

**SOCIAL LANGUAGE RATING SCALE      Early Childhood Education**

LANGUAGE / CULTURAL BACKGROUND:

STUDENT:

DATE:

SCHOOL:

<p><b>TEAM INPUT</b> 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>	0 85-100	2 78-84	4 71-77	6 41-70	8 21-40	10 20
	<b>No interference</b> with student's ability to communicate in school learning and / or other social situations.	<b>Minimally</b> affects student's ability to communicate in school learning and / or other social situations.	<b>Mildly</b> affects student's ability to communicate in school learning and / or other social situations.	<b>Moderately</b> Interferes with student's ability to communicate in school learning and / or other social situations.	<b>Seriously</b> Limits student's ability to communicate appropriately and respond in school learning and / or social situations.	<b>Complex Needs prevent</b> the student's ability to communicate appropriately in school and/or social situations.
<p><b>PROFESSIONAL JUDGMENT/OBSERVATION</b>  (i.e. file review, dynamic assessment)</p>	0	1	2	3	4	5
	Social language skills are independently demonstrated.	Social language skills are inconsistently supported	Social language skills are supported with minimal cues: Verbal, Visual, and/or Physical	Social language skills are supported with moderate cues: Verbal, Visual, and/or Physical	Social language skills require maximum cues Verbal, Visual, and/or Physical	Social language skills require full physical support.
<p><b>FORMAL AND / OR INFORMAL ASSESSMENT</b> (i.e. developmental scales, checklists)</p>	0	1	2	3	4	5
	Performance is within age expected levels.  Informal Assessments are within the average range.	The student demonstrates a weakness in language on developmental scales, informal and / or standardized tests.  Performance falls within the average range.	The student demonstrates a 6-9 month delay in social language on developmental scales and / or standardized tests.  Performance falls 1.0 – 1.5 S.D. below the mean (16 <sup>th</sup> – 10 <sup>th</sup> percentile)	The student demonstrates a 9-12 month delay in social language on developmental scales and / or standardized tests.  Performance falls 1.5 – 2.5 S.D. below the mean (9 <sup>th</sup> – 3 <sup>rd</sup> percentile)	The student demonstrates a 12 - 18 month delay in social language on developmental scales and / or standardized tests.  Performance falls 2.5 S.D. below the mean (below 2 <sup>nd</sup> percentile)	The student demonstrates an 18+ month delay in social language on developmental scales which prevents appropriate communication in school and / or social situations. Augmentative communication systems may be warranted.
<b>TOTAL SCORE</b>	<input type="checkbox"/> 0-5	<input type="checkbox"/> <b>Consider Tier Two</b> <input type="checkbox"/> 6- 7	<input type="checkbox"/> 8-9	<input type="checkbox"/> 10-13	<input type="checkbox"/> 14-16	<input type="checkbox"/> 17+
<b>SERVICE DELIVERY</b>	<input type="checkbox"/> NON-DISABLING	<input type="checkbox"/> 1=0-20 mpw	<input type="checkbox"/> 2=21-30 mpw	<input type="checkbox"/> 3=31-60 mpw	<input type="checkbox"/> 4=61-90 mpw	<input type="checkbox"/> 5=91+ mpw
<b>UNITS (IEP)</b>		<input type="checkbox"/> 1= 0-80 mpm	<input type="checkbox"/> 2=84-120 mpm	<input type="checkbox"/> 3=124-240 mpm	<input type="checkbox"/> 4=244-360 mpm	<input type="checkbox"/> 5=364+ mpm

