

SOCIAL LANGUAGE RATING SCALE Grades K - 5

LANGUAGE / CULTURAL BACKGROUND:

STUDENT:

DATE:

SCHOOL:

<p>TEAM INPUT ADVERSE EFFECT ON EDUCATIONAL PERFORMANCE: SOCIAL, EMOTIONAL, ACADEMIC</p> <p>By at least two members of the team & confirmed by the SLP</p> <p><i>*Consider student input</i></p>	<p>99-120 0</p> <p>No interference with student's ability to communicate in school learning and/or other social situations</p>	<p>88-98 2</p> <p>Minimal Differences affect student's ability to communicate in school learning and/or other social situations</p>	<p>77-87 4</p> <p>Mildly affects student's ability to communicate in school learning and/or other social situations</p>	<p>55-76 6</p> <p>Moderately Interferes with student's ability to communicate in school learning and/or other social situations</p>	<p>23-54 8</p> <p>Seriously Limits student's ability to communicate appropriately and respond in school learning and/or social situations</p>	<p>22 10</p> <p>Complex Needs prevent the student's ability to communicate appropriately in school and/or social situations</p>
<p>PROFESSIONAL JUDGEMENT / OBSERVATION</p> <p>*See related guidance document</p>	<p>0</p> <p>Social language skills are within expected range.</p>	<p>1</p> <p>Social language skills are inconsistently limited.</p>	<p>2</p> <p>Social language skills are mildly limited.</p>	<p>3</p> <p>Social language skills are moderately limited.</p>	<p>4</p> <p>Social language skills are seriously limited.</p>	<p>5</p> <p>Social language skills are profoundly limited.</p>
<p>FORMAL AND / OR INFORMAL ASSESSMENT (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 pragmatic language as measured by at least one diagnostic procedure/standardized test. Performance falls 1.0 – 1.5 S.D. below the mean (16th – 10th percentile)</p>	<p>2</p> <p>The student demonstrates a deficit in pragmatic language as measured by two or more diagnostic procedures/standardized tests. Performance falls 1.0 – 1.5 S.D. below the mean (16th – 10th percentile)</p>	<p>3</p> <p>The student demonstrates a deficit in pragmatic language as measured by two or more diagnostic procedures/standardized tests. Performance falls 1.5 – 2.5 S.D. below the mean (9th – 3rd percentile)</p>	<p>4</p> <p>The student demonstrates a deficit in pragmatic language as measured by two or more diagnostic procedures/standardized tests. Performance falls 2.5 S.D. below the mean (below 3rd percentile)</p>	<p>5</p> <p>The student demonstrates a deficit in pragmatic language which prevents appropriate communication in school and/or social situations. Augmentative communication systems may be warranted.</p>

Consider Tier 2

TOTAL SCORE
SERVICE DELIVERY
UNITS (IEP)

- 0-5
 NON-DISABLING

- 6-7
 1= 0-20 mpw
 1=0-80 mpm

- 8-9
 2=21-30 mpw
 2=84-120 mpm

- 10-13
 3=31-60 mpw
 3=124-240 mpm

- 14-16
 4=61-90 mpw
 4=244-360 mpm

- 17+
 5=91+ mpw
 5=364+ mpm

