

ALTERNATIVE LANGUAGE RATING SCALE (Copy: Student File)

LANGUAGE / CULTURAL BACKGROUND:

STUDENT:

DATE:

SCHOOL:

<p>TEAM INPUT</p> <p>Complex communication needs have been identified.</p> <p>(USE TEAM INPUT: ALTERNATIVE LANGUAGE FORM)</p>	<p>106-125 0</p> <p>No interference with student's ability to demonstrate critical communication skills using all means.</p> <p>(Use TEAM INPUT: Language: Speaking & Listening form.)</p>	<p>86-105 4</p> <p>Minimal interference with student's ability to demonstrate critical communication skills using all means.</p>	<p>66-85 6</p> <p>Moderate interference with student's ability to demonstrate critical communication skills using all means.</p>	<p>46-65 8</p> <p>Significant interference with student's ability to demonstrate critical communication skills using all means.</p>	<p>25-45 10</p> <p>Absence or rare demonstration of critical communication skills using all means.</p>
<p>CLINICAL JUDGEMENT/ OBSERVATION</p>	<p align="right">0</p> <p>Skills are consistently demonstrated with independence.</p>	<p align="right">2</p> <p>Skills are consistently demonstrated with minimal support.</p>	<p align="right">3</p> <p>Skills are consistently demonstrated with moderate support.</p>	<p align="right">4</p> <p>Skills are consistently demonstrated with maximum support.</p>	<p align="right">5</p> <p>Supports are not in place for communication.</p>
<p>FORMAL and/or INFORMAL ASSESSMENT (i.e. Alternative Language Rubric, Communication Matrix, Functional Communication Profile)</p> <p>District/School/Program Assessments</p> <p>CBMs</p>	<p align="right">0</p> <p>Complex communication needs are currently met within the educational program.</p> <p>Rubric Score 0-10</p>	<p align="right">2</p> <p>Complex communication needs are currently met within the educational program with training, collaboration, and minimal direct intervention.</p> <p>Rubric Score 11-19</p>	<p align="right">3</p> <p>Complex communication needs are currently met within the educational program with training, collaboration, and moderate direct intervention.</p> <p>Rubric Score 20-29</p>	<p align="right">4</p> <p>Complex communication needs are currently met within the educational program with training, collaboration, and intense direct intervention.</p> <p>Rubric Score 30-34</p>	<p align="right">5</p> <p>Complex communication needs are currently not met within the educational program. Intense training, collaboration, and direct intervention is needed for program development (i.e. AAC, feeding).</p> <p>Rubric Score 35</p>
<p>TOTAL SCORE</p>	<p><input type="checkbox"/> 0-6</p>	<p><input type="checkbox"/> 7-9</p>	<p><input type="checkbox"/> 10-13</p>	<p><input type="checkbox"/> 14-16</p>	<p><input type="checkbox"/> 17+</p>
<p>SERVICE DELIVERY</p>	<p><input type="checkbox"/> Continue to monitor</p>	<p><input type="checkbox"/> 1=15-30 mpw</p>	<p><input type="checkbox"/> 2=31-60 mpw</p>	<p><input type="checkbox"/> 3=61-90 mpw</p>	<p><input type="checkbox"/> 5=91+ mpw</p>
<p>UNITS (IEP)</p>		<p><input type="checkbox"/> 1=60-120 mpm</p>	<p><input type="checkbox"/> 2=124-240 mpm</p>	<p><input type="checkbox"/> 3=244-360 mpm</p>	<p><input type="checkbox"/> 5=364+ mpm</p>

NOTE: Student may demonstrate complex communication needs but if there is no adverse effect he/she is not eligible for special education.

***Consider all aspects of the student's program to determine appropriate speech and language service minutes/units.