

Guidelines for Determining Inadequate Communication Functioning

Assessment Type	Assessment Tool Examples	Expected Performance	Criteria Considerations for determining inadequate Communication Functioning
<p>Curriculum-based measures</p> <p>-Benchmark assessments</p> <p>-Progress monitoring</p>	<p>DIBELS, NWEA, AIMSWeb, DRA, Read Naturally, Language Samples, Spelling Inventory</p> <p>Benchmark assessments: Current classroom assessments/progress monitoring tools</p> <p>Not many at H.S.</p> <p>PELI, ASQ, Fastbridge</p> <p>Progress monitoring: AEPS</p>	<p>40th percentile or Meets Benchmark Standard</p> <p>Performance at or above the Aim line when working toward a current grade-level benchmark goal</p>	<p>-“At-risk” level or 10th-25th percentile range may indicate a need for intervention</p> <p>-Deficit is ≤9th percentile on grade level materials (local or national norms)</p> <p>-Delay of more than two grade levels</p> <p>-Moderate or severe rating</p> <p>-A minimum of 6 data points are required for a baseline to establish a data trend.</p> <p>-Delay of ≥1 grade level</p> <p>-Tier rating (2 or 3)</p>
<p>Curriculum assessments</p>	<p>District writing rubric and writing samples, unit tests, end of chapter tests, quizzes, Reading Street Unit tests or weekly assessments</p>	<p>80-100 percent</p>	<p>70 percent or below</p> <p>Below expectation for district rubric</p>
<p>Grades and attendance</p>	<p>Current and prior year report cards</p>	<p>Meets grade expectations according to district grading system</p>	<p>Does not meet grade expectations according to district grading system</p>
<p>State assessment</p>	<p>MEAP, PSAT, MME, M-STEP</p>	<p>MEAP: Level 1 (Advanced) Level 2 (Proficient) M-STEP: Level 4 (Advanced) Level 3 (Proficient) PSAT: 133-142 SAT: 1550</p>	<p>MEAP: Level 3 (Partially Proficient) Level 4 (Not Proficient) M-STEP: Level 2 (Partially Proficient) Level 1 (Not Proficient) ≤8th percentile</p>
<p>Relevant observations and input</p>	<p>-Multiple observations in a variety of settings of educational performance as it relates to area(s) of communication concern (teacher, staff, and SLP).</p> <p>-Review CA-60 (patterns, teacher comments in report cards)</p> <p>-Teacher input form structured like IEP</p> <p>-Parent input, student input, agency reports</p> <p>-Preschool Teacher input i.e. TS Gold</p>	<p>Adequate and effective communication functioning relative to same age/grade peers</p>	<p>Professional judgment when comparing student performance relative to same age/grade peers</p>

Educationally relevant medical information	Medical history, cumulative record review, vision/hearing screenings Pregnancy and birth history for preschool, ASQ, well-child, physician info, Denver, outside reports from medical.	No educationally relevant medical impact on communication	Medical diagnosis impairing communication, if available
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 Stimulability, Oral reading/speech sample, Oral motor function, Picture prompts, Formal assessment (optional)	Articulation within functional abilities considering developmental, physical, cognitive level/medical diagnosis Speech is clear and understandable	At age of delay according to developmental norms Lacking stimulability in multiple contexts
Voice assessment:	May include play-based, digital recording, picture prompts, story retell, conversation	Voice within expected range	Inappropriate pitch, loudness, or voice quality
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.
Language assessment:			
Spontaneous Language Samples	May include play-based, word log, MLU analysis, digital recording, script, picture prompts, story retell, conversation	Language within expected range	Documented patterns of errors in syntax, semantics, phonology, morphology or pragmatics
Formal assessment Examples: PLS-5, CELF-4, CELF-5, PPVT, EOWVT, ROWVT, TOLD:P, TOLD: 1, SPELT-P2, SPELT:3, TNL, CELF-P-2 (Sensitive and specific)	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 Half the chronological age of the child (Rossetti)