

Articulation Scoring Rubric—11-21-16

Directions: Highlight or mark each row based on evidence gathered or classroom performance information. For initial evaluations, use the first 3 rows; for reevaluations using 5 rows of the rubric. Total the points based on the placement in the row and column.

STUDENT: _____		Date: _____	Language/Cultural Background		
AREA	0	1	2	3	4
ARTICULATION/PHONOLOGY	For the student's age and gender, articulation is within developmental norms or characteristic of dialectal/language differences	For the student's age and gender, articulation has no more than two speech sound errors outside developmental norms (cognates=1 error)	For student's age and gender, substitutions, distortions, omissions are present and a phonological process may be observed	For the student's age and gender, extensive substitutions, omissions, and two phonological processes observed.	Neuro-motor deficits or structural deviations may be present.
EDUCATIONAL IMPACT/ADVERSE EFFECT	No interference with the student's ability to communicate in school learning and/or social situations.	Minimally affects student's ability to communicate in school learning and/or other social situations.	Interferes with student's ability to communicate in school learning and/or social situations.	Limits student's ability to communicate appropriately and respond in school learning and/or social situations.	Seriously limits the student from communicating appropriately in school learning and/or social situations.
INTELLIGIBILITY	Connected speech is intelligible at least 80% or greater	Connected speech is 70-79% intelligible	Connected speech is 50-69% intelligible	Connected speech is 20-49% intelligible and AAC is considered	Connected speech is unintelligible without gestures or contextual knowledge and AAC may be warranted.
SUPPORT SERVICES For reevaluation only	Student's needs can be met in the educational program he/she is enrolled	Student has developed functional, compensatory strategies requiring occasional verbal adult support in educational environments	Student is making consistent progress with therapeutic support and is starting to generalize into other educational environments outside of the therapy session	Student is demonstrating skills in the therapy setting, but needs to generalize with other staff members and other educational environments	Student's needs requires highly intensive & individualized therapy
PROGRESS: For reevaluation only	Student's progress measures are minimal (less than 5%) annually or student is generalizing skills independently.	Student is making consistent progress with therapeutic support and is starting to generalize	Student is making consistent progress with therapeutic support and is showing signs of generalization in the therapy setting	Student is making consistent progress with therapeutic support and requires specialized therapy for sound production	Student is making consistent progress with therapeutic support and requires specialized therapy for all targeted sounds

INITIAL Articulation Evaluation Scoring Guide:

Student Name	Rubric Score (Possible 12 points)	Age/Grade (Possible 1 point)	0-6 years of Service (Possible 1 point)	Physiological Factors (Possible 1 point)	Educational Support	Motivation	Total Score (Possible 15 points)
					NA	NA	

Professional Judgment Factors (0 or 1 point)

- Age/Grade: Score 1 for younger students/Elementary + Early Childhood; for students transitioning from 5th-6th, score 0
- Service Years: Score 1 for 0-6 years of service; anything beyond that, score 0
- Physiological Factors: Score 1 for known conditions that influence performance, e.g., educational estimation of apraxia

INITIAL Scoring/Service Range:

- 0-3 = No service, Rtl, or monitoring student
- 4-7 = 15-30 mpw
- 8-11 = 30-45 mpw
- 12-15 = 45-60+ mpw

REEVALUATION Articulation Scoring Guide:

Student Name	Rubric Score (Possible 20 points)	Age/Grade (Possible 1 point)	3-6 Years of Service (Possible 1 point)	Physiological Factors (Possible 1 point)	Educational Support (Possible 1 point)	Motivation (Possible 1 point)	Total Score (Possible 25 points)

Professional Judgment Factors (0 or 1 point)

- Age/Grade: Score 1 for younger students/Elementary + Early Childhood; for students transitioning from 5th-6th, score 0
- Service Years: Score 1 for 3-6 years of service; anything beyond that, score 0
- Physiological Factors: Score 1 for known conditions that influence performance, e.g., educational estimation of apraxia
- Educational Support: Score 1 if the student is in a general educational without additional support
- Motivation: Score 1 if the student is highly motivated to participate in sessions and attempts to use/practice skills in other settings

Scoring/Service Range:

- 0-6 = No service, Rtl, or monitoring student
- 7-13 = 15-30 mpw
- 14-20 = 30-45 mpw
- 21-25 = 45-60+ mpw

Voice Rubric: (Evaluation for voice concerns requires physician's supportive documentation.)

