Stimulability and Self-Correction; Oral Motor Structure and Function; and Adverse Effect</i>																							
Rating	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24				
	No Impairment / Rating = 1					Mild (Mild Delay - Pt C) Rating = 2					Moderate (Sign. Delay - Pt C) Rating = 3					Severe (Significant Delay - Pt C) Rating = 4								

[Figure 3]

IEP team discussion and any changes in the Rating must be documented within the IEP (for example, in ‘Student Needs and Impact of Disability’) and in the Prior Written Notice.

RECEPTIVE LANGUAGE RATING SCALE
Part B Students

STUDENT	SLP	DATE				
<p>Normative Assessment: Comprehensive, standardized measure(s) and scores</p> <p>NORMATIVE ASSESSMENT MUST BE COMPLETED IF LANGUAGE IS AN AREA OF CONCERN. See Appendix B for students who are culturally, linguistically diverse.</p> <p>Use overall score (total, quotient, index, etc.). DO NOT use subtest scores alone!!</p>			<p>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>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>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>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>Observational Assessment of 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>1</p> <p>Understanding all of the following are age appropriate:</p> <p><input type="checkbox"/> Phonological Awareness</p> <p><input type="checkbox"/> Morphological Awareness (root words, suffixes, prefixes)</p> <p><input type="checkbox"/> Syntactic/Grammatical language features</p> <p><input type="checkbox"/> Semantics (listening and reading vocabulary)</p> <p><input type="checkbox"/> Discourse (narrative, conversational, expository, verbal reasoning higher order language)</p>	<p>2</p> <p>Student has difficulty understanding One of the following areas (Check areas)</p> <p><input type="checkbox"/> Phonological Awareness</p> <p><input type="checkbox"/> Morphological Awareness (root words, suffixes, prefixes)</p> <p><input type="checkbox"/> Syntactic/Grammatical language features</p> <p><input type="checkbox"/> Semantics (listening and reading vocabulary)</p> <p><input type="checkbox"/> Discourse (narrative, conversational, expository, verbal reasoning, higher order language)</p>	<p>3</p> <p>Student has difficulty understanding Two of the following areas (Check areas)</p> <p><input type="checkbox"/> Phonological Awareness</p> <p><input type="checkbox"/> Morphological Awareness (root words, suffixes, prefixes)</p> <p><input type="checkbox"/> Syntactic/Grammatical language features</p> <p><input type="checkbox"/> Semantics (listening and reading vocabulary)</p> <p><input type="checkbox"/> Discourse (narrative, conversational, expository, verbal reasoning, higher order language)</p>	<p>4</p> <p>Student has difficulty understanding Three or more of the following areas (Check areas)</p> <p><input type="checkbox"/> Phonological Awareness</p> <p><input type="checkbox"/> Morphological Awareness (root words, suffixes, prefixes)</p> <p><input type="checkbox"/> Syntactic/Grammatical language features</p> <p><input type="checkbox"/> Semantics (listening and reading vocabulary)</p> <p><input type="checkbox"/> Discourse (narrative, conversational, expository, verbal reasoning higher order language)</p>

RECEPTIVE LANGUAGE RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

<p>Auditory Processing and Auditory Perception:</p> <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists. Work with your audiologist if you suspect</i></p>	<p>1</p> <p>Auditory Processing and Auditory Perception are judged to be Within Normal Limits.</p>	<p>2</p> <p>One of the areas is deficient</p> <p><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"/> auditory memory</p>	<p>3</p> <p>Two of the following areas are deficient:</p> <p><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"/> auditory memory</p>	<p>4</p> <p>Three or more of the following areas are deficient:</p> <p><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"/> auditory memory</p>
<p>Academic Language Skills:</p> <p>Refer to <u>CDE Academic Standards</u></p>	<p>1</p> <p><input type="checkbox"/> The student needs little or no assistance in understanding language (conversation or academic).</p>	<p>2</p> <p><input type="checkbox"/> The student needs occasional cues, models, explanations or assistance in understanding language (conversation or academic).</p>	<p>3</p> <p><input type="checkbox"/> The student needs frequent cues, models, explanations or assistance in understanding language (conversation or academic).</p>	<p>4</p> <p><input type="checkbox"/> The student needs consistent cues, models, explanations or assistance in understanding language (conversation or academic).</p>
<p>Adverse Effect on Educational Performance/ Academic Language:</p>	<p>1</p> <p><input type="checkbox"/> There is evidence to support Receptive language skills are adequate for the student's participation in age appropriate academic and/or non-academic learning environments.</p>	<p>4</p> <p><input type="checkbox"/> There is evidence to support Receptive language skills mildly impact educational performance and can be addressed in age appropriate academic and/or non-academic learning environments.</p>	<p>6</p> <p><input type="checkbox"/> There is evidence to support Receptive language skills moderately impact educational performance and the student's ability to participate in age appropriate academic and/or non-academic learning environments.</p>	<p>8</p> <p><input type="checkbox"/> There is evidence to support Receptive language skills severely impact educational performance and the student's ability to participate in age appropriate academic and/or non-academic learning environments.</p>

