

ORAL LANGUAGE LISTENING & SPEAKING RATING SCALE Grades K - 2

LANGUAGE / CULTURAL BACKGROUND:

STUDENT:		DATE:		SCHOOL:		
TEAM INPUT	0	2	4	6	8	10
ADVERSE EFFECT ON	97-120	86-96	73-85	49-72	25-48	24
EDUCATIONAL	No interference	Minimally affects	Mildly affects student's	Moderately Interferes	Severely Limits student's ability	Complex Needs prevent
PERFORMANCE: SOCIAL,	with student's	student's ability to	ability to communicate	with student's ability to	to communicate appropriately	the student's ability to
EMOTIONAL, ACADEMIC	ability to	communicate in school	in school learning and/or	communicate in school	and respond in school learning	communicate
	communicate in	learning and/or other	other social situations.	learning and/or other	and/or social situations.	appropriately
By at least two members of	school learning	social situations.		social situations.		in school and/or social
the team & confirmed by the	and/or other social		☐ Vocabulary		☐ Vocabulary	situations.
SLP	situations.	☐ Vocabulary	☐ Syntax-Grammar	☐ Vocabulary	☐ Syntax-Grammar	
	☐ Vocabulary	☐ Syntax-Grammar	☐ Listening	☐ Syntax-Grammar	Listening	☐ Vocabulary
	☐ Syntax-	Listening	Comprehension	Listening	Comprehension	☐ Syntax-Grammar
*Consider student input	Grammar	Comprehension	☐ Social Language	Comprehension	☐ Social Language	☐ Listening
consider student input	☐ Listening	☐ Social Language	8 8	☐ Social Language		Comprehension
	Comprehension	0 0				☐ Social Language
	☐ Social Language					5 5
PROFESSIONAL JUDGEMENT	0	1	2	3	4	5
/ OBSERVATION	Language skills are					
(i.e. file review, classroom	within expected	Language skills are	Language skills are mildly	Language skills are	Language skills are seriously	Language skills are
work, language samples,	range.	minimally limited.	limited.	moderately limited.	limited.	profoundly limited.
dynamic assessment)		,		•		,
FORMAL AND / OR	0	1	2	3	4	5
INFORMAL ASSESSMENT (i.e.		_	_	_		_
developmental scales,	Performance is	The student	The student	The student	The student demonstrates a	The student demonstrates
checklists)	within age	demonstrates a deficit in	demonstrates a deficit in	demonstrates a deficit in	deficit in receptive, expressive,	a deficit in receptive,
, and a second s	expected levels.	receptive, expressive, or	receptive, expressive, or	receptive, expressive, or	or pragmatic language as	expressive, or pragmatic
District / School / Program	expected levels.	pragmatic language as	pragmatic language as	language as measured by	measured by two or more	language which prevents
Assessments	Informal	measured by at least	measured by two or	two or more diagnostic	diagnostic	appropriate
Assessments	Informal	one diagnostic	<i>more</i> diagnostic	procedures/standardized	procedures/standardized tests.	communication in school
CBMs	Assessments are	procedures/	procedures/standardize	tests.	Performance falls 2.5	and/or
CDIVIS	within the average	standardized tests.	d tests.	Performance falls 1.5-	S.D. below the mean.	social situations.
	range.	Performance falls 1.0 -	Performance falls 1.0 -	2.5 S.D. below the mean.	(below 3rd percentile)	Augmentative
		1.5 S.D. below the mean.	1.5 S.D. below the mean.	(9th - 3rd percentile)	(below 3rd percentile)	communication systems
		(16th - 10th percentile)	(16th - 10th percentile)	(Still Sturpercentile)		may be warranted.
		Consider Tier Two	, p ,			may be warranted.
TOTAL SCORE	□ 0-5	□ 6-7	□ 8-9	□ 10-13	□ 14-16	☐ 17+
		_ •				
SERVICE DELIVER	Y 🗆 NON-DISA	F	•		,	☐ 5=91+ mpw
UNITS (IEP)		☐ 1= 0-80 mpm	□ 2=84-120 m	pm 🗆 3=124-24	10 mpm □ 4=244-360 mpm	☐ 5=364+ mpm