AREA	0	1	2	3	4
VOICE QUALITY	Voice characteristics are within normal limits for age; are the result of temporary physical factors; are the result of regional, dialectic or cultural differences.	Voice difference includes hoarseness, nasality, denasality, pitch or intensity inappropriate for the student's age and is of minimal concern to parent, teacher, student or physician.	Voice difference is of concern to parent, teacher, student or physician. Voice is not appropriate for the age of the student. Distracting to most listeners.	Voice difference is of concern to parent, teacher, student or physician. Voice is distinctly abnormal for age of the student. Effective verbal communication is limited.	Speech is largely unintelligible due to aphonia or severe hypernasality. Extreme effort is apparent in production of speech. No effective vocal/verbal communication.
EDUCATIONAL IMPACT/ADVERSE EFFECT	No interference with the student's ability to communicate in school learning and/or social situations.	Minimally affects student's ability to communicate in school learning and/or other social situations.	Interferes with student's ability to communicate in school learning and/or social situations.	Limits student's ability to communicate appropriately and respond in school learning and/or social situations.	Seriously limits the student from communicating appropriately in school learning and/or social situations.
SUPPORT SERVICES For reevaluation only	Student's needs can be met in the educational program he/she is enrolled	Student has developed functional, compensatory strategies requiring occasional verbal adult support in educational environments	Student is making consistent progress with therapeutic support and is starting to generalize into other educational environments outside of the therapy session	Student is demonstrating skills in the therapy setting, but needs to generalize with other staff members and other educational environments	Student's needs requires highly intensive & individualized therapy
PROGRESS yes-no For reevaluation only	Student is utilizing strategies independently and is generalizing into various school settings; Student is not making expected or consistent progress with intensive therapeutic support	Student is making expected progress with therapeutic support and is starting to generalize			

INITIAL Voice Evaluation Scoring Guide:

Student Name	Rubric Score (Possible 8 points)	Age/Grade >grade 3 (Possible 1 point)	1-3 Years of Service (Possible 1 point)	Physiological Factors (Possible 1 point)	Educational Support	Motivation	Total Score (Possible 11 points)
					NA	NA	

Professional Judgment Factors (0 or 1 point)

- Age/Grade: Score 0 for younger students/Primary + Early Childhood; 1 for students 3rd grade or older students
- Service Years: Score 1 for first three years of service
- Physiological Factors: Score 1 for known conditions that can be addressed by an SLP, e.g., vocal nodules, polyps, long-term vocal abuse

Scoring/Service Range:

- 0-2 = No service, Rtl, or monitoring student
- 3-5 = 15-30 mpw
- 6-8 = 30-45 mpw
- 9-11 = 45-60+ mpw

REEVALUATION Voice Scoring Guide:

Student Name	Rubric Score (Possible 13 points)	Age/Grade >grade 3 (Possible 1 point)	1-3 Years of Service (Possible 1 point)	Physiological Factors (Possible 1 point)	Educational Support (Possible 1 point)	Motivation (Possible 1 point)	Total Score (Possible 18 points)

Professional Judgment Factors (0 or 1 point)

