

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

Jordan School District

STUDENT: _____ DOB: _____ AGE: _____

SCHOOL: _____ SLP: _____ DATE: _____

Normative Assessment of Pragmatics/Social Language: Comprehensive, standardized measure(s) and scores	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	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	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	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
Observational Assessment of Pragmatics/Social Language: <i>Check descriptive tool used:</i> <input type="checkbox"/> Social Language/Communication sample <input type="checkbox"/> Checklist(s) <input type="checkbox"/> Observations <input type="checkbox"/> Other _____ <i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i>	4 Pragmatics/Social Language skills are judged as average when compared with expectations of same age peers.	3 At least one of the following areas is deficient <input type="checkbox"/> Social Interaction (Initiation, Participation in group activities, Turn-Taking, etc.) <input type="checkbox"/> Social Communication (Requesting, Topic maintenance and initiation, Effectiveness, Repair, Functional intent, Prosody, etc.) <input type="checkbox"/> Academic Communication (Gaining attention, Interaction with peers, Requesting clarification, etc.) <input type="checkbox"/> Non-Verbal Communication (Personal space, Joint Attention, Facial expressions, Gestures, etc.) <input type="checkbox"/> Perspective Taking (Recognize others' viewpoints, feelings, interests, empathy, etc) <input type="checkbox"/> Other _____	2 At least two of the following areas are deficient: <input type="checkbox"/> Social Interaction (Initiation, Participation in group activities, Turn-Taking, etc.) <input type="checkbox"/> Social Communication (Requesting, Topic maintenance and initiation, Effectiveness, Repair, Functional intent, Prosody, etc.) <input type="checkbox"/> Academic Communication (Gaining attention, Interaction with peers, Requesting clarification, etc.) <input type="checkbox"/> Non-Verbal Communication (Personal space, Joint Attention, Facial expressions, Gestures, etc.) <input type="checkbox"/> Perspective Taking (Recognize others' viewpoints, feelings, interests, empathy, etc) <input type="checkbox"/> Other _____	1 At least three of the following areas are deficient: <input type="checkbox"/> Social Interaction (Initiation, Participation in group activities, Turn-Taking, etc.) <input type="checkbox"/> Social Communication (Requesting, Topic maintenance and initiation, Effectiveness, Repair, Functional intent, Prosody, etc.) <input type="checkbox"/> Academic Communication (Gaining attention, Interaction with peers, Requesting clarification, etc.) <input type="checkbox"/> Non-Verbal Communication (Personal space, Joint Attention, Facial expressions, Gestures, etc.) <input type="checkbox"/> Perspective Taking (Recognize others' viewpoints, feelings, interests, empathy, etc) <input type="checkbox"/> Other _____

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STUDENT: _____

DATE: _____

Adverse Effect on Educational Performance:	8	6	4	1
There is documentation/ supporting evidence of the adverse affects on educational performance: YES <input type="checkbox"/> NO <input type="checkbox"/> Checklist, work sample, or summary of impact	Pragmatics/Social Language skills are adequate for the student's participation in educational settings. (Educational Settings may include: playground, lunchroom, vocational, community, etc)	Pragmatics/Social Language skills are developing and can be addressed in educational settings. (Educational Settings may include: playground, lunchroom, vocational, community, etc)	Pragmatics/Social Language skills frequently affect the student's ability to participate in educational settings. (Educational Settings may include: playground, lunchroom, vocational, community, etc)	Pragmatics/Social Language skills consistently affect the student's ability to participate in educational settings (Educational Settings may include: playground, lunchroom, vocational, community, etc)
	Summary Statement on Educational Impact:			

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)*, *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.*

COMPREHENSIVE PRAGMATICS SOCIAL 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 - PRAGMATICS SOCIAL 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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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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