

Spoken Communication Observational Rating Scale

Student _____

Observation completed by _____ (date) _____

Please return to _____ by (date) _____

Using a check mark for each subject, please rate the student's overall academic performance:

| Classes | Reading | Writing | Science | Soc. Studies | Math | Other |
|-------------------|---------|---------|---------|--------------|------|-------|
| Below Grade Level | | | | | | |
| On Grade Level | | | | | | |
| Above Grade Level | | | | | | |

Communication Skills: Please compare the student's performance to that of his/her classmates. Answer all questions by circling your observation.

General:

Yes No Sometimes

1. Do you have difficulty understanding this student? **Y N S**
2. Does the student avoid speaking in class? **Y N S**
3. Do classmates comment about the way he/she talks? **Y N S**
4. Do you feel the student's speech & language skills negatively affect his/her academic performance? **Y N S**
5. Does the student appear to be upset when communicating? **Y N S**
6. Have you observed the student's speech & language skills influencing his/her personal adjustment (including peer and adult relationships)? **Y N S**
7. Does the student require classroom modifications to be successful? **Y N S**
8. Does this student have difficulty focusing?
Check all settings that apply:

___ one on one ___ small group ___ large group ___ during lengthy instruction
___ noise in the environment ___ morning different than afternoon

9. Have parents expressed concerns regarding the student's communication? **Y N S**

Language & Processing:

10. Does the student have difficulty following oral multi-step directions? **Y N S**
11. Does the student have difficulty understanding curriculum vocabulary or concepts? **Y N S**

| | | | |
|--|---|---|---|
| 12. Does the student require "wait time" to either comprehend or respond? | Y | N | S |
| 13. Does the student have difficulty expressing ideas in an organized and coherent manner? | Y | N | S |
| 14. Does the student use incorrect grammar? | Y | N | S |
| 15. Does the student have difficulty asking relevant questions? | Y | N | S |
| 16. Does the student constantly request that information be repeated? | Y | N | S |

Voice:

| | | | |
|---|---|---|---|
| 17. Does the student's voice sound unusual? Check all that apply: ___ hoarse ___ nasal ___ high-pitched ___ low-pitched ___ too soft ___ too loud | Y | N | S |
| 18. Does the student clear his/her throat often? | Y | N | S |

Articulation:

| | | | |
|--|---|---|---|
| 19. Does the student mispronounce sounds or words? Please give examples: _____ | Y | N | S |
| 20. Does the student mumble or have trouble blending/sequencing sounds when speaking? | Y | N | S |
| 21. Do peers or teachers have trouble understanding him/her? | Y | N | S |
| 22. Is the student's speech noticeably different when compared with peers? | Y | N | S |
| 23. Do classmates comment on the student's speech errors? | Y | N | S |
| 24. Does the student have speech errors that are reflected in his/her spelling and written work? | Y | N | S |

Social Skills:

| | | | |
|--|---|---|---|
| 25. Does the student have difficulty socially interacting with peers? | Y | N | S |
| 26. Does the student prefer to choose the same topics or activities with peers over and over? | Y | N | S |
| 27. Does the student have poor eye contact when speaking or listening? | Y | N | S |
| 28. Does the student miss the point of jokes, puns, idioms, etc.? | Y | N | S |
| 29. Does the student lack the ability to monitor other people's facial expressions or gestures? | Y | N | S |
| 30. Is the student unable to tailor their conversation to different audiences (e.g. teachers vs. peers)? | Y | N | S |

Fluency: (Please rate the student's speaking fluency, NOT oral reading fluency.)

| | | | |
|---|---|---|---|
| 31. Does the student exhibit noticeable hesitations, repetitions and/or tension? | Y | N | S |
| 32. Does the student's speech rate interfere with your ability to understand him/her? | Y | N | S |

- | | | | |
|--|---|---|---|
| 33. Is the student aware of dysfluencies (stuttering) in his/her speech? | Y | N | S |
| 34. Does the student have unusual face or body movements (e.g. visible tension, head nods, eye movements) when speaking? | Y | N | S |
| 35. Does it seem the student avoids speaking in school due to his/her dysfluencies? | Y | N | S |

Describe the **strengths** of the student's speech and language skills, as it relates to his/her academic progress:

Describe the **weaknesses** of the student's speech and language skills, as it relates to his/her academic progress:

Identify any classroom strategies that you have used to adapt to the student's communication difficulties:

What adaptations and/or modifications have you used to assist the child with communication in the classroom setting?

Additional Comments:
