

EXPRESSIVE/RECEPTIVE LANGUAGE RUBRIC for Initial/Re-evaluation

Jordan School District

STUDENT: _____ **DOB:** _____ **AGE:** _____

SCHOOL: _____ **SLP:** _____ **DATE:** _____

<p>Normative Assessment of Receptive/Expressive Language: Comprehensive, standardized measure(s) and scores NORMATIVE ASSESSMENT SHOULD BE COMPLETED IF LANGUAGE IS AN AREA OF CONCERN – Provide rationale if this area is not completed</p>	<p>SCORE = 4 1 standard deviation from the mean for example: • Standard Score (SS) = 85 when the mean is 100 and the standard deviation is 15 (Check test manual for SD for test used) • Above 16th %ile Use overall and/or index composite scores (not subtest scores)</p>	<p>SCORE = 3 >1.0 - 1.5 standard deviations from the mean for example: • Standard Score (SS) = 84-78 when the mean is 100 and the standard deviation is 15 (Check test manual for SD for test used) • 16th-7th %ile Use overall and/or index composite scores (not subtest scores)</p>	<p>SCORE = 2 >1.5 – 2.0 standard deviations from the mean for example: • Standard Score (SS) = 77-70 when the mean is 100 and the standard deviation is 15 (Check test manual for SD for test used) • 6th-3rd %ile Use overall and/or index composite scores (not subtest scores)</p>	<p>SCORE = 1 >2.0 standard deviations from the mean for example: • Standard Score (SS) = 69 or below when the mean is 100 and the standard deviation is 15 (Check test manual for SD for test used) • Below 3rd %ile Use overall and/or index composite scores (not subtest scores)</p>
<p>Observational Assessment of Receptive/Expressive Language: <i>Check descriptive tool used:</i> <input type="checkbox"/> Classroom Observation <input type="checkbox"/> Curriculum Based Assessment (s) <input type="checkbox"/> Informal Probes <input type="checkbox"/> Checklist(s) <input type="checkbox"/> Other _____ <i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p>	<p align="center">4 All of the following are age appropriate</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands classroom discourse <input type="checkbox"/> Follows oral directions <input type="checkbox"/> Understands a variety of linguistic structures <input type="checkbox"/> Understands narratives <input type="checkbox"/> Understands academic content <input type="checkbox"/> Understands vocabulary/semantics <input type="checkbox"/> Understands basic language concepts <input type="checkbox"/> Phonemic awareness skills <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> MLU/Sentence Length <input type="checkbox"/> Sentence Complexity <input type="checkbox"/> Syntax/Morphology <input type="checkbox"/> Use of Vocabulary/Semantics <input type="checkbox"/> Word finding <input type="checkbox"/> Expresses thoughts in an organized manner <input type="checkbox"/> Retells Narratives 	<p align="center">3 At least one of the following areas is deficient</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands classroom discourse <input type="checkbox"/> Follows oral directions <input type="checkbox"/> Understands a variety of linguistic structures <input type="checkbox"/> Understands narratives <input type="checkbox"/> Understands academic content <input type="checkbox"/> Understands vocabulary/semantics <input type="checkbox"/> Understands basic language concepts <input type="checkbox"/> Phonemic awareness skills <input type="checkbox"/> Other Receptive Skill _____ <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> MLU/Sentence Length <input type="checkbox"/> Sentence Complexity <input type="checkbox"/> Syntax/Morphology <input type="checkbox"/> Use of Vocabulary/Semantics <input type="checkbox"/> Word finding <input type="checkbox"/> Expresses thoughts in an organized manner <input type="checkbox"/> Retells Narratives <input type="checkbox"/> Other Expressive Skill _____ 	<p align="center">2 At least two of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands classroom discourse <input type="checkbox"/> Follows oral directions <input type="checkbox"/> Understands a variety of linguistic structures <input type="checkbox"/> Understands narratives <input type="checkbox"/> Understands academic content <input type="checkbox"/> Understands vocabulary/semantics <input type="checkbox"/> Understands basic language concepts <input type="checkbox"/> Phonemic awareness skills <input type="checkbox"/> Other Receptive Skill _____ <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> MLU/Sentence Length <input type="checkbox"/> Sentence Complexity <input type="checkbox"/> Syntax/Morphology <input type="checkbox"/> Use of Vocabulary/Semantics <input type="checkbox"/> Word finding <input type="checkbox"/> Expresses thoughts in an organized manner <input type="checkbox"/> Retells Narratives <input type="checkbox"/> Other Expressive Skill _____ 	<p align="center">1 At least three of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands classroom discourse <input type="checkbox"/> Follows oral directions <input type="checkbox"/> Understands a variety of linguistic structures <input type="checkbox"/> Understands narratives <input type="checkbox"/> Understands academic content <input type="checkbox"/> Understands vocabulary/semantics <input type="checkbox"/> Understands basic language concepts <input type="checkbox"/> Phonemic awareness skills <input type="checkbox"/> Other Receptive Skill _____ <hr/> <ul style="list-style-type: none"> <input type="checkbox"/> MLU/Sentence Length <input type="checkbox"/> Sentence Complexity <input type="checkbox"/> Syntax/Morphology <input type="checkbox"/> Use of Vocabulary/Semantics <input type="checkbox"/> Word finding <input type="checkbox"/> Expresses thoughts in an organized manner <input type="checkbox"/> Retells Narratives <input type="checkbox"/> Other Expressive Skill _____

