

ORAL LANGUAGE LISTENING & SPEAKING RATING SCALE

Early Childhood

LANGUAGE / CULTURAL BACKGROUND:

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