- Age/Grade: Score 0 for younger students/Primary + Early Childhood; 1 for students 3rd grade or older students
- Service Years: Score 1 for first three years of service
- Physiological Factors: Score 1 for known conditions that can be addressed by an SLP, e.g., vocal nodules, polyps, long-term vocal abuse
- Educational Support: Score 1 if the student is in a general educational without additional support
- Motivation: Score 1 if the student is highly motivated to participate in sessions and attempts to use/practice skills in other settings

Scoring/Service Range:

- 0-4 = No service, Rtl, or monitoring student
- 5-9 = 15-30 mpw
- 10-14 = 30-45 mpw
- 15-18 = 45-60+ mpw

Fluency Scoring Rubric:

AREA	0	1	2	3	4
NUMBER OF DYSFLUENCIES	Dysfluency characteristics are within normal limits for student's age and gender	2-4% atypical dysfluencies within a sample of at least 200 syllables	5-8% atypical dysfluencies within a sample of at least 200 syllables	9-12% atypical dysfluencies within a sample of at least 200 syllables	More than 12% atypical dysfluencies within a sample of at least 200 syllables
ASSOCIATED BEHAVIORS, SECONDARY CHARACTERISTICS	No tension and characteristics are within normal limits for student's age and gender	Minimal tension	Noticeable tension and/or secondary characteristics are present	Moderate tension and/or secondary characteristics are present	Excessive tension and/or secondary characteristics are present
EDUCATIONAL IMPACT/ADVERSE EFFECT	Dysfluencies do not cause the speaker to modify behavior	Student rarely chooses to avoid communicative opportunities and rarely makes decisions of daily life based on the possibility of stuttering	Student often chooses to avoid communicative opportunities and often makes decisions of daily life based on the possibility of stuttering	Student usually chooses to avoid communicative opportunities and usually makes decisions of daily life based on the possibility of stuttering	Student always chooses to avoid communicative opportunities and always makes decisions of daily life based on the possibility of stuttering
SUPPORT SERVICES For reevaluation only	Student's needs can be met in the educational program he/she is enrolled	Student has developed functional, compensatory strategies requiring occasional verbal adult support in educational environments	Student is making consistent progress with therapeutic support and is starting to generalize into other educational environments outside of the therapy session	Student is demonstrating skills in the therapy setting, but needs to generalize with other staff members and other educational environments	Student's needs requires highly intensive & individualized therapy
PROGRESS: Yes/No For reevaluation only	Student is utilizing strategies independently and is generalizing into various school settings; Student is not making expected or consistent progress with intensive therapeutic support	Student is making expected progress with therapeutic support and is starting to generalize			

INITIAL Fluency Evaluation Scoring Guide:

Student Name	Rubric Score (Possible 12 points)	Age/Grade (Possible 1 point)	0-6 Years of Service (Possible 1 point)	Physiological Factors	Educational Support	Motivation	Total Score (Possible 14 points)
				NA	NA	NA	

Professional Judgment Factors (0 or 1 point)

- Age/Grade: Based on professional judgment and therapy needs, score 1 if earlier intervention would be beneficial
- Service Years: Score 1 for first three years of service; more if necessary, especially including Early Childhood

Scoring/Service Range:

- 0-3 = No service, Rtl, or monitoring student
- 4-7 = 15-30 mpw
- 8-11 = 30-45 mpw
- 12-14 = 45-60+ mpw

REEVALUATION Fluency Scoring Guide:

Student Name	Rubric Score (Possible 17 points)	Age/Grade (Possible 1 point)	0-6 Years of Service (Possible 1 point)	Physiological Factors	Educational Support (Possible 1 point)	Motivation (Possible 1 point)	Total Score (Possible 21 points)
				NA			

Professional Judgment Factors (0 or 1 point)

- Age/Grade: Based on professional judgment and therapy needs, score 1 if earlier intervention would be beneficial
- Service Years: Score 1 for first three years of service; more if necessary, especially including Early Childhood
- Educational Support: Score 1 if the student is in a general educational without additional support
- Motivation: Score 1 if the student is highly motivated to participate in sessions and attempts to use/practice skills in other settings

