FLUENCY RUBRIC for Initial/Re-evaluation

Jordan School District

STUDENT:		DOB:	AGE:	
SCHOOL:		SLP:		_ DATE:
Normative Assessment	SCORE = 4	SCORE = 3	SCORE = 2	SCORE = 1
of Fluency: Comprehensive, standardized measure(s) and scores	1 standard deviation from the mean	>1.0 - 1.5 standard deviations from the mean	>1.5 - 2.0 standard deviations from the mean	>2.0 standard deviations from the mean

for example:

Standard Score (SS) = 76-70

standard deviation is 15

when the mean is 100 and the

☐ Student often identifies emotional

distress during/about speaking

May impact intelligibility.

for example:

speaking

Standard Score (SS) =

84-77 when the mean is 100 and

the standard deviation is 15

for example:

Standard Score (SS) = 85

when the mean is 100 and

the standard deviation is 15

4

☐ Frequency of disfluency is ☐ Inconsistent disfluencies are ☐ Frequent disfluent behaviors ☐ Habitual disfluent behaviors are within normal limits for age, sex observed in speaking situations and/or observed in many speaking situations observed in majority of speaking and speaking situation and/or and/or situations and/or □ 3-4 stuttered words per minute $\square \le 2$ stuttered words per and/or □ 5-9 stuttered words per minute ☐ More than 9 stuttered words per minute and/or and/or minute and/or □ 5% to 11% stuttered words $\square \le 4 \%$ stuttered words ☐ 12% to 22% stuttered words \square >23% stuttered words **Descriptive** 3 2 1 Assessment: ☐ Speech flow and time ☐ Whole-word repetitions ☐ Whole-word repetitions ☐ Whole-word repetitions patterning are within normal Check descriptive tool used: ☐ Part-word repetitions and/or ☐ Part-word repetitions and/or ☐ Part-word repetitions and/or limits. ☐ Stuttering Speech ☐ Prolongations are present with no ☐ Prolongations/Blocks are present. ☐ Prolongations/Blocks are present. ☐ Speaking rate not affected sample secondary characteristics. Secondary symptoms, including Secondary symptoms predominant. ☐ Observations ☐ Student identifies no Avoidance and frustration behaviors blocking avoidance and physical ☐ Speaking rate affected to a mild ☐ Checklist(s) emotional distress during/about concomitants may be observed. are observed. degree. Rate rarely noticeable to ☐ Self-Assessment speaking ☐ Speaking rate moderately affected. ☐ Speaking rate severely affected. listener. ☐ Other Rate is distracting to Rate is distracting to Developmental disfluencies may ☐ Student rarely or never identifies The lists are possible suggestions observer/listener. observer/listener. be present emotional distress during/about and are NOT intended to be all-

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inclusive lists.

CIRCLE NUMBER FOR RATING

CONTAINING THE HIGHEST NUMBER OF CHECKED AREAS

Frequency:

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.

Fluent speech periods predominate

and intelligibility is not impacted.

☐ Student often identifies emotional

Intelligibility of listeners is impacted.

distress during/about speaking

for example:

Standard Score (SS) = 69 or

the standard deviation is 15

below when the mean is 100 and

1

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Jordan School District

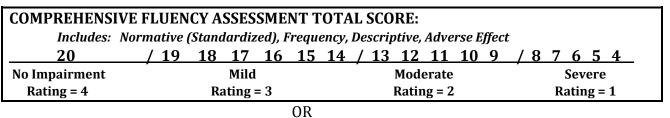
DATE

STUDENT:	DATE:					
Adverse Effect on	8	6	4	1		
Educational	Fluency skills are considered	Disfluencies occasionally	Disfluencies frequently impact	Disfluencies consistently impact student's participation in		
Performance:	average for the student's participation in educational	impact student's participation in educational settings.	student's participation in educational settings.	educational settings.		
There is documentation/ supporting evidence of the adverse affects on educational performance: YES NO	settings. (Educational Settings may include: playground, lunchroom, vocational, community, etc)	(Educational Settings may include: playground, lunchroom, vocational, community, etc)	(Educational Settings may include: playground, lunchroom, vocational, community, etc)	(Educational Settings may include: playground, lunchroom, vocational, community, etc)		
Checklist, work sample, or summary of impact	Summary Statement on Educational Impact:					
Adverse Effect of	8	6	4	1		
Stuttering on Communication: Pre School Students:	Fluency skills are within normal limits for the student's participation in appropriate age-related activities and settings.	Disfluencies occasionally impact the student's participation in appropriate age-related activities and settings.	Disfluencies frequently impact the student's participation in appropriate age-related activities and settings.	Disfluencies consistently impact the student's participation in appropriate age-related activities		

Instructions:

CTLIDENT

- 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.



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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.