

ALTERNATIVE LANGUAGE RUBRIC

	AAC	FEEDING	PRAGMATICS	LANGUAGE	ARTICULATION PHONOLOGY APRAXIA-MOTOR PLANNING
NO ADVERSE EDUCATIONAL AND/OR FUNCTIONAL IMPACT (1)	Student does not have, or required, an AAC devise/dedicated communication system <input type="checkbox"/>	No feeding or swallowing concerns are noted <input type="checkbox"/>	Student does not demonstrate concerns with pragmatic skills; no adverse effect <input type="checkbox"/>	Student does not demonstrate language concerns; no adverse effect <input type="checkbox"/>	Student demonstrates no concerns with articulation, motor planning, or phonological skills <input type="checkbox"/>
NEGLIBIBLE ADVERSE EDUCATIONAL AND/OR FUNCTIONAL IMPACT (2)	Student does not have, or require an AAC device/dedicated communication system <input type="checkbox"/>	Student is assisted/monitored during feeding, concerns currently addressed by classroom team, a feeding protocol has been develop by the SLP <input type="checkbox"/>	Students demonstrates concerns with pragmatic skills which are currently met within the educational program <input type="checkbox"/>	Student demonstrates language concerns which are currently met within the educational program <input type="checkbox"/>	Student demonstrates issues with articulation, motor planning, or phonological skills which do not detract from intelligibility <input type="checkbox"/>
MINIMAL ADVERSE EDUCATIONAL AND/OR FUNCTIONAL IMPACT (3)	Student has an AAC devise/dedicated communication system that is well established which requires infrequent (rare) modification Begin minute delivery <input type="checkbox"/>	A feeding protocol is in place and being routinely monitored by SLP. Student is assisted/monitored during feeding, concerns are currently addressed by classroom team (Monitor) <input type="checkbox"/>	Students demonstrates concerns with pragmatic skills which are currently met within the educational program and team planning in consultation with SLP <input type="checkbox"/>	Student demonstrate language concerns which are currently met within the educational program and input from team planning in consultation with SLP <input type="checkbox"/>	Student demonstrates issues with articulation, motor planning, or phonological skills. Errors are easily correctable and skills are generalize across settings <input type="checkbox"/>
MILD ADVERSE EDUCATIONAL AND/OR FUNCTIONAL IMPACT (4) Begin minute delivery <input type="checkbox"/>	Student has an AAC devise/dedicated communication system that is established which requires occasional to weekly modeling and aided language simulation <input type="checkbox"/>	A feeding protocol is in place, being routinely monitored by SLP. Student is assisted/monitored during feeding, concerns are addressed by both the classroom team and SLP (Goal for IEP minutes) <input type="checkbox"/>	Student demonstrates mild deficits with pragmatic skills. Deficits are best addressed by whole group integrated instruction <input type="checkbox"/>	Student demonstrates mild language development concerns. Deficits are best addressed by whole group integrated instruction <input type="checkbox"/>	Student demonstrates mild impact in one or more if these areas (in carry-over stage, self-monitoring and correction are increasing steadily) <input type="checkbox"/>
MODERATE ADVERSE EDUCATIONAL AND/OR FUNCTIONAL IMPACT (5)	Student has an AAC devise/dedicated communication system that is utilized in some setting/activities and requires routine modifications <input type="checkbox"/>	A feeding protocol is in place, being routinely monitored by SLP. Student is assisted during feeding, concerns are addressed mainly by the SLP, (Goal for IEP minutes) <input type="checkbox"/>	Student demonstrates moderate deficits with pragmatic skills. Deficits are best addressed by targeted, integrated small group instruction <input type="checkbox"/>	Student demonstrates moderate language development concerns. Deficits are best addressed by targeted, integrated small group instruction <input type="checkbox"/>	Student demonstrates moderate impact in this area(s). Direct & incidental teaching is needed to improve intelligibility <input type="checkbox"/>
SIGNIFICANT EDUCATIONAL AND/OR FUNCTIONAL ADVERSE IMPACT (6)	Student has an AAC device/dedicated communication system that is newly acquired and/or is not integrated, requiring frequent modification <input type="checkbox"/>	A feeding protocol is in place, being routinely monitored by SLP. Student is assisted during feeding; concerns are addressed mainly by the SLP. Oral motor regime is in place (Goal for IEP minutes) <input type="checkbox"/>	Student demonstrates significant concerns with pragmatic skills. Deficits are best addressed by a combination of targeted, integrated small group/individual instruction <input type="checkbox"/>	Student demonstrates significant language development concerns. Deficits are best addressed by a combination of targeted, integrated small group/individual instruction <input type="checkbox"/>	Student demonstrates significant discrepancy. Area impacted requires targeted support to remediate. Intelligibility/communication are greatly impacted <input type="checkbox"/>
HIGHLY SIGNIFICANT EDUCATIONAL AND/OR FUNTIONAL ADVERSE IMPACT (7)	Student needs an AAC device/dedicated communication system. A trial is in place which requires frequent and intense intervention and programming <input type="checkbox"/>	Requires daily feeding & oral motor intervention by the SLP (Goal for IEP minutes) <input type="checkbox"/>	Students demonstrate significant concerns with pragmatic skills. Deficits are best addressed by intense, targeted individual instruction <input type="checkbox"/>	Student demonstrates significant language development concerns. Deficits are best addressed by an intense, targeted individual instruction <input type="checkbox"/>	Student demonstrates significant discrepancy. Area impacted requires frequent, individually targeted support across environments to remediate. Intelligibility/ communication are greatly impacted <input type="checkbox"/>
Total Score	0 - 10	11 - 19	20 - 29	30 - 34	35
	(0 on Grid-Rubric Level I)	(2 on Grid- Rubric Level II)	(3 on Grid-Rubric Level III)	(4 on Grid-Rubric Level IV)	(5 on Grid-Rubric Level V)