

SOCIAL LANGUAGE RATING SCALE Middle School / High School

LANGUAGE / CULTURAL BACKGROUND:

STUDENT:

DATE:

SCHOOL:

	0	2	4	6	8	10
TEAM INPUT ADVERSE EFFECT ON EDUCATIONAL PERFORMANCE: SOCIAL, EMOTIONAL, ACADEMIC By at least two members of the team & confirmed by the SLP *Consider student input	80-100 No interference with student's ability to communicate in school learning and / or other social situations.	70-79 Minimal Differences affect student's ability to communicate in school learning and / or other social situations.	60-69 Mildly affects student's ability to communicate in school learning and / or other social situations.	40-59 Moderately Interferes with student's ability to communicate in school learning and / or other social situations.	20-39 Seriously Limits student's ability to communicate appropriately and respond in school learning and / or social situations.	0-19 Complex Needs prevent the student's ability to communicate appropriately in school and / or social situations.
PROFESSIONAL JUDGEMENT / OBSERVATION *See related guidance document	Social language skills are within expected range.	Social language skills are inconsistently limited.	Social language skills are minimally limited.	Social language skills are moderately limited.	Social language skills are seriously limited.	Social language skills are profoundly limited.
FORMAL AND / OR INFORMAL ASSESSMENT (i.e. developmental scales, checklists) District / School / Program Assessments CBMs	Scores are less than 1.0 S.D. Informal Assessments are within the average range.	The student demonstrates a deficit in pragmatic language as measured by at least one diagnostic procedure / standardized test. Performance falls 1.0 – 1.5 S.D. below the mean (16 th – 10 th percentile)	The student demonstrates a deficit in pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 1.0 – 1.5 S.D. below the mean (16 th – 10 th percentile)	The student demonstrates a deficit in pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 1.5 – 2.5 S.D. below the mean (9 th – 3 rd percentile)	The student demonstrates a deficit in pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 2.5 S.D. below the mean (below 3 rd percentile)	The student demonstrates a deficit in pragmatic language which prevents appropriate communication in school and / or social situations. Augmentative communication systems may be warranted.

TOTAL SCORE

0-5

Consider Tier 2

8-9

10-13

14-16

17+

6-7

SERVICE DELIVERY UNITS (IEP)

NON-DISABLING

1=0-20 mpw

2=21-30 mpw

2=31-60 mpw

3=61-90 mpw

5=91+ mpw

1=0-80 mpm

2=84-120 mpm

2=124-240 mpm

3=244-360 mpm

5=364+ mpm

