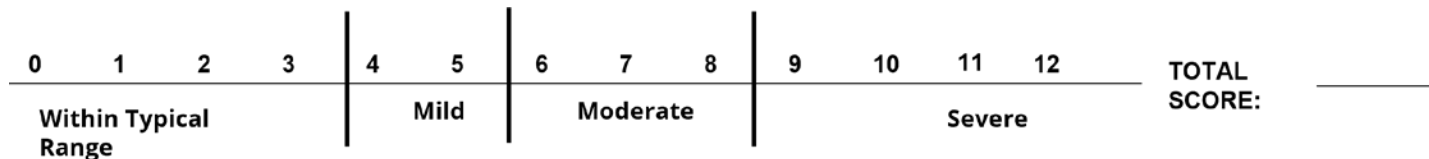


# Language Severity Rating Scale

Student _____	School _____	Grade _____	Date of Rating _____	DOB _____	Age _____	SLP _____
<b>STANDARDIZED ASSESSMENT</b>  Comprehensive language score, and/or composite receptive/expressive scores	<b>0</b>	<b>2</b>	<b>3</b>	<b>4</b>		
	The standard score is <1.5 SD below the mean. Composite score represents a receptive, expressive, or total language quotient	>1.5 SD below test mean (standard score between 70-77) or 2nd - 6th Percentile <input type="checkbox"/> Standard error of measured used _____ _____	>2 SD below test mean (standard score between 62-69) or 1st -2nd Percentile	>2.5 SD below test mean (standard score below 62) or below 1st Percentile		
<b>ADDITIONAL ASSESSMENT SOURCES</b>  Check descriptive tools used: <input type="checkbox"/> Language/communication sample <input type="checkbox"/> Skill checklist(s) <input type="checkbox"/> Criterion-referenced measure <input type="checkbox"/> Observations <input type="checkbox"/> Additional standardized measure <input type="checkbox"/> Other: _____	<b>0</b>	<b>2</b>	<b>3</b>	<b>4</b>		
	Language skills are within expected range.	At least one of the following areas are deficient <b>2</b> Check areas of weakness: <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"/> Auditory perception	At least two of the following areas are deficient <b>3</b> Check areas of weakness: <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"/> Auditory perception	At least three of the following areas are deficient <b>4</b> Check areas of weakness: <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"/> Auditory perception		
<b>LANGUAGE PERFORMANCE</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>4</b>		
	General and academic language skills are within expected range.	The student's uses language to communicate effectively and meet academic language demands most of the time with some additional assistance.	Due to language deficits, the student needs more cues, models, explanations, or assistance than the typical student in class.	The student does not use language skills effectively most of the time despite the provision of general education accommodations and supports.		

1. Circle the score for the most appropriate description for each category. Do not include regional or dialectal differences when scoring.
2. Compute the scores for each area and circle the total score on the severity rating bar/scale below.



Considering multiple sources of assessment data, this student scores in the *Mild*, *Moderate* or *Severe* range for a Language Disability.  Yes  No  
 There is documentation/supporting evidence that the Language Disability impacts educational performance.  Yes  No

**(BOTH STATEMENTS ABOVE MUST BE CHECKED YES)**

*Determination of eligibility as a student with a Speech and/or Language Impairment is made by the IEP Team.*

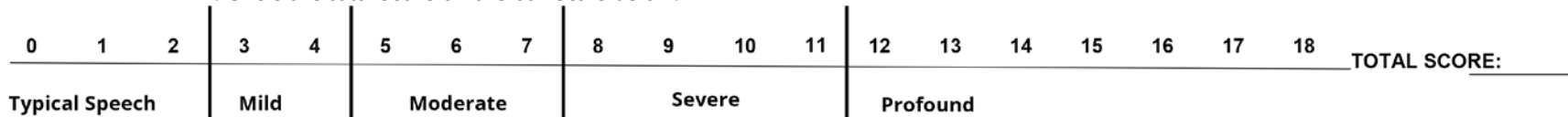
# Speech Sound Production Severity Rating Scale

Student \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_ Date of Rating \_\_\_\_\_ DOB \_\_\_\_\_ Age \_\_\_\_ SLP \_\_\_\_\_