RECEPTIVE LANGUAGE RATING SCALE

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

Instructions:

1. Check the box for the most appropriate description for each component: *Normative (Standardized), Observational (Descriptive), Auditory Processing and Auditory Perception, Academic Language, and Adverse Effect.*
2. Compute the total score and record below.
3. Determine the Rating.

TOTAL SCORE _____

Total Score	COMPREHENSIVE RECEPTIVE LANGUAGE ASSESSMENT TOTAL SCORE: <i>Normative (Standardized), Observational Assessment, 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	
Rating	No Impairment Rating = 1	Mild Rating = 2	Moderate Rating = 3	Severe Rating = 4

OR

Total Score	OBSERVATIONAL ASSESSMENT ONLY - RECEPTIVE LANGUAGE ASSESSMENT TOTAL SCORE: <i>Observational Assessment, 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	
Rating	No Impairment Rating = 1	Mild Rating = 2	Moderate Rating = 3	Severe Rating = 4

Final determination of disability is made by the Multidisciplinary Team.

EXPRESSIVE LANGUAGE RATING SCALE
PART B STUDENTS

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

<p>Normative Assessment: Comprehensive, standardized measure(s) and scores</p> <p>NORMATIVE ASSESSMENT MUST BE COMPLETED IF LANGUAGE IS AN AREA OF CONCERN. Or, provide a rationale. See Appendix B for students who are culturally, linguistically diverse.</p>	<p align="center">SCORE = 1</p> <p><input type="checkbox"/> 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 align="center">SCORE = 2</p> <p><input type="checkbox"/> >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 align="center">SCORE = 3</p> <p><input type="checkbox"/> >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 align="center">SCORE = 4</p> <p><input type="checkbox"/> >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>Use overall score (total, quotient, index, etc.). DO NOT use subtest scores alone!</p>				
<p>Observational Assessment:</p> <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p> <p><i>Check descriptive tool used:</i></p> <p><input type="checkbox"/> Classroom observations</p> <p><input type="checkbox"/> Oral and/or Written Language Sample</p> <p><input type="checkbox"/> Checklist(s)</p> <p><input type="checkbox"/> Curriculum based assessment/s</p> <p><input type="checkbox"/> Other: _____</p> <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p>	<p align="center">1</p> <p>Expressing all of the following are age appropriate:</p> <p><input type="checkbox"/> Syntactic/Grammatical language features</p> <p><input type="checkbox"/> Morphology: use of roots, prefixes, suffixes</p> <p><input type="checkbox"/> Phonological skills Patterns</p> <p><input type="checkbox"/> Semantics (speaking and writing vocabulary)</p> <p><input type="checkbox"/> Discourse (narrative, conversational, expository, higher order language)</p>	<p align="center">2</p> <p>Student has difficulty expressing One of the following areas (Check areas)</p> <p><input type="checkbox"/> Syntactic/Grammatical language features</p> <p><input type="checkbox"/> Morphology: use of roots, prefixes, suffixes</p> <p><input type="checkbox"/> Phonological skills Patterns</p> <p><input type="checkbox"/> Semantics (speaking and writing vocabulary)</p> <p><input type="checkbox"/> Discourse (narrative, conversational, expository, higher order language)</p>	<p align="center">3</p> <p>Student has difficulty expressing Two of the following areas (Check areas)</p> <p><input type="checkbox"/> Syntactic/Grammatical language features</p> <p><input type="checkbox"/> Morphology: use of roots, prefixes, suffixes</p> <p><input type="checkbox"/> Phonological skills Patterns</p> <p><input type="checkbox"/> Semantics (speaking and writing vocabulary)</p> <p><input type="checkbox"/> Discourse (narrative, conversational, expository, higher order language)</p>	<p align="center">4</p> <p>Student has difficulty expressing Three or more of the following areas (Check areas)</p> <p><input type="checkbox"/> Syntactic/Grammatical language features</p> <p><input type="checkbox"/> Morphology: use of roots, prefixes, suffixes</p> <p><input type="checkbox"/> Phonological skills Patterns</p> <p><input type="checkbox"/> Semantics (speaking and writing vocabulary)</p> <p><input type="checkbox"/> Discourse (narrative, conversational, expository, higher order language)</p>

