

Guidelines for Determining Inadequate Communication Functioning

Assessment Type	Assessment Tool Examples	Expected Performance	Inadequate Communication Functioning Considerations/Criteria	Does not support need/eligibility	Supports need/Eligibility
Curriculum-based measures -Benchmark assessments -Progress monitoring	DIBELS, NWEA, AIMSWeb, DRA, Read Naturally, Language Samples, Spelling Inventory Benchmark assessments: Current classroom assessments/ progress monitoring tools PELI, ASQ, Fastbridge Progress monitoring: AEPS	40 th percentile or Meets Benchmark Standard Performance at or above the Aim line when working toward a current grade-level benchmark goal	-“At-risk” level or 10 th -25 th percentile range may indicate a need for intervention -Deficit is ≤9 th percentile on grade level materials (local or national norms) -Delay of more than two grade levels -Moderate or severe rating -A minimum of 6 data points are required for a baseline to establish a data trend. -Delay of ≥1 grade level -Tier rating (2 or 3)	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum assessments	District writing rubric and writing samples, unit tests, end of chapter tests, quizzes, Reading Street Unit tests or weekly assessments	80-100 percent	70 percent or below Below expectation for district rubric	<input type="checkbox"/>	<input type="checkbox"/>
Grades	Current and prior year report cards	Meets grade expectations according to district grading system	Does not meet grade expectations according to district grading system	<input type="checkbox"/>	<input type="checkbox"/>
State assessment	MEAP, PSAT, MME, M-STEP	MEAP: Level 1 (Advanced) Level 2 (Proficient) M-STEP: Level 4 (Advanced) Level 3 (Proficient) PSAT: 133-142 SAT: 1550	MEAP: Level 3 (Partially Proficient) Level 4 (Not Proficient) M-STEP: Level 2 (Partially Proficient) Level 1 (Not Proficient) ≤8 th percentile	<input type="checkbox"/>	<input type="checkbox"/>
Relevant observations and input	-Multiple observations in a variety of settings of educational performance as it relates to area(s) of communication concern (teacher, staff, and SLP). -Review CA-60 (patterns, teacher comments in report cards) -Teacher input form structured like IEP -Parent input, student input, agency reports -Preschool Teacher input i.e.TS Gold	Adequate and effective communication functioning relative to same age/grade peers	Professional judgment when comparing student performance relative to same age/grade peers	<input type="checkbox"/>	<input type="checkbox"/>
Educationally relevant medical information	Medical history, cumulative record review, vision/hearing screenings Pregnancy and birth history for preschool, ASQ, well-child,	No educationally relevant medical impact	Medical diagnosis impairing communication, if available	<input type="checkbox"/>	<input type="checkbox"/>

	physician info, Denver, outside medical reports	on communication			
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Articulation/phonology assessment: formal or informal measure of sound production, voice, and/or fluency. This may include assessment at the sound, syllable, word, sentence or conversation levels	Developmental norms: Iowa-Nebraska norms (Smit, Hand, Freilinger, Bernthal, and Bird (1990). Journal of Speech and Hearing Disorders, 55, 779-798.) Stimulability, Oral reading/speech sample, oral motor function, picture prompts Formal assessment (optional)	Articulation within functional abilities Speech is clear and understandable	At age of delay according to developmental norms Lacking stimulability in multiple contexts Intelligibility impacted	<input type="checkbox"/>	<input type="checkbox"/>
Voice assessment:	May include play-based, digital recording, picture prompts, story retell, conversation ENT evaluation may provide medical clearance for therapy if vocal issue.	Voice within expected range	Inappropriate pitch, loudness, or voice quality	<input type="checkbox"/>	<input type="checkbox"/>
Fluency assessment:	May include play-based, digital recording, picture prompts, story retell, conversation	Fluency within expected range	Abnormal rate of speaking, speech interruptions, and repetition of sounds, words, phrases, or sentences, that interferes with effective communication.	<input type="checkbox"/>	<input type="checkbox"/>
Language assessment: <u>Spontaneous Language Samples</u>	May include play-based, word log, MLU analysis, digital recording, script, picture prompts, story retell, conversation, pragmatic observation, checklists	Language within expected range	Documented patterns of errors in syntax, semantics, phonology, morphology or pragmatics	<input type="checkbox"/>	<input type="checkbox"/>
Language assessment: <u>Formal assessment</u> Examples: PLS-5, CELF-4, CELF-5, PPVT, EOWVT, ROWVT, SLDT, TOLD:P, TOLD:1, SPELT-P2, SPELT:3, TNL, CELF-P-2 <i>Note: Assessments with a high level of sensitivity and specificity support accurate identification.</i>	Standardized assessment (two standardized assessments or two stand-alone subtests to determine language function for the student's age) Criterion referenced (may be used with a rationale when a standardized measure is not an appropriate means to assess the child) i.e. Rossetti Infant Toddler Language Scale, Functional Communication Profile Revised, CELF Pragmatic checklist, Brown's Stages	Generally standard scores of 85-115 (depending on assessment)	At least one of the following: ≤8 th percentile ≥1 1/3 standard deviation below the mean <80 standard score ≤6 scaled score Half the chronological age of the child (Rossetti)	<input type="checkbox"/>	<input type="checkbox"/>

Updated 8/21/2016