Scoring/Service Range:

- 0-4 = No service, Rtl, or monitoring student
- 5-9 = 15-30 mpw
- 10-14 = 30-45 mpw
- 15-21 = 45-60+ mpw

Language Scoring Rubric:

	0	1	2	3	4
<p>FORMAL</p> <p>Language skills as measured by 2 or more standardized measures; <i>deficits in receptive, expressive and/or pragmatic language</i></p> <p>At least 2 sets of information in order to verify and substantiate areas of need, if the instruments are available.</p>	<p>Scores are less than 1.0 standard deviation below norms or less than 6 months delayed.</p> <p>Language differences are primarily due to environmental, cultural, or economic factors including non-standard English and regional dialect.</p>	<p>Performance falls:</p> <ul style="list-style-type: none"> • Between 1.0 and 1.5 standard deviations below the mean. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Between standard scores of 78-84. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Within a 6-9 month delay on developmentally normed measures, for children 3-6 years of age. 	<p>Performance falls:</p> <ul style="list-style-type: none"> • Between 1.5 and 2.5 standard deviations below the mean. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Between standard scores of 63-77. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Within a 9-12 month delay on developmentally normed measures, for children 3-6 years of age. 	<p>Performance falls:</p> <ul style="list-style-type: none"> • More than 2.5 standard deviations below the mean. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Below a standard score of 63. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • At greater than a 12 month delay on developmentally normed measures, for children 3-6 years of age. <p>Augmentative or alternative communication systems may be warranted.</p>	<p>Standardized testing is not appropriate due to low functionality.</p> <p><i>Complete Functional Language row below.</i></p>
<p>FUNCTIONAL LANGUAGE (Complete this row if formal testing is not appropriate or has not been conducted.)</p>	<p>Able to use functional language skills to express basic wants, needs and emotions in an educational setting; uses communication tools or strategies effectively.</p>	<p>Uses functional language effectively most of the time with little to no assistance required.</p>	<p>In order to use functional language, the student needs more cues, models, explanations and checks than the typical students in class.</p>	<p>The student does not use functional language effectively most of the time, despite the provision of modifications and supports.</p>	<p>Does not demonstrate the use of functional language skills to express basic wants, needs and emotions in an educational setting; does not use communication tools or strategies effectively.</p>
<p>INFORMAL ASSESSMENTS</p>	<p>Language skills are within the expected range</p>	<p>At least one of the following areas are areas of weakness;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sentence length/complexity <input type="checkbox"/> Word order/syntax <input type="checkbox"/> Vocabulary/semantics <input type="checkbox"/> Word finding <input type="checkbox"/> Word form/morphology <input type="checkbox"/> Use of language, pragmatics <input type="checkbox"/> Reasoning/problem-solving <input type="checkbox"/> Listening comprehension <input type="checkbox"/> Other: 	<p>At least two of the following areas are areas of weakness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sentence length/complexity <input type="checkbox"/> Word order/syntax <input type="checkbox"/> Vocabulary/semantics <input type="checkbox"/> Word finding <input type="checkbox"/> Word form/morphology <input type="checkbox"/> Use of language, pragmatics <input type="checkbox"/> Reasoning/problem-solving <input type="checkbox"/> Listening comprehension <input type="checkbox"/> Other: 	<p>At least three of the following areas are areas of weakness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sentence length/complexity <input type="checkbox"/> Word order/syntax <input type="checkbox"/> Vocabulary/semantics <input type="checkbox"/> Word finding <input type="checkbox"/> Word form/morphology <input type="checkbox"/> Use of language, pragmatics <input type="checkbox"/> Reasoning/problem-solving <input type="checkbox"/> Listening comprehension <input type="checkbox"/> Other: 	<p>At least four of the following areas are areas of weakness;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sentence length/complexity <input type="checkbox"/> Word order/syntax <input type="checkbox"/> Vocabulary/semantics <input type="checkbox"/> Word finding <input type="checkbox"/> Word form/morphology <input type="checkbox"/> Use of language, pragmatics <input type="checkbox"/> Reasoning/problem-solving <input type="checkbox"/> Listening comprehension <input type="checkbox"/> Other:
<p>EDUCATIONAL IMPACT/ADVERSE EFFECT</p>	<p>No interference with the student's ability to communicate in school learning and/or social situations.</p>	<p>Minimally affects student's ability to communicate in school learning and/or other social situations.</p>	<p>Interferes with student's ability to communicate in school learning and/or social situations.</p>	<p>Limits student's ability to communicate appropriately and respond in school learning and/or social situations.</p>	<p>The student demonstrates a deficit in receptive, expressive, or pragmatic language that prevents appropriate communication in school and/or social situations.</p>