EXPRESSIVE LANGUAGE RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

<p>Academic Language Skills:</p> <p>Refer to <u>CDE Academic Standards</u></p>	<p>1</p> <p><input type="checkbox"/> The student needs little or no assistance in using language.</p>	<p>2</p> <p><input type="checkbox"/> The student needs occasional cues, models, explanations or assistance in using language</p>	<p>3</p> <p><input type="checkbox"/> The student needs frequent cues, models, explanations or assistance in using language</p>	<p>4</p> <p><input type="checkbox"/> The student needs consistent cues, models, explanations or assistance in using language.</p>
<p>Adverse Effect On Educational Performance:</p>	<p>1</p> <p><input type="checkbox"/> There is evidence to support Expressive language skills are adequate for the student's participation in age appropriate academic and/or non-academic learning environments.</p>	<p>4</p> <p><input type="checkbox"/> There is evidence to support Expressive language skills mildly impact educational performance and can be addressed in age appropriate academic and/or non-academic learning environments.</p>	<p>6</p> <p><input type="checkbox"/> There is evidence to support Expressive language skills moderately impact educational performance and the student's ability to participate in age appropriate academic and/or non-academic learning environments.</p>	<p>8</p> <p><input type="checkbox"/> There is evidence to support Expressive language skills severely impact educational performance and the student's ability to participate in age appropriate academic and/or non-academic learning environments.</p>

EXPRESSIVE LANGUAGE RATING SCALE

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

Instructions:

1. Check the box for the most appropriate description for each component: *Normative (Standardized), Observational (Descriptive), Academic Language, and Adverse Effect.*
2. Compute the total score and record below.
3. Determine the Rating.

TOTAL SCORE _____

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

OR

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

Final determination of disability is made by the Multidisciplinary Team.

**PRAGMATICS RATING SCALE
PART B STUDENTS**

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

<p>Normative Assessment of Pragmatics: Comprehensive, standardized measure(s) and scores</p> <p>See Appendix B for students who are culturally, linguistically diverse.</p>	<p 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 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 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 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>Observational Assessment of Pragmatics:</p> <p><i>Check descriptive tool used:</i></p> <p><input type="checkbox"/> Pragmatics/ Communication sample</p> <p><input type="checkbox"/> Checklist(s)</p> <p><input type="checkbox"/> Observations</p> <p><input type="checkbox"/> Other _____</p> <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p>	<p align="center">1</p> <p>Pragmatic skills are judged as average relative to expectations when compared to same age and culture peers.</p>	<p align="center">2</p> <p align="center">At least one of the following areas is deficient</p> <p><input type="checkbox"/> Functions of Communication (e.g. Informing, Requesting, Demand, Refusal, Greetings)</p> <p><input type="checkbox"/> Topic Selection (e.g. Introduction, Maintenance, Shift, Termination)</p> <p><input type="checkbox"/> Turn-Taking (e.g. Gaining attention, Initiation, Response, Repair, Interruption,)</p> <p><input type="checkbox"/> Non-Verbal Communication (e.g. Proximity, Gesture, Facial Expression, Eye Gaze.)</p> <p><input type="checkbox"/> Social Inference (e.g. Joint Attention, Perspective Taking, Word Choice: specificity, accuracy, cohesion, Empathy)</p> <p><input type="checkbox"/> Paralinguistic (e.g. prosody, intonation, rate, loudness)</p> <p><input type="checkbox"/> Other _____</p>	<p align="center">3</p> <p align="center">At least two of the following areas are deficient:</p> <p><input type="checkbox"/> Functions of Communication (e.g. Informing, Requesting, Demand, Refusal, Greetings)</p> <p><input type="checkbox"/> Topic Selection (e.g. Introduction, Maintenance, Shift, Termination)</p> <p><input type="checkbox"/> Turn-Taking (e.g. Gaining attention, Initiation, Response, Repair, Interruption,)</p> <p><input type="checkbox"/> Non-Verbal Communication (e.g. Proximity, Gesture, Facial Expression, Eye Gaze.)</p> <p><input type="checkbox"/> Social Inference (e.g. Joint Attention, Perspective Taking, Word Choice: specificity, accuracy, cohesion, Empathy)</p> <p><input type="checkbox"/> Paralinguistic (e.g. prosody, intonation, rate, loudness)</p> <p><input type="checkbox"/> Other _____</p>	<p align="center">4</p> <p align="center">At least three of the following areas are deficient:</p> <p><input type="checkbox"/> Functions of Communication (e.g. Informing, Requesting, Demand, Refusal, Greetings)</p> <p><input type="checkbox"/> Topic Selection (e.g. Introduction, Maintenance, Shift, Termination)</p> <p><input type="checkbox"/> Turn-Taking (e.g. Gaining attention, Initiation, Response, Repair, Interruption,)</p> <p><input type="checkbox"/> Non-Verbal Communication (e.g. Proximity, Gesture, Facial Expression, Eye Gaze.)</p> <p><input type="checkbox"/> Social Inference (e.g. Joint Attention, Perspective Taking, Word Choice: specificity, accuracy, cohesion, Empathy)</p> <p><input type="checkbox"/> Paralinguistic (e.g. prosody, intonation, rate, loudness)</p> <p><input type="checkbox"/> Other _____</p>

