

ORAL LANGUAGE LISTENING AND SPEAKING RATING SCALE

Middle School / High School

LANGUAGE / CULTURAL BACKGROUND:

STUDENT: DATE: SCHOOL:

TEAM INPUT	0	2	4	6	8	10
ADVERSE EFFECT ON	80-100	70-79	60-69	40-59	20-39	0-19
EDUCATIONAL					Seriously Limits	
PERFORMANCE: SOCIAL,	No interference with	Minimally affects	Mildly affects student's	Moderately Interferes	student's ability to	Complex Needs prevent
EMOTIONAL, ACADEMIC	student's ability to	student's ability to	ability to communicate	with student's ability to	communicate	the student's ability to
	communicate in school	communicate in school	in school learning and /	communicate in school	appropriately and	communicate
By at least two members of	learning and / or other	learning and / or other	or other social	learning and / or other	respond in school	appropriately in school
the team & confirmed by the	social situations.	social situations.	situations.	social situations.	learning and / or social	and / or social situations.
SLP	\square Vocabulary	☐ Vocabulary	☐ Vocabulary	☐ Vocabulary	situations.	☐ Vocabulary
	☐ Syntax-Grammar	☐ Syntax-Grammar	☐ Syntax-Grammar	☐ Syntax-Grammar	☐ Vocabulary	☐ Syntax-Grammar
	☐ Language	☐ Language	☐ Language	☐ Language	☐ Syntax-Grammar	☐ Language
*Consider student input	☐ Social Language	☐ Social Language	☐ Social Language	☐ Social Language	☐ Language	☐ Social Language
DD OFFICE ON ALL HID OFFI AFAIT.					☐ Social Language	_
PROFESSIONAL JUDGEMENT /	0	1	2	3	4	5
OBSERVATION						
(i.e. file review, classroom work, language samples,	Language skills are within	Language skills are	Language skills are mildly	Language skills are	Language skills are	Language skills are
dynamic assessment)	expected range.	minimally limited.	limited.	moderately limited.	seriously limited.	profoundly limited.
dynamic assessment)						
FORMAL AND / OR INFORMAL	0	1	2	3	4	5
ASSESSMENT (i.e.		1 The student	The student	The student	The student	The student
ASSESSMENT (i.e. developmental scales,	0 Scores are less than 1.0 S.D.	demonstrates a deficit in	demonstrates a deficit in	demonstrates a deficit in	The student demonstrates a deficit in	demonstrates a deficit in
ASSESSMENT (i.e.	Scores are less than 1.0 S.D.	demonstrates a deficit in receptive, expressive, or	demonstrates a deficit in receptive, expressive, or	demonstrates a deficit in receptive, expressive, or	The student demonstrates a deficit in receptive, expressive, or	demonstrates a deficit in receptive, expressive, or
ASSESSMENT (i.e. developmental scales, checklists)	Scores are less than 1.0 S.D. Informal Assessments are	demonstrates a deficit in receptive, expressive, or pragmatic language as	demonstrates a deficit in receptive, expressive, or pragmatic language as	demonstrates a deficit in receptive, expressive, or pragmatic language as	The student demonstrates a deficit in receptive, expressive, or pragmatic language as	demonstrates a deficit in receptive, expressive, or pragmatic language
ASSESSMENT (i.e. developmental scales, checklists) District / School / Program	Scores are less than 1.0 S.D.	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by at least	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or	The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or	demonstrates a deficit in receptive, expressive, or pragmatic language which prevents
ASSESSMENT (i.e. developmental scales, checklists)	Scores are less than 1.0 S.D. Informal Assessments are	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by at least one diagnostic	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic	The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic	demonstrates a deficit in receptive, expressive, or pragmatic language which prevents appropriate
ASSESSMENT (i.e. developmental scales, checklists) District / School / Program Assessments	Scores are less than 1.0 S.D. Informal Assessments are	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by at least one diagnostic procedure /	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures /	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures /	The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures /	demonstrates a deficit in receptive, expressive, or pragmatic language which prevents appropriate communication in school
ASSESSMENT (i.e. developmental scales, checklists) District / School / Program	Scores are less than 1.0 S.D. Informal Assessments are	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by at least one diagnostic	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic	The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic	demonstrates a deficit in receptive, expressive, or pragmatic language which prevents appropriate communication in school and / or social situations.
ASSESSMENT (i.e. developmental scales, checklists) District / School / Program Assessments	Scores are less than 1.0 S.D. Informal Assessments are	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by at least one diagnostic procedure / standardized test.	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests.	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests.	The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests.	demonstrates a deficit in receptive, expressive, or pragmatic language which prevents appropriate communication in school and / or social situations. Augmentative
