

## SOCIAL LANGUAGE RATING SCALE Middle School / High School

LANGUAGE / CULTURAL BACKGROUND:

STUDENT: DATE: SCHOOL:

١	TEAM INPUT	0	2	4	6	8	10
	ADVERSE EFFECT ON	80-100	70-79	60-69	40-59	20-39	0-19
١	EDUCATIONAL						
	PERFORMANCE: SOCIAL,	No interference with	Minimal Differences	Mildly affects student's	Moderately Interferes	Seriously Limits	Complex Needs prevent
	EMOTIONAL, ACADEMIC	student's ability to	affect student's ability	ability to communicate	with student's ability to	student's ability to	the student's ability to
		communicate in school	to communicate in	in school learning and /	communicate in school	communicate	communicate
	By at least two members	learning and / or other	school learning and / or	or other social	learning and / or other	appropriately and	appropriately in school
	of the team & confirmed	social situations.	other social situations.	situations.	social situations.	respond in school	and / or social
	by the SLP					learning and / or social	situations.
						situations.	
L	*Consider student input						
	PROFESSIONAL	0	1	2	3	4	5
	JUDGEMENT /						
	OBSERVATION	Social language skills are	Social language skills are	Social language skills are	Social language skills are	Social language skills are	Social language skills are
	*See related guidance	within expected range.	inconsistently limited.	minimally limited.	moderately limited.	seriously limited.	profoundly limited.
	document						
	FORMAL AND / OR	0	1	2	3	4	
	INFORMAL ASSESSMENT		The student	The student	The student	The student	5
	(i.e. developmental	Scores are less than 1.0	demonstrates a deficit	demonstrates a deficit	demonstrates a deficit	demonstrates a deficit	The student
	scales, checklists)	S.D.	in pragmatic language	in pragmatic language	in pragmatic language	in pragmatic language	demonstrates a deficit
			as measured by <b>at least</b>	as measured by <b>two or</b>	as measured by <b>two or</b>	as measured by <b>two or</b>	in pragmatic language
	District / School /	Informal Assessments	one diagnostic	more diagnostic	more diagnostic	more diagnostic	which <b>prevents</b>
	Program Assessments	are within the average	procedure /	procedures /	procedures /	procedures /	appropriate
		range.	standardized test.	standardized tests.	standardized tests.	standardized tests.	communication in
	CBMs		- 6 6 11 4 6		- 6 6 11 4 -	- 6 6 11	school and / or social situations.
			Performance falls 1.0 –	Performance falls 1.0 –	Performance falls 1.5 –	Performance falls	Augmentative
			1.5 S.D. below the mean	1.5 S.D. below the mean	2.5 S.D. below the mean	2.5 S.D. below the mean	communication systems
			(16 <sup>th</sup> – 10 <sup>th</sup> percentile)	(16 <sup>th</sup> – 10 <sup>th</sup> percentile)	(9 <sup>th</sup> – 3 <sup>rd</sup> percentile)	(below 3 <sup>rd</sup> percentile)	may be warranted.
							may be warranted.
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	TOTAL SCORE	□ 0-5	Consider Tier 2	□ 8-9	□ 10-13	□ 14-16	□ 17+
			□6-7				
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	SERVICE DELIVERY	☐ NON-DISABLING	☐ 1=0-20 mpw	☐ 2=21-30 mpw	☐ 2=31-60 mpw	☐ 3=61-90 mpw	☐ 5=91+ mpw
	SERVICE DELIVERY UNITS (IEP)	☐ NON-DISABLING	<ul><li>☐ 1=0-20 mpw</li><li>☐ 1=0-80 mpm</li></ul>	<ul><li>□ 2=21-30 mpw</li><li>□ 2=84-120 mpm</li></ul>	<ul><li>□ 2=31-60 mpw</li><li>□ 2=124-240 mpm</li></ul>	<ul><li>☐ 3=61-90 mpw</li><li>☐ 3=244-360 mpm</li></ul>	<ul><li>□ 5=91+ mpw</li><li>□ 5=364+ mpm</li></ul>

2019-20 NSSEO SLP Criteria