SUPPORT SERVICES For reevaluation only	Student's needs can be met in the educational program he/she is enrolled	Student has developed functional, compensatory strategies requiring occasional verbal adult support in educational environments	Student is making consistent progress with therapeutic support and is starting to generalize into other educational environments outside of the therapy session	Student is demonstrating skills in the therapy setting, but needs to generalize with other staff members and other educational environments	Student's needs requires highly intensive, individualized therapy
PROGRESS: For reevaluation only	Student's progress measures are minimal (less than 5%) annually or student is generalizing skills independently.	Student is making consistent progress with therapeutic support and is starting to generalize	Student is making consistent progress with therapeutic support and is showing signs of generalization in the therapy setting	Student is making consistent progress with therapeutic support and requires specialized therapy.	Student is making consistent progress with therapeutic support and requires specialized therapy.

INITIAL Language Evaluation Scoring Guide:

Student Name	Rubric Score (Possible 12 points)	Age/Grade (Possible 1 point)	0-6 Years of Service (Possible 1 point)	Physiological Factors (Possible 1 point)	Educational Support	Motivation	Total Score (Possible 15 points)
					NA	NA	

Professional Judgment Factors (0 or 1 point)

- Age/Grade: Score 1 for younger students/Elementary + Early Childhood; transitioning from 5th-6th, score 0
- Service Years: Score 1 for 0-6 years of service; anything beyond that, score 0
- Physiological Factors: Score 1 for known conditions that influence performance, e.g., educational estimation of apraxia

Scoring/Service Range:

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REEVALUATION Language Scoring Guide:

Student Name	Rubric Score (Possible 20 points)	Age/Grade (Possible 1 point)	3-6 Years of Service (Possible 1 point)	Physiological Factors (Possible 1 point)	Educational Support (Possible 1 point)	Motivation (Possible 1 point)	Total Score (Possible 25 points)

Professional Judgment Factors (0 or 1 point)

- Age/Grade: Score 1 for younger students/Elementary + Early Childhood; transitioning from 5th-6th, score 0
- Service Years: Score 1 for 0-6 years of service; anything beyond that, score 0
- Physiological Factors: Score 1 for known conditions that influence performance, e.g., educational estimation of apraxia
- Program Support: Score 1 if the student is NOT in a setting for most of the educational experience where generalization of skills can be supported.
- Motivation: Score 1 if the student is highly motivated to participate in sessions and attempts to use/practice skills in other settings

Scoring/Service Range:

- 0-6 = No service, Rtl, or monitoring student
- 7-13 = 15-30 mpw
- 14-20 = 30-45 mpw
- 21-25 = 45-60+ mpw

Summative Service Range Guidelines

Student Name: _____ Evaluator: _____ Date: _____

	Initial Evaluation mpw eligibility		Reevaluation mpw eligibility
Articulation		Articulation	
Voice		Voice	
Fluency		Fluency	
Language		Language	
TOTAL		TOTAL	

Recommended Services:

Direct: _____

Consultation: _____

Notes/Comments: