|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Initiate**  **Conversation** | Student does not initiate a conversation, or does so inappropriately. | Student initiates conversations; may not always be in the appropriate way, or time. | Student initiates conversation appropriately. | Student initiates conversation naturally and appropriately, in a variety of settings. |
| **On Topic** | Student does not maintain a topic when contributing to the conversation. | Student frequently deviates from the topic of conversation. | Student maintains a topic in a conversation. | Student appropriately maintains a topic in a conversation (even when it is not a topic of their choice), and in a variety of settings. |
| **Turn-Taking** | Student almost always interrupts others, and/or continues talking for an inappropriate length of time. | Student sometimes interrupts others, and/or continues talking for an inappropriate length of time. | Student occasionally interrupts others, and/or continues talking for an inappropriate length of time. | Student rarely, if ever, interrupts. They wait for their turn to speak, and speak an appropriate length of time. |
| **Eye Contact** | Student does not make any eye contact. | Student makes fleeting eye contact. | Student makes eye contact for short periods of time. | Student makes eye contact, and is able to maintain it for an appropriate amount of time. |
| **Personal Space** | Student demonstrates inappropriate use of personal space for speaking situation. | Student sometimes demonstrates inappropriate use of personal space for speaking situation. | Student maintains appropriate personal space for the speaking situation. | Student maintains appropriate personal space for the speaking situation in a variety of settings. |
| **Tone of Voice/Volume** | Student does not use appropriate tone of voice and/or volume. | Student sometimes demonstrates appropriate tone of voice and/or volume. | Student uses appropriate tone of voice & volume. | Student uses appropriate tone of voice & volume in a variety of settings. |
| **End Conversation** | Student does not end a conversation, or does so inappropriately. | Student ends conversations, but often does so inappropriately. | Student ends conversation naturally and appropriately.. | Student ends conversation naturally and appropriately, and in a variety of settings. |

**Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student’s Score:\_\_\_\_\_\_\_\_\_\_\_ Score Student Requires to Meet IEP Goal:\_\_\_\_\_\_\_\_\_\_**

**Rater’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Instructions for Pragmatic Rating Scale**

**FOR RATERS:**

**Think about how the student interacts with you and with his/her peers**

**Judge his/her interactions based on the level of proficiency in each of the skills listed on the Scale**

**From 1 (never or seldom) to 4 (usually or always)**

**You do NOT have to tally up the score, the SLP will do that**

**FOR SLPs:**

**There are two different forms for this scale, the assessment form and the treatment form**

**Use the assessment form without cueing.**

**For the assessment form, mark the form at where they are now without cueing**

**Mark in the lower right corner, the level that you would like the student to achieve at the time of the IEP (multiply by the number of skills you want him to have in that area i.e. want him to be able to make eye contact and initiate conversation at a level 3 so it would be 6)**

**For the treatment form, mark with cueing level on the side (key is on the back)**