ORAL LANGUAGE LISTENING & SPEAKING RATING SCALE   **Early Childhood**

LANGUAGE / CULTURAL BACKGROUND:

STUDENT: DATE: SCHOOL:

TEAM INPUT	0	2	4	6	8	10
ADVERSE EFFECT ON EDUCATIONAL PERFORMANCE: SOCIAL, EMOTIONAL, ACADEMIC By at least two members of the team & confirmed by the SLP *Consider student input*	73-90 **No interference** with student's ability to communicate in school learning and/or other social situations. ☐ Vocabulary ☐ Syntax-Grammar ☐ Listening Comprehension ☐ Social Language	65-72 **Minimally** affects student's ability to communicate in school learning and/or other social situations. ☐ Vocabulary ☐ Syntax-Grammar ☐ Listening Comprehension ☐ Social Language	55-64 **Mildly** affects student's ability to communicate in school learning and/or other social situations. ☐ Vocabulary ☐ Syntax-Grammar ☐ Listening Comprehension ☐ Social Language	37-54 **Moderately** interferes with student's ability to communicate in school learning and/or other social situations. ☐ Vocabulary ☐ Syntax-Grammar ☐ Listening Comprehension ☐ Social Language	19-36 **Severely** Limits student's ability to communicate appropriately and respond in school learning and/or social situations. ☐ Vocabulary ☐ Syntax-Grammar ☐ Listening Comprehension ☐ Social Language	18 **Complex needs** prevent the student's ability to communicate appropriately in school and/or social situations. ☐ Vocabulary ☐ Syntax-Grammar ☐ Listening Comprehension ☐ Social Language
PROFESSIONAL JUDGEMENT / OBSERVATION (i.e. file review, classroom work, language samples, dynamic assessment)	**0** Language skills are within expected range.	**1** Language skills are minimally limited.	**2** Language skills are mildly limited.	**3** Language skills are moderately limited.	**4** Language skills are seriously limited.	**5** Language skills are profoundly limited.
FORMAL AND / OR INFORMAL ASSESSMENT (i.e. developmental scales, checklists) District / School / Program Assessments CBMs	**0** Performance is within age expected levels. Informal Assessments are within the average range.	**1** The student demonstrates a weakness in language on developmental scales, informal and / or standardized tests. Performance falls within the average range.	**2** The student demonstrates a 6-9 month delay in language on developmental scales, informal and / or standardized tests. Performance falls 1.0 - 1.5 S.D. below the mean. (16th - 10th percentile)	**3** The student demonstrates a 9-12 month delay in language on developmental scales, informal and / or standardized tests. Performance falls 1.5-2.5 S.D. below the mean. (9th - 3rd percentile)	**4** The student demonstrates a 12-18 month delay in language on developmental scales, informal and / or standardized tests. Performance falls 2.5 S.D. below the mean. (below 2nd percentile)	**5** The student demonstrates an 18+ month delay in language on developmental scales, informal and/or standardized tests which prevents appropriate communication in school and / or social situations. Augmentative communication systems may be warranted.

Consider Tier 2

TOTAL SCORE	☐ 0-5	☐ 6-8	☐ 7-9	☐ 10-13	☐ 14-16	☐ 17+
SERVICE DELIVERY	☐ NON-DISABLING	☐ 1= 0-20 mpw	☐ 2=21-30 mpw	☐ 3=31-60 mpw	☐ 4=61-90 mpw	☐ 5=91+ mpw
UNITS (IEP)		☐ 1=0-80 mpm	☐ 2=84-120 mpm	☐ 3=124-240 mpm	☐ 4=244-360 mpm	☐ 5=364+ mpm

2019-20   NSSEO SLP Criteria