

Procedures for the use of the SLI Guidelines

1. Use the Communication Scales' matrices to rate the student's communication in all areas. Identify and circle the scores in each row of a scale. Since scores in each row contribute to the total score, it is necessary to determine a score for each individual subscale. For example, sound production, formal assessment, stimulability, intelligibility, oral motor structure and function, and adverse effect on educational performance/communication are all weighted in importance in the determination of a disability. Do not alter these weighted scores. For example, do not score intelligibility as a "7" or stimulability as a "2.5".

No zeros (0) are to be used on these scales. No 2-3 or 3-4 ratings shall be used.

2. The following scales would be used for students who are served under IDEA Part B (3-21 years):
 - a. Receptive Language Rating Scale
 - b. Expressive Language Rating Scale
 - c. Pragmatics Social Language Rating Scale
 - d. Articulation Rating Scale
 - e. Stuttering Rating Scale
 - f. Voice Rating Scale
3. The following scales would be used for students/children, birth – 3 years of age.
 - a. Birth-3 Communication Rating Scale: On this scale, rate the results of normative assessments (if administered); the observational data on language complexity, vocabulary and evidence of word finding issues (determined using language scales, developmental inventory checklists, language samples, or other observational means); the child's performance as per age-level developmental expectations; and, adverse effect on communication.
 - b. Articulation Rating Scale
 - c. Stuttering Rating Scale
 - d. Voice Rating Scale
4. All of the individual ratings of the subscales should be used to determine the final overall rating. For children who are being evaluated for Part C services, the ratings are based on the Part C State Plan's criteria for significant delay. The final rating will be based on the presence of one or more of the following ratings:

	Part B students	Part C children
Rating of 1 =	1 (Within Normal Limits)	1 (Within Normal Limits)
Rating of 2 =	2 (Mild)	2 (Mild Delay)
Ratings of 3 =	3 (Moderate)	3 (Significant Delay)
Ratings of 4 =	4 (Severe)	4 (Significant Delay)

5. The overall rating is used to determine eligibility for speech-language services.
Overall Rating of 1: Within Normal Limits
Overall Rating of 2: Mild Impairment for Part B students or Mild Delay for Part C children
Overall Ratings of 3 or 4: Impairment is present for Part B students or a Significant Delay is present for Part C children
6. Under Part B, students with overall ratings of 3 or 4 may be eligible for speech or language services. The model of service delivery should be based on the needs of the student, ensuring the least restrictive environment, access to the general education curriculum and/or appropriate age-related activities, and reasonable educational benefit from services. Under Part C, early intervention is indicated if a child is determined eligible by the Community Centered Board (CCB) based on the state's criteria for a significant developmental delay.
7. Individual Administrative Units (AUs) may have unique guidelines regarding eligibility for services for students.

Variance in Determining the Overall Rating

During the evaluation process the SLP determines the Overall Rating based on assessment results and the Rating Scales. At the eligibility meeting, the SLP, in collaboration with the Multidisciplinary Team, may use professional judgment to add or subtract **one** rating point from the Overall Rating. The Multidisciplinary Team may consider the following: student attendance, cognition, rate of progress, response to interventions, cultural and linguistic differences, or other environmental or neurological factors. The use of the variance should be considered only during the eligibility meeting so that all team members are able to discuss the factors involved. Multidisciplinary Team discussion and any changes in the Overall Rating must be documented within the IEP and in the Prior Written Notice.

RECEPTIVE LANGUAGE RATING SCALE
PART B STUDENTS

STUDENT: _____ **SLP:** _____ **DATE:** _____

<p>Normative Assessment: Comprehensive, standardized measure(s) and scores</p> <p>NORMATIVE ASSESSMENT MUST BE COMPLETED IF LANGUAGE IS AN AREA OF CONCERN.</p> <p>Use overall score (total, quotient, index, etc.). DO NOT use subtest scores alone!!</p>	<p style="text-align: center;">SCORE = 1</p> <p>1 standard deviation from the mean</p> <p>for example: Standard Score (SS) = 85 when the mean is 100 and the standard deviation is 15</p> <p>If NORMATIVE ASSESSMENT IS NOT INDICATED, A RATIONALE MUST BE PROVIDED.</p>	<p style="text-align: center;">SCORE = 2</p> <p>>1.0 - 1.5 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 84-78 when the mean is 100 and the standard deviation is 15</p>	<p style="text-align: center;">SCORE = 3</p> <p>>1.5 – 2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 77-70 when the mean is 100 and the standard deviation is 15</p>	<p style="text-align: center;">SCORE = 4</p> <p>>2.0 standard deviations from the mean</p> <p>for example: Standard Score (SS) = 69 or below when the mean is 100 and the standard deviation is 15</p>
<p>Observational Assessment of Language Comprehension Measures:</p> <p>-Classroom observation -Curriculum based assessment/s -Informal probes -Other: _____</p> <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p>	<p style="text-align: center;">1</p> <p>All of the following are age appropriate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands classroom discourse <input type="checkbox"/> Follows oral directions <input type="checkbox"/> Understands a variety of linguistic structures <input type="checkbox"/> Understands narratives <input type="checkbox"/> Understands academic content <input type="checkbox"/> Understands vocabulary / semantics <input type="checkbox"/> Understands basic language concepts <input type="checkbox"/> Phonemic Awareness 	<p style="text-align: center;">2</p> <p>At least one of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands classroom discourse <input type="checkbox"/> Follows oral directions <input type="checkbox"/> Understands a variety of linguistic structures <input type="checkbox"/> Understands narratives <input type="checkbox"/> Understands academic content <input type="checkbox"/> Understands vocabulary/ semantics <input type="checkbox"/> Understands basic language concepts <input type="checkbox"/> Phonemic Awareness 	<p style="text-align: center;">3</p> <p>At least two of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands classroom discourse <input type="checkbox"/> Follows oral directions <input type="checkbox"/> Understands a variety of linguistic structures <input type="checkbox"/> Understands narratives <input type="checkbox"/> Understands academic content <input type="checkbox"/> Understands vocabulary/ semantics <input type="checkbox"/> Understands basic language concepts <input type="checkbox"/> Phonemic Awareness 	<p style="text-align: center;">4</p> <p>At least three of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands classroom discourse <input type="checkbox"/> Follows oral directions <input type="checkbox"/> Understands a variety of linguistic structures <input type="checkbox"/> Understands narratives <input type="checkbox"/> Understands academic content <input type="checkbox"/> Understands vocabulary/ semantics <input type="checkbox"/> Understands basic language concepts <input type="checkbox"/> Phonemic Awareness

