## Appendix I: Communication Rating Scale: Speech Sound Production and Use

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

|  | **Non-Disabling** | **Mild** | **Moderate** | **Severe** |
| --- | --- | --- | --- | --- |
| **Intelligibility** | [ ] 0 | [ ] 4 | [ ] 6 | [ ] 8 |
| Connected speech is intelligible. | Connected speech is occasionally unintelligible and/or noticeably in error. | Connected speech is frequently unintelligible. | Connected speech is unintelligible or only intelligible when listener has knowledge of the context. |
| **Sound System***See \*Note Below* | [ ] 0 | [ ] 3 | [ ] 4 | [ ] 6 |
| Scores on standardized instruments are within 1.33 standard deviations below the mean or above the 9th percentile. | Scores on standardized instruments are within 1.33 to 1.66 standard deviations below the mean or from the 9th to 5th percentile. | Scores on standardized instruments are within 1.66 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.  |
| **Error Types** | [ ] 0 | [ ] 3 | [ ] 4 | [ ] 5 |
| No significant errors are present. Differences may be typical or recognized dialectal patterns. | Productions reflect common phonological processes or sound errors. | Productions reflect atypical phonological processes or sound errors. | Productions reflect a limited phonetic inventory and/or numerous atypical phonological processes. |
| **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 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** | [ ] 0-10 | [ ] 11-17 | [ ] 18-25 | [ ] 26-32 |
| **Rating Scale** | [ ] Non-disabling | [ ] Mild | [ ] Moderate | [ ] Severe |
| **Severity Rating** | [ ] 0 | [ ] 1 | [ ] 2 | [ ] 3 |

Comments:

*Click or tap here to enter comments*

**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.