

## FLUENCY RUBRIC *for Initial/Re-evaluation*

*Jordan School District*

**STUDENT:** \_\_\_\_\_ **DOB:** \_\_\_\_\_ **AGE:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_ **SLP:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

<b>Normative Assessment of Fluency:</b> Comprehensive, standardized measure(s) and scores	<b>SCORE = 4</b> 1 standard deviation from the mean  for example: Standard Score (SS) = 85 when the mean is 100 and the standard deviation is 15	<b>SCORE = 3</b> >1.0 - 1.5 standard deviations from the mean  for example: Standard Score (SS) = 84-77 when the mean is 100 and the standard deviation is 15	<b>SCORE = 2</b> >1.5 - 2.0 standard deviations from the mean  for example: Standard Score (SS) = 76-70 when the mean is 100 and the standard deviation is 15	<b>SCORE = 1</b> >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
<b>Frequency:</b>	<b>4</b> <input type="checkbox"/> Frequency of disfluency is within normal limits for age, sex and speaking situation and/or <input type="checkbox"/> ≤ 2 stuttered words per minute and/or <input type="checkbox"/> ≤ 4 % stuttered words	<b>3</b> <input type="checkbox"/> Inconsistent disfluencies are observed in speaking situations and/or <input type="checkbox"/> 3-4 stuttered words per minute and/or <input type="checkbox"/> 5% to 11% stuttered words	<b>2</b> <input type="checkbox"/> Frequent disfluent behaviors observed in many speaking situations and/or <input type="checkbox"/> 5-9 stuttered words per minute and/or <input type="checkbox"/> 12% to 22% stuttered words	<b>1</b> <input type="checkbox"/> Habitual disfluent behaviors are observed in majority of speaking situations and/or <input type="checkbox"/> More than 9 stuttered words per minute and/or <input type="checkbox"/> ≥23% stuttered words
<b>Descriptive Assessment:</b>  <i>Check descriptive tool used:</i> <input type="checkbox"/> Stuttering Speech sample <input type="checkbox"/> Observations <input type="checkbox"/> Checklist(s) <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Other _____  <i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i>  <b>CIRCLE NUMBER FOR RATING CONTAINING THE HIGHEST NUMBER OF CHECKED AREAS</b>	<b>4</b> <input type="checkbox"/> Speech flow and time patterning are within normal limits. <input type="checkbox"/> Speaking rate not affected <input type="checkbox"/> Student identifies no emotional distress during/about speaking  Developmental disfluencies may be present	<b>3</b> <input type="checkbox"/> Whole-word repetitions <input type="checkbox"/> Part-word repetitions and/or <input type="checkbox"/> Prolongations are present with no secondary characteristics. <input type="checkbox"/> Speaking rate affected to a mild degree. Rate rarely noticeable to listener. <input type="checkbox"/> Student rarely or never identifies emotional distress during/about speaking  Fluent speech periods predominate and intelligibility is not impacted.	<b>2</b> <input type="checkbox"/> Whole-word repetitions <input type="checkbox"/> Part-word repetitions and/or <input type="checkbox"/> Prolongations/Blocks are present. Secondary symptoms, including blocking avoidance and physical concomitants may be observed. <input type="checkbox"/> Speaking rate moderately affected. Rate is distracting to observer/listener. <input type="checkbox"/> Student often identifies emotional distress during/about speaking  May impact intelligibility.	<b>1</b> <input type="checkbox"/> Whole-word repetitions <input type="checkbox"/> Part-word repetitions and/or <input type="checkbox"/> Prolongations/Blocks are present. Secondary symptoms predominant. Avoidance and frustration behaviors are observed. <input type="checkbox"/> Speaking rate severely affected. Rate is distracting to observer/listener. <input type="checkbox"/> Student often identifies emotional distress during/about speaking  Intelligibility of listeners is impacted.

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Jordan School District

STUDENT: \_\_\_\_\_

DATE: \_\_\_\_\_

<p><b>Adverse Effect on Educational Performance:</b></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><b>8</b></p> <p>Fluency skills are considered average for the student's participation in educational settings.</p> <p>(Educational Settings may include: playground, lunchroom, vocational, community, etc )</p>	<p><b>6</b></p> <p>Disfluencies occasionally impact student's participation in educational settings.</p> <p>(Educational Settings may include: playground, lunchroom, vocational, community, etc )</p>	<p><b>4</b></p> <p>Disfluencies frequently impact student's participation in educational settings.</p> <p>(Educational Settings may include: playground, lunchroom, vocational, community, etc )</p>	<p><b>1</b></p> <p>Disfluencies consistently impact student's participation in educational settings.</p> <p>(Educational Settings may include: playground, lunchroom, vocational, community, etc )</p>
<p><b>Summary Statement on Educational Impact:</b></p>				
<p><b>Adverse Effect of Stuttering on Communication: Pre School Students:</b></p>	<p><b>8</b></p> <p>Fluency skills are within normal limits for the student's participation in appropriate age-related activities and settings.</p>	<p><b>6</b></p> <p>Disfluencies occasionally impact the student's participation in appropriate age-related activities and settings.</p>	<p><b>4</b></p> <p>Disfluencies frequently impact the student's participation in appropriate age-related activities and settings.</p>	<p><b>1</b></p> <p>Disfluencies consistently impact the student's participation in appropriate age-related activities</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 *Frequency, Descriptive, 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.*

<b>COMPREHENSIVE FLUENCY ASSESSMENT TOTAL SCORE:</b>																			
<i>Includes: Normative (Standardized), Frequency, Descriptive, Adverse Effect</i>																			
20	/	19	18	17	16	15	14	/	13	12	11	10	9	/	8	7	6	5	4
No Impairment				Mild				Moderate				Severe							
Rating = 4				Rating = 3				Rating = 2				Rating = 1							

OR

<b>OBSERVATIONAL ONLY - FLUENCY ASSESSMENT TOTAL SCORE:</b>																
<i>Includes: Frequency, Descriptive, Adverse Effect</i>																
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				