



Articulation Rubric

This is a general guideline for service delivery of school based speech and language services. **Professional judgment will be used and recommendations may vary based on the student's age, current district programming, eligibility, previous therapy, and progress.**

Medical History Input: _____ Student Name: _____
 Hearing screening: Pass Fail Student Grade: _____ Teacher: _____

	Yes/no	Supports Eligibility	Does not support Eligibility
General Education Supports Please attach any supporting documents			
Teacher: <input type="checkbox"/> Interview <input type="checkbox"/> Observation See Attachment			
Parent: <input type="checkbox"/> Interview See Attachment <input type="checkbox"/> Cultural and Linguistic Considerations (Use when necessary)			
Student: <input type="checkbox"/> Interview See Attachment			

DEFINITION: Articulation Impairment: The abnormal production of speech sounds including: substitutions, omissions, distortions, or addition of speech sounds not commensurate with student's chronological age or cultural linguistic background and not related to dialect.

	Mild***	Moderate	Severe
Formal Testing- **One Standardized Assessment Required.	*Standard score of 80-84. * Scaled Score 7 *10th-14th percentile	*Language quotient or standard score of 70-79. * Scaled Score 5-6 *2 nd -9 th percentile	*Standard score at or below 70. * Scaled score 1-4 *2 nd percentile or below
Description of Articulation Any concern with voice: Rubric	*Sound errors are intelligible but noticeable. *Errors consist of common types of substitutions and/or distortions.	Consistent articulation errors are present. Intelligibility is difficult for an unfamiliar listener. *Use of substitution or omission processes which are inappropriate for age.	*Consistent errors are present. Speech is frequently unintelligible to most listeners. *Use of omissions processes or unique, atypical processes which are inappropriate for age.
Informal Testing-RANGE FOR AGES	Intelligible over 80% of the time in connected speech.	Intelligible 50-80% of the time in connected speech.	Intelligible <50% of the time in connected speech.
Effect on Communication	The student may experience some difficulty with expression. Others understand the student's spoken message.	The student may experience some difficulty with expression. The student's spoken message is understood by others <i>most of the time.</i>	*The student has limited functional expression. *Often others do not understand the student's spoken message. *Frequently accompanied by a phonological problem.
Educational Impact Reading Impact Writing Impact	Acquisition of basic academic, social, and/or vocational skills <i>may be slightly</i> affected, requiring general education support.	Acquisition of basic academic, social, and/or vocational skills <i>is usually</i> affected	Acquisition of basic academic, social, and/or vocational skills <i>is impaired.</i>
Intervention***	Generally does not warrant specialized instruction, instead may warrant general education supports and strategies.	Generally warrants 4-6 sessions per month or equivalent. *actual number of sessions depending on student need.	Generally warrants 6-8 sessions per month or equivalent. *actual number of sessions, depending on student need.