<b>Sound Production</b>	<b>0</b> No sound/phonological process errors; errors are consistent with normal development	<b>1</b> Sound errors/ phonological processes less than one year below age	<b>3</b> Sound errors/phonological processes one to two years below age	<b>4</b> Sound errors/phonological processes two or more years below age
<b>Stimulability</b> (Ability to imitate a sound when provided explicit production models and/or cues in different contexts – isolation, syllables, words, phrases, sentences, etc.)	<b>0</b> Most errors are produced correctly across several contexts following modeling and/or cueing	<b>1</b> Most errors are produced correctly following modeling and cueing in at least one context	<b>2</b> Although not correct, most errors approximate correct production with modeling and cueing	<b>4</b> Error sounds are not stimuable for correct production even with modeling and cueing
<b>Oral Motor and/or Motor Sequencing</b>	<b>0</b> Oral motor and/or sequencing adequate for speech production	<b>0</b> Oral motor and/or sequencing difficulties are minimal and do not contribute to speech production problems	<b>3</b> Oral motor and/or sequencing difficulties interfere with speech production	<b>4</b> Oral motor and/or sequencing greatly interfere with speech production, use of cues, gestures or assistive device needed
<b>Intelligibility</b>	<b>0</b> Connected speech is intelligible; errors may be present	<b>2</b> Connected speech is intelligible; some errors noticeable; more than 80% intelligible	<b>4</b> Connected speech sometimes unintelligible when context is unknown; 50-80% intelligible	<b>6</b> Connected speech mostly unintelligible; gestures/cues usually needed; less than 50% intelligible

Instructions:

1. Do not include regional or dialectal differences when scoring.
2. Considering multiple sources of data, circle the score for the most appropriate description for each of the four categories, i.e., *Sound Production, Stimulability, Oral Motor, Intelligibility*.
3. Compute the total score and record below.
4. Circle the total score on the bar/scale below.



Based on compilation of the assessment data, this student scores in the *Moderate* or *Severe* range for Speech Sound Production on the rating scale for Speech Sound Production.

Disability standards for Phonological Processing require ratings at the Moderate, Severe, or Profound Levels of Severity. There is documentation/supporting evidence of adverse effects of the Speech Sound Production on educational performance.

Yes  No  
 Yes  No

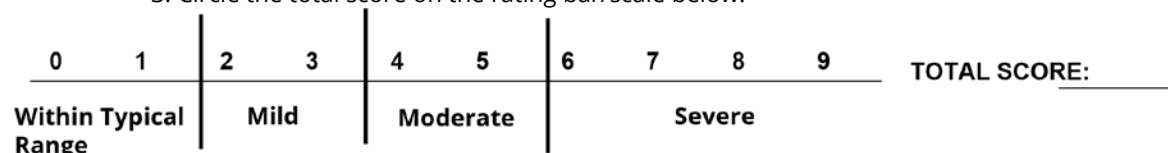
**(BOTH STATEMENTS ABOVE MUST BE CHECKED YES)**

*Determination of eligibility as a student with a Speech and/or Language Impairment is made by the IEP Team.*