ASSESSMENT (i.e. developmental scales, checklists) District / School / Program Assessments	Scores are less than 1.0 S.D. Informal Assessments are	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by at least one diagnostic procedure / standardized test. Performance falls 1.0 –	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests.	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 1.5 –	The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests.	demonstrates a deficit in receptive, expressive, or pragmatic language which prevents appropriate communication in school and / or social situations. Augmentative communication systems
ASSESSMENT (i.e. developmental scales, checklists) District / School / Program Assessments	Scores are less than 1.0 S.D. Informal Assessments are	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by at least one diagnostic procedure / standardized test. Performance falls 1.0 – 1.5 S.D. below the mean	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 1.0 – 1.5 S.D. below the mean	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 1.5 – 2.5 S.D. below the mean	The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 2.5 S.D. below the mean	demonstrates a deficit in receptive, expressive, or pragmatic language which prevents appropriate communication in school and / or social situations. Augmentative
ASSESSMENT (i.e. developmental scales, checklists) District / School / Program Assessments	Scores are less than 1.0 S.D. Informal Assessments are	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by at least one diagnostic procedure / standardized test. Performance falls 1.0 –	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests.	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 1.5 –	The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests.	demonstrates a deficit in receptive, expressive, or pragmatic language which prevents appropriate communication in school and / or social situations. Augmentative communication systems
ASSESSMENT (i.e. developmental scales, checklists) District / School / Program Assessments CBMs	Scores are less than 1.0 S.D. Informal Assessments are within the average range.	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by at least one diagnostic procedure / standardized test. Performance falls 1.0 – 1.5 S.D. below the mean (16 th – 10 th percentile)	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 1.0 – 1.5 S.D. below the mean (16 th – 10 th percentile)	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 1.5 – 2.5 S.D. below the mean (9 th – 3 rd percentile)	The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 2.5 S.D. below the mean (below 3 rd percentile)	demonstrates a deficit in receptive, expressive, or pragmatic language which prevents appropriate communication in school and / or social situations. Augmentative communication systems may be warranted.
ASSESSMENT (i.e. developmental scales, checklists) District / School / Program Assessments	Scores are less than 1.0 S.D. Informal Assessments are	demonstrates a deficit in receptive, expressive, or 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) Consider Tier Two	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 1.0 – 1.5 S.D. below the mean	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 1.5 – 2.5 S.D. below the mean	The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 2.5 S.D. below the mean	demonstrates a deficit in receptive, expressive, or pragmatic language which prevents appropriate communication in school and / or social situations. Augmentative communication systems
ASSESSMENT (i.e. developmental scales, checklists) District / School / Program Assessments CBMs	Scores are less than 1.0 S.D. Informal Assessments are within the average range.	demonstrates a deficit in receptive, expressive, or 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) Consider Tier Two General G-7	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 1.0 – 1.5 S.D. below the mean (16 th – 10 th percentile)	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 1.5 – 2.5 S.D. below the mean (9 th – 3 rd percentile)	The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 2.5 S.D. below the mean (below 3 rd percentile)	demonstrates a deficit in receptive, expressive, or pragmatic language which prevents appropriate communication in school and / or social situations. Augmentative communication systems may be warranted.
ASSESSMENT (i.e. developmental scales, checklists) District / School / Program Assessments CBMs TOTAL SCORE	Scores are less than 1.0 S.D. Informal Assessments are within the average range.	demonstrates a deficit in receptive, expressive, or 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) Consider Tier Two	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 1.0 – 1.5 S.D. below the mean (16 th – 10 th percentile)	demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 1.5 – 2.5 S.D. below the mean (9 th – 3 rd percentile)	The student demonstrates a deficit in receptive, expressive, or pragmatic language as measured by two or more diagnostic procedures / standardized tests. Performance falls 2.5 S.D. below the mean (below 3 rd percentile)	demonstrates a deficit in receptive, expressive, or pragmatic language which prevents appropriate communication in school and / or social situations. Augmentative communication systems may be warranted.