

**ORAL LANGUAGE LISTENING AND SPEAKING RATING SCALE Middle School / High School**

LANGUAGE / CULTURAL BACKGROUND:

STUDENT:

DATE:

SCHOOL:

	0	2	4	6	8	10
<p><b>TEAM INPUT</b></p> <p>ADVERSE EFFECT ON EDUCATIONAL PERFORMANCE: SOCIAL, EMOTIONAL, ACADEMIC</p> <p>By at least two members of the team &amp; confirmed by the SLP</p> <p>*Consider student input</p>	<p>80-100</p> <p><b>No interference</b> with student's ability to communicate in school learning and / or other social situations.</p> <p><input type="checkbox"/> Vocabulary <input type="checkbox"/> Syntax-Grammar <input type="checkbox"/> Language <input type="checkbox"/> Social Language</p>	<p>70-79</p> <p><b>Minimally</b> affects student's ability to communicate in school learning and / or other social situations.</p> <p><input type="checkbox"/> Vocabulary <input type="checkbox"/> Syntax-Grammar <input type="checkbox"/> Language <input type="checkbox"/> Social Language</p>	<p>60-69</p> <p><b>Mildly</b> affects student's ability to communicate in school learning and / or other social situations.</p> <p><input type="checkbox"/> Vocabulary <input type="checkbox"/> Syntax-Grammar <input type="checkbox"/> Language <input type="checkbox"/> Social Language</p>	<p>40-59</p> <p><b>Moderately</b> Interferes with student's ability to communicate in school learning and / or other social situations.</p> <p><input type="checkbox"/> Vocabulary <input type="checkbox"/> Syntax-Grammar <input type="checkbox"/> Language <input type="checkbox"/> Social Language</p>	<p>20-39</p> <p><b>Seriously</b> Limits student's ability to communicate appropriately and respond in school learning and / or social situations.</p> <p><input type="checkbox"/> Vocabulary <input type="checkbox"/> Syntax-Grammar <input type="checkbox"/> Language <input type="checkbox"/> Social Language</p>	<p>0-19</p> <p><b>Complex Needs prevent</b> the student's ability to communicate appropriately in school and / or social situations.</p> <p><input type="checkbox"/> Vocabulary <input type="checkbox"/> Syntax-Grammar <input type="checkbox"/> Language <input type="checkbox"/> Social Language</p>
<p><b>PROFESSIONAL JUDGEMENT / OBSERVATION</b> (i.e. file review, classroom work, language samples, dynamic assessment)</p>	<p>0</p> <p>Language skills are within expected range.</p>	<p>1</p> <p>Language skills are minimally limited.</p>	<p>2</p> <p>Language skills are mildly limited.</p>	<p>3</p> <p>Language skills are moderately limited.</p>	<p>4</p> <p>Language skills are seriously limited.</p>	<p>5</p> <p>Language skills are profoundly limited.</p>
<p><b>FORMAL AND / OR INFORMAL ASSESSMENT</b> (i.e. developmental scales, checklists)</p> <p>District / School / Program Assessments</p> <p>CBMs</p>	<p>0</p> <p>Scores are less than 1.0 S.D.</p> <p>Informal Assessments are within the average range.</p>	<p>1</p> <p>The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by <b>at least one</b> diagnostic procedure / standardized test.</p> <p>Performance falls 1.0 – 1.5 S.D. below the mean (16<sup>th</sup> – 10<sup>th</sup> percentile)</p>	<p>2</p> <p>The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by <b>two or more</b> diagnostic procedures / standardized tests.</p> <p>Performance falls 1.0 – 1.5 S.D. below the mean (16<sup>th</sup> – 10<sup>th</sup> percentile)</p>	<p>3</p> <p>The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by <b>two or more</b> diagnostic procedures / standardized tests.</p> <p>Performance falls 1.5 – 2.5 S.D. below the mean (9<sup>th</sup> – 3<sup>rd</sup> percentile)</p>	<p>4</p> <p>The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by <b>two or more</b> diagnostic procedures / standardized tests.</p> <p>Performance falls 2.5 S.D. below the mean (below 3<sup>rd</sup> percentile)</p>	<p>5</p> <p>The student demonstrates a deficit in receptive, expressive, or pragmatic language which <b>prevents</b> appropriate communication in school and / or social situations. Augmentative communication systems may be warranted.</p>

TOTAL SCORE	<input type="checkbox"/> 0-5	<b>Consider Tier Two</b>	<input type="checkbox"/> 8-9	<input type="checkbox"/> 10-13	<input type="checkbox"/> 14-16	<input type="checkbox"/> 17+
SERVICE DELIVERY UNITS (IEP)	<input type="checkbox"/> NON-DISABLING	<input type="checkbox"/> 6-7	<input type="checkbox"/> 1= 0-20 mpw <input type="checkbox"/> 1= 0-80 mpm	<input type="checkbox"/> 2= 21-30 mpw <input type="checkbox"/> 2= 84-120 mpm	<input type="checkbox"/> 3=31-60 mpw <input type="checkbox"/> 3=124-240 mpm	<input type="checkbox"/> 4=61-90 mpw <input type="checkbox"/> 4=244-360 mpm
					<input type="checkbox"/> 5=91+ mpw <input type="checkbox"/> 5=364+ mpm	