# Fluency Severity Rating Scale

Student _____	School _____	Grade _____	Date of Rating _____	DOB _____	Age _____	SLP _____
<b>Frequency</b>	<b>0</b> <input type="checkbox"/> Frequency of disfluency is within normal limits for age, sex and speaking situation and/or <input type="checkbox"/> ≤ 2 stuttered words per minute and/or <input type="checkbox"/> ≤ 4 % stuttered words	<b>1</b> <input type="checkbox"/> Transitory disfluencies are observed in speaking situations and/or <input type="checkbox"/> 3-4 stuttered words per minute and/or <input type="checkbox"/> 5% to 11% stuttered words	<b>2</b> <input type="checkbox"/> Frequent disfluent behaviors are observed in many speaking situations and/or <input type="checkbox"/> 5-9 stuttered words per minute and/or <input type="checkbox"/> 12% to 22% stuttered words	<b>3</b> <input type="checkbox"/> Habitual disfluent behaviors are observed in majority of speaking situations and/or <input type="checkbox"/> More than 9 stuttered words per minute and/or <input type="checkbox"/> ≥23% stuttered words		
<b>Descriptive Assessment</b>	<b>0</b> <input type="checkbox"/> Speech flow and time patterning are within normal limits. Developmental disfluencies may be present	<b>1</b> <input type="checkbox"/> Whole-word repetitions <input type="checkbox"/> Part-word repetitions and/or <input type="checkbox"/> Prolongations are present with no secondary characteristics. Fluent speech periods predominate	<b>2</b> <input type="checkbox"/> Whole-word repetitions <input type="checkbox"/> Part-word repetitions and/or <input type="checkbox"/> Prolongations are present. Secondary symptoms, including blocking avoidance and physical concomitants may be observed.	<b>3</b> <input type="checkbox"/> Whole-word repetitions <input type="checkbox"/> Part-word repetitions and/or <input type="checkbox"/> Prolongations are present. Secondary symptoms predominant. Avoidance and frustration behaviors are observed.		
<b>Speaking Rate</b>	<b>0</b> <input type="checkbox"/> Speaking rate not affected	<b>1</b> <input type="checkbox"/> Speaking rate affected to mild degree. Rate difference rarely notable to observer, listener and/or  <input type="checkbox"/> 82-99 WSM 125-150 WSM	<b>2</b> <input type="checkbox"/> Speaking rate affected to moderate degree. Rate difference distracting to observer, listener and/or  <input type="checkbox"/> 60-81 WSM 150-175 WSM	<b>3</b> <input type="checkbox"/> Speaking rate affected to severe degree and distracting to listener/observer and/or  <input type="checkbox"/> <60 WSM > 175 WSM		

- Instructions:
1. Circle the score for the most appropriate description for each of these categories: *Frequency, Descriptive Assessment, Speaking Rate*.
  2. Compute the total score and record below.
  3. Circle the total score on the rating bar/scale below.



Based on compilation of the assessment data, this student scores in the *Mild, Moderate or Severe* range for Fluency disorder.     Yes    No  
 \*This assessment provides documentation/supporting evidence of adverse effects of the Fluency Disability on educational performance.    Yes    No

**(BOTH STATEMENTS ABOVE MUST BE CHECKED YES)**

*Determination of eligibility as a student with a Speech and/or Language Impairment is made by the IEP Team.*

# Voice Severity Rating Scale

<b>Student</b> _____	<b>School</b> _____	<b>Grade</b> _____	<b>Date of Rating</b> _____	<b>DOB</b> _____	<b>Age</b> _____	<b>SLP</b> _____
<b>Pitch</b>	<b>0</b> Pitch is within normal limits.	<b>1</b> There is a noticeable difference, which may be intermittent.	<b>3</b> There is a persistent, noticeable inappropriate raising or lowering of pitch for age and sex.			
<b>Intensity</b>	<b>0</b> Intensity is within normal limits	<b>1</b> There is a noticeable difference in intensity, which may be intermittent.	<b>3</b> There is persistent, noticeable, inappropriate increase or decrease in the intensity of speech or the presence of aphonia.			
<b>Quality</b>	<b>0</b> Quality is within normal limits.	<b>1</b> There is a noticeable difference in quality, which may be intermittent.	<b>3</b> There is persistent, noticeable, breathiness, glottalfry, harshness, hoarseness, tenseness, stridency or other abnormal quality.			
<b>Resonance</b>	<b>0</b> Nasality is within normal limits.	<b>1</b> There is a noticeable difference in nasality, which may be intermittent.	<b>3</b> There is persistent, noticeable cul de sac, hyper or hyponasality, or mixed nasality.			

- Instructions:
1. Do not include regional or dialectal differences when scoring.
  2. Circle the score for the most appropriate description for each category, i.e., Pitch or Intensity.
  3. Compute the total score and record below.
  4. Circle the total score on the bar/scale below.



Based on compilation of the assessment data, this student scores in the *Mild, Moderate or Severe* range Voice Disorder.  Yes  No  
 There is documentation/supporting evidence of adverse effects of the Voice disorder on educational performance.  Yes  No

**(BOTH STATEMENTS ABOVE MUST BE CHECKED YES)**

*Determination of eligibility as a student with a Speech and/or Language Impairment is made by the IEP Team.*