RECEPTIVE LANGUAGE RATING SCALE

STUDENT: _____ SLP: _____ DATE: _____

<p>Auditory Processing and Auditory Perception:</p> <p><i>The lists are possible suggestions and are NOT intended to be all-inclusive lists.</i></p>	<p>1</p> <p>Auditory Processing and Auditory Perception are judged to be Within Normal Limits.</p>	<p>2</p> <p>At least one of the following areas is deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sensation (acuity) <input type="checkbox"/> perception (discrimination, sequencing, analysis, synthesis) <input type="checkbox"/> association <input type="checkbox"/> auditory attention <input type="checkbox"/> memory 	<p>3</p> <p>At least two of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sensation (acuity) <input type="checkbox"/> perception (discrimination, sequencing, analysis, synthesis) <input type="checkbox"/> association <input type="checkbox"/> auditory attention <input type="checkbox"/> memory 	<p>4</p> <p>At least three of the following areas are deficient:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sensation (acuity) <input type="checkbox"/> perception (discrimination, sequencing, analysis, synthesis) <input type="checkbox"/> association <input type="checkbox"/> auditory attention <input type="checkbox"/> memory
<p>Academic Language Skills:</p> <p>Refer to <u>CDE Academic Standards-Reading, Writing, Communicating</u></p>	<p>1</p> <p>The student needs little or no assistance in understanding curricular information.</p>	<p>2</p> <p>The student needs occasional cues, models, explanations or assistance in understanding curricular information.</p>	<p>3</p> <p>The student needs frequent cues, models, explanations or assistance in understanding curricular information.</p>	<p>4</p> <p>The student needs consistent cues, models, explanations or assistance in understanding curricular information.</p>
<p>Adverse Effect on Educational Performance/ Academic Language:</p>	<p>1</p> <p>Receptive language skills are adequate for the student's participation in the general educational setting.</p>	<p>4</p> <p>Receptive language difficulties minimally impact educational performance and can be addressed in the general educational setting.</p>	<p>6</p> <p>Receptive language difficulties frequently impact educational performance and the student's ability to participate in the general educational setting.</p>	<p>8</p> <p>Receptive language difficulties significantly impact educational performance and the student's ability to participate in the general educational setting.</p>

RECEPTIVE LANGUAGE RATING SCALE

STUDENT: _____ **SLP:** _____ **DATE:** _____

Instructions:

1. The Speech-Language Pathologist will determine whether to use the **COMPREHENSIVE RECEPTIVE LANGUAGE ASSESSMENT RATING SCALE (ENTIRE MATRIX IS USED) OR THE OBSERVATIONAL ASSESSMENT ONLY SCALE (OBSERVATIONAL ASSESSMENT, AUDITORY PROCESSING AND AUDITORY PERCEPTION, ACADEMIC LANGUAGE SKILLS, AND ADVERSE EFFECT SECTIONS ARE USED)**. Circle score for the most appropriate description for each category: *Normative (Standardized), Observational (Descriptive), Auditory Processing and Auditory Perception, Academic Language, and Adverse Effect*.
2. Consider a student's regional or dialectal differences when scoring. Refer to test manual.
3. Compute the total score and record below.
4. Circle the total score on the bar/scale below to determine the Overall Rating.

TOTAL SCORE _____

COMPREHENSIVE RECEPTIVE LANGUAGE ASSESSMENT TOTAL SCORE: <i>Normative (Standardized), Observational Assessment, Auditory Processing and Auditory Perception, Academic Language Skills, and Adverse Effect</i>																							
5	/	6	7	8	9	10	11	12	/	13	14	15	16	17	18	/	19	20	21	22	23	24	
No Impairment					Mild					Moderate					Severe								
Rating = 1					Rating = 2					Rating = 3					Rating = 4								

OR

OBSERVATIONAL ASSESSMENT ONLY - RECEPTIVE LANGUAGE ASSESSMENT TOTAL SCORE: <i>Observational Assessment, Auditory Processing and Auditory Perception, Academic Language Skills, and Adverse Effect</i>																			
4	/	5	6	7	8	9	10	/	11	12	13	14	15	/	16	17	18	19	20
No Impairment				Mild				Moderate				Severe							
Rating = 1				Rating = 2				Rating = 3				Rating = 4							

Final determination of disability is made by the Multidisciplinary Team.

Use the Observational Rating Scale with a student who is culturally-linguistically diverse (CLD)

Do not report normative standard scores unless an assessment tool is administered in the student's native language and has been standardized with a normative sample that matches the demographic background of the student.