

## Communication Rating Scale: Speech Sound Production and Use

Date:

Student's Full Name:		SSID:	
Date of Birth:		Grade:	
School:		SLP:	

	Non-Disabling	Mild	Moderate	Severe
<b>Intelligibility</b>	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/> 6	<input type="checkbox"/> 8
	Connected speech is intelligible.	Connected speech is occasionally unintelligible and/or noticeably in error.	Connected speech is frequently unintelligible.	Connected speech is unintelligible or only intelligible when listener has knowledge of the context.
<b>Sound System</b> <i>See *Note Below</i>	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 6
	Scores on Standardized instruments are within 1 1/3 standard deviations below the mean or above the 9 <sup>th</sup> percentile.	Scores on Standardized instruments are within 1 1/3 to 1 2/3 standard deviations below the mean or from the 9 <sup>th</sup> to 5 <sup>th</sup> percentile.	Scores on Standardized instruments are within 1 2/3 to 2 standard deviations below the mean or from the 4 <sup>th</sup> to 2 <sup>nd</sup> percentile.	Scores on Standardized instruments are 2 or more standard deviations below the 2 <sup>nd</sup> percentile.
<b>Error Types</b>	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	No significant errors are present. Differences may be typical or recognized dialectal patterns.	Productions reflect common phonological processes or sound errors.	Productions reflect atypical phonological processes or sound errors.	Productions reflect a limited phonetic inventory and/or numerous atypical phonological processes.
<b>Speech Mechanism Structure and Function</b>	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 4	<input type="checkbox"/> 5
	Structure and/or function are adequate for speech.	Structure and/or function difficulty mildly affects speech.	Structure and/or function difficulty affects speech.	Structure and/or function are inadequate for speech.
<b>Adverse Effect on Educational Performance</b>	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/> 6	<input type="checkbox"/> 8
	No interference with performance in the educational setting.	Minimally impacts performance in the educational setting.	Moderately interferes with performance in the educational setting.	Seriously limits performance in the educational setting.
<b>Total Score</b>	<b>0-10</b>	<b>11-17</b>	<b>18-25</b>	<b>26-32</b>
<b>Rating Scale</b>	<input type="checkbox"/> Non-disabling	<input type="checkbox"/> Mild	<input type="checkbox"/> Moderate	<input type="checkbox"/> Severe
<b>Severity Rating</b>	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

Comments:

**NOTE:** Not all standardized measures have a consistent correlation among standard deviations, standard scores, and percentiles. This section should only be marked after the standard score or percentile has been compared to the standard deviation according to the test manual for that specific test.