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|  | **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. |

**Cues**

**Cues**

**Cues**

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**Cues**

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**Cues**

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

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| **Cuing Measures:**  **Maximum Cues (4+ Cues) Moderate Cues (3-4 Cues) Minimum Cues (1-2 Cues) Independent (0 Cues)** |

**TARGET SCORE & CUING LEVEL: \_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_ CUES**

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| **DATE:** | **SOCIAL SKILL:** | **RUBRIC SCORE:** | **CUING NEEDED:** | **COMMENTS:** |
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