<p>Adverse Effect on Educational Performance:</p>	<p style="text-align: center;">1</p> <p><input type="checkbox"/> There is evidence to support Pragmatics are adequate for the student's participation in age appropriate academic and non-academic learning environments with a variety of communication partners.</p>	<p style="text-align: center;">4</p> <p><input type="checkbox"/> There is evidence to support Pragmatics are developing and mildly impact educational performance and can be addressed in age appropriate academic (e.g., classroom) and non-academic (e.g., playground, lunchroom, early childhood, vocation, community) learning environments with a variety of communication partners.</p>	<p style="text-align: center;">6</p> <p><input type="checkbox"/> There is evidence to support Pragmatics moderately impact the student's ability to participate in age appropriate academic (e.g., classroom) and non-academic (e.g., playground, lunchroom, early childhood, vocation, community) learning environments or with a variety of communication partners.</p>	<p style="text-align: center;">8</p> <p><input type="checkbox"/> There is evidence to support Pragmatics severely impacts the student's ability to participate in age appropriate academic (e.g., classroom) and non-academic (e.g., playground, lunchroom, early childhood, vocation, community) educational settings and with a variety of communication partners.</p>
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PRAGMATICS RATING SCALE

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

Instructions:

1. Check the box for the most appropriate description for each component: *Normative (Standardized)*, and/or *Observational (Descriptive)*, *Pragmatics and Adverse Effects*.
2. Compute the total score and record below.
3. Determine the Rating.

TOTAL SCORE _____

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

OR

Total Score	OBSERVATIONAL ONLY - PRAGMATICS SOCIAL LANGUAGE ASSESSMENT TOTAL SCORE: <i>Observational Assessment (Descriptive), Adverse Effect</i>						
	2	/	3 4 5 6	/	7 8 9	/	10 11 12
Rating	No Impairment Rating = 1		Mild Rating = 2		Moderate Rating = 3		Severe Rating = 4

Final determination of disability is made by the IEP team.

