

## Teacher Rating Scale for Educational Impact of Speech-Language Concerns

11-21-16

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Please complete this form based on your observation of the student's speech and language skills in the classroom compared to the others in your classroom or service. Your observations will help determine whether the student's communication is adversely affecting his/her educational performance. Please return the completed form to \_\_\_\_\_ by \_\_\_\_\_.

<b>How does the student's speech-language impact:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Classroom Participation</b> The student uses appropriate listening and attending skills, answers questions, volunteers to respond verbally, participates in classroom discussions	<i>Almost never speaks in class with adults or peers</i>	<i>Responds appropriately only if requested or if spoken to by others</i>	<i>Participation depends on situation, topic, etc.</i>	<i>No concerns</i>
<b>Intelligibility</b> The student is readily understood; does not need to repeat verbal responses frequently; speaks with appropriate rate, volume, pitch	<i>Almost never understood in conversational speech; speech is distracting to others</i>	<i>Intelligible only if topic is known; consistent difficulty with intelligibility with parents, others</i>	<i>Familiar listeners have slight difficulty understanding; student self-corrects</i>	<i>No concerns</i>
<b>Peer Interactions/Social Communication</b> Verbal responses are appropriate to situation; can carry on a meaningful conversation; understands age-appropriate humor; age-appropriate non-verbal communication skills; works collaboratively with others	<i>Almost never speaks with peers in class or in unstructured situations; conversations are one-sided, scripted</i>	<i>Responds only if requested or if spoken to by others; only in structured situations; conversation requires prompting</i>	<i>Participation with peers depends on situation, topic, etc.</i>	<i>No concerns</i>
<b>Self-Advocacy</b> Asks for help; asks for clarification; initiates communication with adults or peers; appears to be self-aware	<i>Almost never asks for clarification or help; resists clarifying when misunderstood; unaware of need for assistance</i>	<i>Often asks for clarification or help; sometimes resists clarifying when misunderstood; sometimes unaware of need for assistance</i>	<i>With prompts, asks for clarification or help; rarely resists clarifying when misunderstood</i>	<i>No concerns</i>

<b>How does the student's speech-language impact:</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Oral Expression</b> Uses oral language comparable to peers; uses a variety of age-appropriate social and academic vocabulary; uses correct sentence structure and grammar; expresses ideas effectively	<i>Displays very limited or immature choice of words or topics; sentence forms are very immature or limited; expresses ideas poorly</i>	<i>Often displays limited or immature choice of words or topics; sentence length or forms are immature or limited; expression of ideas is limited</i>	<i>Uses words that have been taught frequently; limited spontaneous vocabulary or sentence length or forms; expression of ideas is incomplete</i>	No concerns
<b>Written Expression</b> Uses written language comparable to peers; uses a variety of age-appropriate social and academic vocabulary, uses correct sentence structure and grammar; expresses ideas effectively	<i>Displays very limited or immature choice of words or topics; sentence forms are very immature or limited; expresses ideas poorly</i>	<i>Often displays limited or immature choice of words or topics; sentence length or forms are immature or limited; expression of ideas is limited</i>	<i>Uses words that have been taught frequently; limited spontaneous vocabulary or sentence length or forms; expression of ideas is incomplete</i>	No concerns
<b>Listening Comprehension</b> Compared to same-age peers, follows verbal directions; retains concepts; recalls information; answers basic and higher-level questions appropriately; understands a variety of age-appropriate social and academic vocabulary	<i>Consistently requires prompting to follow directions; retain concepts; retain and use information or vocabulary; to answer basic questions</i>	<i>Often requires prompting to follow directions; retain concepts; retain and use information or vocabulary; to answer basic questions</i>	<i>Occasionally requires prompting to follow directions; retain concepts; retain and use information or vocabulary; to answer basic questions</i>	No concerns
<b>Reading Comprehension</b> Compared to same-age peers using text, follows written directions; retains concepts; recalls information; answers basic and higher-level questions appropriately; understands vocabulary	<i>Consistently requires accommodations or instruction to follow written directions; retain concepts; retain and use information or vocabulary; unable to answer basic questions</i>	<i>Often requires accommodations or instruction to follow written directions; retain concepts; retain and use information or vocabulary; unable to answer basic questions</i>	<i>Occasionally requires prompting to follow written directions; retain concepts; retain and use information or vocabulary; unable to answer basic questions</i>	No concerns

Other comments/information: