## Appendix N: Communication Rating Scale: Language

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| **School District**: *Enter District Name* **Date:** *Select Date* |
| **Student’s Name:** *First Name* *Middle Initial*. *Last Name* |
| **Student’s Date of Birth:** *Select Date of Birth* **Grade:** *Enter Grade in School* |
| **School:** *Enter School Name* **SLP:** *Enter SLP’s Name* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Non-Disabling** | **Mild** | **Moderate** | **Severe** |
| **Functional Assessment** | [ ]  0 | [ ]  4 | [ ]  6 | [ ]  8 |
| Language skills are within the expected range. | Language skills are mildly impaired. | Language skills are moderately impaired. | Language skills are severely impaired. |
| [ ] Form/Structure | [ ] Form/Structure | [ ] Form/Structure | [ ] Form/ Structure |
| [ ] Content/ Semantics | [ ] Content/ Semantics | [ ] Content/ Semantics | [ ] Content/ Semantics |
| [ ] Use/ Pragmatics | [ ] Use/ Pragmatics  | [ ] Use/ Pragmatics | [ ] Use/ Pragmatics |
| **Standardized/ Norm-Referenced Assessment** **(See Note)** | [ ]  0 | [ ]  3 | [ ]  4 | [ ]  6 |
| Scores on standardized instruments are within 1 1/3 standard deviations below the mean or above the 9th percentile. | Scores on standardized instruments are within 1 1/3 to 1 2/3 standard deviations below the mean or from the 9th to 5th percentile. | Scores on standardized instruments are within 1 2/3 to 2 standard deviations below the mean or from the 4th to 2nd percentile. | Scores on standardized instruments are 2 or more standard deviations below the 2nd percentile.  |
| **Speech Mechanisms, Structure, and Function** | [ ]  0 | [ ]  2 | [ ]  4 | [ ]  5 |
| Structure and/or function are adequate for speech. | Structure and/or function difficulty mildly affects speech. | Structure and/or function difficulty moderately affects speech. | Structure and/or function are inadequate for speech. |
| **Adverse Impact on Educational, Social, and/or Vocational Performance** | [ ]  0 | [ ]  4 | [ ]  6 | [ ]  8 |
| No interference with performance in the educational setting. | Minimally impacts performance in the educational setting. | Moderately interferes with performance in the educational setting. | Seriously limits performance in the educational setting. |
| **Total Score** | **0-7** | **8-12** | **13-17** | **18-22** |
| **Rating Scale** | [ ]  **Non-Disabling** | [ ]  **Mild** | [ ]  **Moderate** | [ ]  **Severe** |
| **Severity Rating** | [ ]  **0** | [ ]  **1** | [ ]  **2** | [ ]  **3** |

**Comments:**

*Click to Enter Text*

**Note**: Not all standardized measures have a consistent correlation among standard deviations, standard scores, and percentiles. This section should only be marked after the standard score or percentile has been compared to the standard deviation according to the test manual for that specific test.