ARTICULATION/PHONOLOGY RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

<p>Normative Assessment of Articulation/Phonology: Comprehensive, standardized measure(s) and scores. Consider appropriateness for CLD students throughout scale</p>	<p style="text-align: center;">SCORE = 1</p> <p><input type="checkbox"/> 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><input type="checkbox"/> >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><input type="checkbox"/> >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><input type="checkbox"/> >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>Observational Assessment of Articulation/Phonology:</p> <p><i>Check descriptive tool used:</i> <input type="checkbox"/> Speech sample <input type="checkbox"/> Checklist(s) <input type="checkbox"/> Observations <input type="checkbox"/> 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>All of the following are adequate for speech production.</p> <p><input type="checkbox"/> Production of speech is Within Normal Limits in all educational settings including early childhood environments.</p> <p><input type="checkbox"/> Errors are consistent with normal development</p>	<p style="text-align: center;">2</p> <p>Speech production is characterized by the following.</p> <p><input type="checkbox"/> Speech sound errors are present and may be non-developmental</p> <p><input type="checkbox"/> Intelligibility occasionally interferes with communication</p>	<p style="text-align: center;">3</p> <p>Two of the following are present and sound productions are noticeable in error</p> <p><input type="checkbox"/> Non-developmental or early appearing phonological patterns.</p> <p><input type="checkbox"/> Sound errors including (substitutions, omissions, distortions and additions) which are not found in age-matched peers who are culturally and linguistically similar</p> <p><input type="checkbox"/> Vowel Errors</p> <p><input type="checkbox"/> May use compensatory speech patterns/ Idiosyncratic Errors</p> <p><input type="checkbox"/> Intelligibility often results in a breakdown in communication</p>	<p style="text-align: center;">4</p> <p>Three of the following are present and sound productions are extensive in error</p> <p><input type="checkbox"/> Non-developmental or early appearing phonological patterns.</p> <p><input type="checkbox"/> Sound errors including (substitutions, omissions, distortions and additions) which are not found in age-matched peers who are culturally and linguistically similar</p> <p><input type="checkbox"/> Vowel Errors</p> <p><input type="checkbox"/> May use compensatory speech patterns /Idiosyncratic Errors</p> <p><input type="checkbox"/> Intelligibility usually results in a breakdown in communication</p>

ARTICULATION/PHONOLOGY RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

	1 Both are checked	2 At least two are checked	3 At least two are checked	4 At least two are checked
<p>Consistency, Stimulability and Self-correction: Judgments are based on the student's performance as compared to developmental, dialectic, cultural and linguistic expectations.</p> <p>NOTE: Ability to self-correct should NOT be considered for children ages 0 THROUGH 3.</p>	<input type="checkbox"/> Consistent sound patterns <input type="checkbox"/> Stimulable for all sounds within the developmental norms.	<input type="checkbox"/> Minor inconsistencies in sound production <input type="checkbox"/> Stimulable for error sound/s in at least one context within the developmental norms. <input type="checkbox"/> Frequent self-corrections noted.	<input type="checkbox"/> Frequent inconsistencies in sound production <input type="checkbox"/> Limited stimulability for error sound/s within the developmental norms. <input type="checkbox"/> Ability to self-correct is inconsistent.	<input type="checkbox"/> Consistent error patterns <input type="checkbox"/> Not stimulable for error sound/s within the developmental norms. <input type="checkbox"/> No self-corrections noted.

ARTICULATION/PHONOLOGY RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

Oral Motor Structure and Function:	1 <input type="checkbox"/> Oral structures appear normal and adequate for speech production.	2 <input type="checkbox"/> Mild difficulties in oral motor and/or sequencing do not interfere with speech production.	3 <input type="checkbox"/> Moderate difficulties in timing, sequencing and/or coordination of speech sound/s are evident.	4 <input type="checkbox"/> Severe difficulties in timing, sequencing and/or coordination of speech sound/s are evident. There may be additional neuro-motor and/or structural deficits present.
Adverse Effect on Educational Performance: (Part B Students)	1 <input type="checkbox"/> Speech is adequate for the student's participation in all educational settings including early childhood environments.	4 <input type="checkbox"/> Speech sounds are developing. Speech errors mildly impact the student's participation in all educational settings including early childhood environments.	6 <input type="checkbox"/> Speech errors moderately impact student's participation in all educational settings including early childhood environments.	8 <input type="checkbox"/> Speech errors severe impact student's participation in all educational settings including early childhood environments.
Adverse Effect on Communication: Birth through 3	1 <input type="checkbox"/> Speech is adequate for the student's participation in appropriate age-related activities and settings.	4 <input type="checkbox"/> Speech sounds are developing. Speech errors mildly impact the student's participation in appropriate age-related activities and settings.	6 <input type="checkbox"/> Speech error/s moderately impact student's participation in appropriate age-related activities and settings.	8 <input type="checkbox"/> Speech error/s severely impact student's participation in appropriate age-related activities and settings.

ARTICULATION/PHONOLOGY RATING SCALE

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

Instructions:

1. Check the box for the most appropriate description for each component: *Normative (Standardized), Observational (Descriptive), Consistency, Stimulability and Self-Correction/ Oral Motor Structure and Function, and Adverse Effect.*
2. Compute the total score.
3. Circle below to determine the Rating.

