

K-12 ARTICULATION RATING SCALE

Language/Cultural Background: _____

STUDENT: _____

DATE: _____

SCHOOL: _____

TEAM INPUT	0= 0-1	2= 2-3	4 = 4 - 5	6=6-8	8=9-10	10=11-12
ADVERSE EFFECT ON INTELLIGIBILITY, EDUCATIONAL PERFORMANCE, SOCIAL EMOTIONAL DEVELOPMENT *Consider student input	No interference with the Student's ability to communicate in school learning and/or other social situations	Minimally affects student's ability to communicate in school learning and/or other social situations.	Mildly affects student's ability to communicate in school learning and/or other social situations.	Moderately interferes with student's ability to communicate in school learning and/or other social situations.	Severely Limits student's ability to communicate appropriately and respond in school learning and/or social situations.	Complex Needs prevent the student from communicating appropriately in school and/or school situations.
INTELLIGIBILITY (i.e. Intelligibility Rating Scales)	0 Connected speech is intelligible 95-100% of the time.	2 Connected speech is intelligible 85-94% of the time.	4 Connected speech is intelligible 75-84% of the time.	6 Connected speech is intelligible 65-74% of the time.	8 Connected speech is intelligible 50-64% of the time.	19 Connected speech is unintelligible w/o gestures and/or knowledge of the context.
SOUND PRODUCTION (Use Articulation Profile) Cognates = 1 error sound	0 No errors Age appropriate developmental substitutions.	1 8 years or younger no More than 1-2 inconsistent error sounds outside developmental Guidelines.	2 8 years or younger no More than 2 error sounds outside developmental Guidelines.	3 8 years or under; 3-4 error sounds outside developmental guidelines. Over 8 yrs: 1-3 error sounds.	4 Students of any age with more than 4 error sounds outside developmental guidelines.	5 Speech is unintelligible without gestures and knowledge of the context so augmentative communication may be warranted.
STIMULABILITY (Error sound(s) outside developmental guidelines)	0 Error sound(s) stimuable for correct production in several contexts	1 Error sound(s) easily stimuable in at least one context.	2 Error sound(s) stimuable in at least one context with maximum support.	3 Although not correct, error sounds more closely approximate correct production.	4 Most error sounds are not stimuable for approximation of correct production.	5 No error sounds are stimuable.
ORAL MOTOR FUNCTIONING	0 The student produces oral motor movement(s) with ease.	1 The student is able to produce oral motor movement(s) when concentrating.	2 The student is able to produce functional oral motor movement(s).	3 The student produces oral motor movement(s) with difficulty.	4 The student produces oral motor movement (s) with great difficulty.	5 The students cannot produce oral motor movement(s).
TOTAL SCORE	0-9	10-12 <i>Consider Tier 2</i>	13-16	17-24	25-29	30+

SERVICE DELIVERY UNITS (IEP)	NON-DISABLING	1= 0-20 mpw 1= 0-80 mpm	2=21-30 mpw 2=84-120mpm	3=31-60 mpw 3=124-240 mpm	4=61-90 mpw 4=244-360 mpm	5=91+mpw 5=364+ mpm
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NOTE: STUDENT MAY DEMONSTRATE A SPEECH IMPAIRMENT, BUT IF THERE IS NO ADVERSE EFFECT, HE/SHE IS NOT ELIGIBLE FOR SPECIAL EDUCATION.

