## PRAGMATICS/SOCIAL LANGUAGE RUBRIC for Initial/Re-evaluation

Jordan School District

STUDENT:		DOB:					
SCHOOL:		SLP:	DATE:				
Normative Assessment of Pragmatics/Social	SCORE = 4	SCORE = 3	SCORE = 2	SCORE = 1			
Language: 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) = 85 when the mean is 100 and the standard deviation is 15	for example: Standard Score (SS) = 84-78 when the mean is 100 and the standard deviation is 15	for example: Standard Score (SS) = 77-70 when the mean is 100 and the standard deviation is 15	for example: Standard Score (SS) = 69 or below when the mean is 100 and the standard deviation is 15			
Observational	4	3	2	1			
Assessment of Pragmatics/Social Language:  Check descriptive tool used:  Social Language/ Communication sample  Checklist(s)  Observations  Other  The lists are possible suggestions and are NOT intended to be all-inclusive lists.	Pragmatics/Social Language skills are judged as average when compared with expectations of same age peers.	At least one of the following areas is deficient  Social Interaction (Initiation, Participation in group activities, Turn-Taking, etc.)  Social Communication (Requesting, Topic maintenance and initiation, Effectiveness, Repair, Functional intent, Prosody, etc.)  Academic Communication (Gaining attention, Interaction with peers, Requesting clarification, etc.)  Non-Verbal Communication (Personal space, Joint Attention, Facial expressions, Gestures, etc.)  Perspective Taking (Recognize others' viewpoints, feelings, interests, empathy, etc)  Other	At least two of the following areas are deficient:  Social Interaction (Initiation, Participation in group activities, Turn-Taking, etc.) Social Communication (Requesting, Topic maintenance and initiation, Effectiveness, Repair, Functional intent, Prosody, etc.) Academic Communication (Gaining attention, Interaction with peers, Requesting clarification, etc.) Non-Verbal Communication (Personal space, Joint Attention, Facial expressions, Gestures, etc.) Perspective Taking (Recognize others' viewpoints, feelings, interests, empathy, etc) Other	At least three of the following areas are deficient:  Social Interaction (Initiation, Participation in group activities, Turn-Taking, etc.) Social Communication (Requesting, Topic maintenance and initiation, Effectiveness, Repair, Functional intent, Prosody, etc.) Academic Communication (Gaining attention, Interaction with peers, Requesting clarification, etc.) Non-Verbal Communication (Personal space, Joint Attention, Facial expressions, Gestures, etc.) Perspective Taking (Recognize others' viewpoints, feelings, interests, empathy, etc) Other			

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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.

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Jordan School District

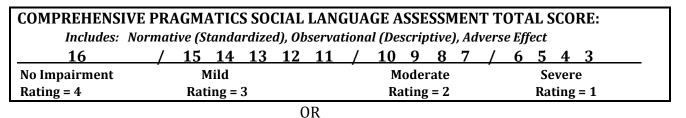
DATE.

STODENT.		DATE.							
Adverse Effect on	8	6	4	1					
Educational Performance:	Pragmatics/Social Language skills are adequate for the student's participation in educational settings.	Pragmatics/Social Language skills are developing and can be addressed in educational settings.	Pragmatics/Social Language skills frequently affect the student's ability to participate in educational settings.	Pragmatics/Social Language skills consistently affect the student's ability to participate in educational settings					
There is documentation/ supporting evidence of the adverse affects on educational performance: YES  NO Checklist, work sample, or summary of impact	(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.)					
	Summary Statement on Educational Impact:								

## **Instructions:**

CTIDENT.

- 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)*, *Pragmatics Social 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.



OBSERVATIONAL ONLY - PRAGMATICS SOCIAL LANGUAGE ASSESSMENT TOTAL SCORE:

Includes: Observational Assessment (Descriptive), Adverse Effect

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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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.