TOTAL SCORE

Total Score	COMPREHENSIVE ARTICULATION/PHONOLOGY ASSESSMENT TOTAL SCORE: <i>Normative (Standardized); Observational Assessment, Stimulability and Self-Correction; Oral Motor Structure and Function; and Adverse Effect</i>			
	5	/6 7 8 9 10 11 12	/13 14 15 16 17 18	/19 20 21 22 23 24
Rating	No Impairment / Rating = 1	Mild (Mild Delay - Pt C) Rating = 2	/ Moderate (Sign. Delay - Pt C) / Rating = 3	Severe (Significant Delay - Pt C) Rating = 4

OR

Total Score	OBSERVATIONAL ASSESSMENT ONLY - ARTICULATION/PHONOLOGY ASSESSMENT TOTAL SCORE: <i>Observational Assessment; Consistency, Stimulability and Self-Correction; Oral Motor Structure and Function; and Adverse Effect</i>			
	4	/5 6 7 8 9 10 11	/12 13 14 15	/16 17 18 19 20
Rating	No Impairment / Rating = 1	Mild (Mild Delay - Pt C) Rating = 2	/ Moderate (Sign. Delay - Pt C) / Rating = 3	Severe (Significant Delay - Pt C) Rating = 4

Final determination of disability is made by the Multidisciplinary Team.

FLUENCY RATING SCALE (STUTTERING, CLUTTERING AND RELATED DISORDERS)

STUDENT: _____ SLP: _____ DATE: _____

Normative Assessment of Fluency (stuttering, cluttering, and related disorders): 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
Observational Assessment of Overt Behaviors <i>Check descriptive tool used:</i> <input type="checkbox"/> Speech sample <input type="checkbox"/> Checklist(s) <input type="checkbox"/> Observations over multiple days and settings <input type="checkbox"/> Other _____	<p style="text-align: center;">1</p> <p style="text-align: center;">Check all that apply. Use the score in the highest column with a check</p> <input type="checkbox"/> Speech fluency, intelligibility and rate are Within Normal Limits.	<p style="text-align: center;">2</p> <p style="text-align: center;">Check all that apply. Use the score in the highest column with a check</p> <input type="checkbox"/> Mild dysfluencies (e.g. whole/part word, phrase repetitions, prolongations, or blocking) no visible tension; Average duration: ≤ 0.5 second <input type="checkbox"/> Frequency of dysfluency: < 5% of an adequate speech sample. <input type="checkbox"/> Rate of/flow of speech is perceived as fast and/or irregular with no impact intelligibility/ comprehensibility. <input type="checkbox"/> No observable communication avoidance behaviors (e.g. substitutions, sentence abandonment) or minimal or no physical secondary behaviors (e.g. eye blinks, head jerks)	<p style="text-align: center;">3</p> <p style="text-align: center;">Check all that apply. Use the score in the highest column with a check</p> <input type="checkbox"/> Moderate dysfluencies (e.g. whole/part word and/or phrase repetitions, prolongations, or blocking) with visible tension; Average duration: 0.6 - 9.0 sec. <input type="checkbox"/> Frequency of disfluency: 5-11% of an adequate speech sample. <input type="checkbox"/> Rate of/flow of speech is perceived as fast and/or irregular and frequently/ moderately impacts intelligibility/ comprehensibility. <input type="checkbox"/> Some observable communication avoidance behaviors (e.g. substitutions, conspicuous interjections) or moderate physical secondary behaviors (e.g. eye blinks, head jerks)	<p style="text-align: center;">4</p> <p style="text-align: center;">Check all that apply. Use the score in the highest column with a check</p> <input type="checkbox"/> Severe dysfluencies (e.g. whole/part word and/or phrase repetitions, prolongations, or blocking) with visible tension; Average duration: ≥10.0 seconds <input type="checkbox"/> Frequency of disfluency: 12% or greater of an adequate speech sample. <input type="checkbox"/> Rate of/flow of speech is perceived as fast and/or irregular and consistently/ severely impacts intelligibility/ comprehensibility. <input type="checkbox"/> Pervasive observable communication avoidance behaviors (e.g. substitutions, interjections, sentence abandonment) or severe physical secondary behaviors (e.g. eye blinks, head jerks)