This form is intended to assist the team in determining whether or not the student is eligible for services under the classification of SLI (Speech-Language Impairment) as well as determining the need for these services for children served under other classifications.

EXPRESSIVE/RECEPTIVE LANGUAGE RUBRIC *for Initial/Re-evaluation*

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STUDENT: _____ **DATE:** _____

<p>Adverse Effect on Educational Performance:</p> <p>There is documentation/ supporting evidence of the adverse affects on educational performance: YES <input type="checkbox"/> NO <input type="checkbox"/></p> <p>Checklist, work sample, or summary of impact</p>	<p>8</p> <p>Language skills are adequate for the student's participation in general educational settings.</p> <p>The Student needs little or no assistance in understanding and expressing thoughts and curricular information.</p>	<p>6</p> <p>Language skills minimally impact educational performance and can be addressed in general educational settings.</p> <p>The Student needs occasional cues, models, explanations or assistance in understanding and expressing thoughts and curricular information.</p>	<p>4</p> <p>Language skills frequently impact educational performance and the student's ability to participate in general educational settings.</p> <p>The Student needs frequent cues, models, explanations or assistance in understanding and expressing thoughts and curricular information.</p>	<p>1</p> <p>Language skills significantly impact educational performance and the student's ability to participate in general educational settings.</p> <p>The Student needs consistent cues, models, explanations or assistance in understanding and expressing thoughts and curricular information.</p>
<p>Summary Statement on Educational Impact:</p>				

Instructions:

1. The Speech-Language Pathologist will determine whether to use the **COMPREHENSIVE ASSESSMENT OR OBSERVATIONAL ASSESSMENT ONLY RATING SCALE**.
2. Circle the score for the most appropriate description for each category: *Normative (Standardized)*, and/or *Observational (Descriptive)*, *Language and Adverse Effects*.
3. Compute the total score.
4. Circle below to determine the Overall Rating. *Circle only one score based on the assessments tools used.*

If you do not use a normative test, complete rationale for using observational only:

COMPREHENSIVE LANGUAGE ASSESSMENT TOTAL SCORE:

Includes: Normative (Standardized), Observational (Descriptive), Adverse Effect

16	/	15	14	13	12	11	/	10	9	8	7	/	6	5	4	3
No Impairment		Mild				Moderate				Severe						
Rating = 4		Rating = 3				Rating = 2				Rating = 1						

OR

OBSERVATIONAL ONLY - LANGUAGE ASSESSMENT TOTAL SCORE:

Includes: Observational Assessment (Descriptive), Adverse Effect

12	/	11	10	9	8	/	7	6	5	/	4	3	2
No Impairment		Mild			Moderate			Severe					
Rating = 4		Rating = 3			Rating = 2			Rating = 1					

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