



# 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	Yes/no		
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
<b>Formal Testing- **One Standardized Assessment Required.</b>	*Standard score of 80-84. * Scaled Score 7 *10th-14th percentile	*Language quotient or standard score of 70-79. * Scaled Score 5-6 *2 <sup>nd</sup> -9 <sup>th</sup> percentile	*Standard score at or below 70. * Scaled score 1-4 *2 <sup>nd</sup> percentile or below
<b>Description of Articulation</b> Any concern with voice: <b>Rubric</b>	*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 <b>unique, atypical processes</b> which are inappropriate for age.
<b>Informal Testing-RANGE FOR AGES</b>	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.
<b>Effect on Communication</b>	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.
<b>Educational Impact</b> <b>Reading Impact</b> <b>Writing Impact</b>	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>
<b>Intervention***</b>	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.