**FLUENCY RATING SCALE
(STUTTERING, CLUTTERING AND RELATED DISORDERS)**

STUDENT: _____ SLP: _____ DATE: _____

<p>Observational Assessment of Covert Behaviors Use with students 6 or older. <i>Based on Report: (Student self-report if 6 years or older)</i></p> <p>Check descriptive tool used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-assessment <input type="checkbox"/> Checklist/Questionnaire / <input type="checkbox"/> interview <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><input type="checkbox"/> Speech fluency is Within Normal Limits</p>	<p style="text-align: center;">2</p> <p>Student sometimes: (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Avoids and experiences anxiety around speaking situations <input type="checkbox"/> avoids a particular sound/word <input type="checkbox"/> is embarrassed or frustrated about his/her speech <input type="checkbox"/> is teased about speech 	<p style="text-align: center;">3</p> <p>Student often: (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> avoids and experiences anxiety around speaking situations <input type="checkbox"/> avoids a particular sound/word <input type="checkbox"/> is embarrassed or frustrated about his/her speech <input type="checkbox"/> is teased about speech 	<p style="text-align: center;">4</p> <p>Student always (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> avoids and experiences anxiety around speaking situations <input type="checkbox"/> avoids a particular sound/word <input type="checkbox"/> is embarrassed or frustrated about his/her speech <input type="checkbox"/> is teased about speech
<p>Observational Assessment of Covert Behaviors. Use with students Birth-5. <i>Based on Report (Birth through 5 years)</i></p>	<p style="text-align: center;">1</p> <p>No Reported concerns or All should be selected</p> <ul style="list-style-type: none"> <input type="checkbox"/> Onset prior to age 4 <input type="checkbox"/> Stuttering for less than 6 months <input type="checkbox"/> No Negative emotional reaction to stuttering 	<p style="text-align: center;">2</p> <p>One is selected</p> <ul style="list-style-type: none"> <input type="checkbox"/> Onset after age 4 <input type="checkbox"/> Stuttering for more than 6 months <input type="checkbox"/> Negative emotional reaction to stuttering 	<p style="text-align: center;">3</p> <p>Two are selected</p> <ul style="list-style-type: none"> <input type="checkbox"/> Onset after age 4 <input type="checkbox"/> Other Risk Factors (Male, Known family history of stuttering) <input type="checkbox"/> Stuttering for more than 6 months <input type="checkbox"/> Negative emotional reaction to stuttering 	<p style="text-align: center;">4</p> <p>Three or more are selected</p> <ul style="list-style-type: none"> <input type="checkbox"/> Onset after age 4 <input type="checkbox"/> Male <input type="checkbox"/> Known family history of stuttering <input type="checkbox"/> Stuttering for more than 6 months <input type="checkbox"/> Negative emotional reaction to stuttering
<p>Adverse Effect of Fluency on Educational Performance: <i>(including Birth through 5)</i></p>	<p style="text-align: center;">1</p> <p>Fluency skills are within normal limits for the student's participation in age appropriate academic and non-academic learning environments.</p>	<p style="text-align: center;">4</p> <p>Disfluencies mildly impact the student's participation in age appropriate academic and non-academic learning environments.</p>	<p style="text-align: center;">6</p> <p>Disfluencies moderately impact the student's participation in age appropriate academic and non-academic learning environments</p>	<p style="text-align: center;">8</p> <p>Disfluencies severely impact the student's participation in age appropriate academic and non-academic learning environments.</p>

**FLUENCY RATING SCALE
(STUTTERING, CLUTTERING AND RELATED DISORDERS)**

STUDENT: _____ SLP: _____ DATE: _____

Instructions:

1. Check the box for the most appropriate description for each component: *Normative (Standardized), Observational Overt Behaviors (Descriptive), Observational Covert Behaviors (Descriptive), Adverse Effect*
2. Compute the total score.
3. Circle below to determine the Rating.

TOTAL SCORE _____

Total Score	COMPREHENSIVE FLUENCY ASSESSMENT TOTAL SCORE: <i>Normative (Standardized), Observational Overt Behaviors (Descriptive), Observational Covert Behaviors (Descriptive), Adverse Effect</i>
	<u>4 / 5 6 7 8 9 10 / 11 12 13 14 15 / 16 17 18 19 20</u>
Rating	No Impairment / Mild (Mild Delay - Pt C) / Moderate (Sign. Delay - Pt C) / Severe (Significant Delay - Pt C) Rating = 1 Rating = 2 Rating = 3 Rating = 4

OR

Total Score	OBSERVATIONAL ASSESSMENT ONLY - FLUENCY ASSESSMENT TOTAL SCORE: <i>Observational Overt Behaviors (Descriptive), Observational Covert Behaviors (Descriptive), Adverse Effect</i>
	<u>3 / 4 5 6 7 8 / 9 10 11 12 / 13 14 15 16</u>
Rating	No Impairment / Mild (Mild Delay - Pt C) / Moderate (Sign. Delay - Pt C)/Severe (Significant Delay - Pt C) Rating = 1 Rating = 2 Rating = 3 Rating = 4

Final determination of disability is made by the Multidisciplinary Team.

VOICE RATING SCALE

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

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

VOICE RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

<p>Observational Assessment of Resonance:</p> <p>Hypernasal Hyponasal Nasal Emission Assimilation Nasality Mixed/Cul-de-Sac</p>	<p>1</p> <p><input type="checkbox"/> Resonance is Within Normal Limits in all educational settings.</p>	<p>2</p> <p><input type="checkbox"/> Deviations in resonance occasionally interfere with communication.</p>	<p>3</p> <p><input type="checkbox"/> Deviations in resonance are present and frequently interfere with communication.</p>	<p>4</p> <p><input type="checkbox"/> Deviations in resonance are present and consistently interfere with communication.</p>
<p>Adverse Effect on Educational Performance: Part B Students</p> <p>Difficulty being heard or communicating Limited participation in oral communication</p>	<p>1</p> <p><input type="checkbox"/> Within Normal Limits</p>	<p>4</p> <p><input type="checkbox"/> Voice deviations are present and mildly impact the student's participation in age appropriate academic and non-academic learning environments.</p>	<p>6</p> <p><input type="checkbox"/> Voice deviations are present and moderately impact the student's participation in age appropriate academic and non-academic learning environments.</p>	<p>8</p> <p><input type="checkbox"/> Voice deviations are present and severely impact the student's participation in age appropriate academic and non-academic learning environments.</p>
<p>Adverse Effect on Communication: Birth through 3</p>	<p>1</p> <p><input type="checkbox"/> Voice characteristics are within normal limits for the student's participation in appropriate academic and non-academic learning environments..</p>	<p>4</p> <p><input type="checkbox"/> Voice deviations are present and mildly impact the student's participation in academic and non-academic learning environments..</p>	<p>6</p> <p><input type="checkbox"/> Voice deviations are present and moderately impact student's participation in appropriate academic and non-academic learning environments..</p>	<p>8</p> <p><input type="checkbox"/> Voice deviations are present and severely impact the student's participation in appropriate academic and non-academic learning environments..</p>

VOICE RATING SCALE

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

Instructions:

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

TOTAL SCORE: _____

Total Score	<i>VOICE ASSESSMENT TOTAL SCORE:</i>
Rating	<div style="text-align: center;"> <u>5</u> / 6 7 8 9 10 11 12 / 13 14 15 16 17 18 / 19 20 21 22 </div> <div style="text-align: center; margin-top: 5px;"> No Impairment / Mild (Mild Delay - Pt C) / Moderate (Sign. Delay - Pt C) / Severe (Significant Delay - Pt C) </div> <div style="text-align: center; margin-top: 5px;"> RATING = 1 RATING = 2 RATING = 3 RATING = 4 </div>

Final determination of disability is made by the Multidisciplinary Team.

Significant Communication Needs Profile

For students with significant cognitive and/or communication needs, it is the decision of the SLP whether to use the Rating Scales or a body of evidence collected through observation, developmental charts, family/teacher interview, or other appropriate tools to determine the student's communication needs.

This profile or other assessments of the SLP's choice may be used 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 and services, if needed, is made by the IEP team

The skills referenced in this checklist are adapted from **Communication Matrix** (Charity Rowland, 2004). The Communication Matrix is a free assessment tool designed to assess the beginning stages of communication. This tool is appropriate for students who are nonverbal as well as those whose verbal skills are emerging. You may access this tool through the following website. <https://www.communicationmatrix.org/>

DRAFT

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).

<https://www.communicationmatrix.org/>

MODE(S) of COMMUNICATION: _____