Student Name:       Date:



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|  | Social/Strategic Competence\* Knowledge, judgment and skill in the social-relational aspects of communication\* Adaptive or coping strategies to use when communication breakdowns occur | Linguistic Competence\* Understanding and expressing language; Functional mastery of the symbol system or linguistic code for representing language | Operational Competence\* Knowledge of operational and maintenance aspects of device or system |
| Phase 1 - Emergent | [ ]  Orients & attends speaker[ ]  Uses nonverbal means to get someone’s attention[ ]  Maintains eye contact with others appropriately (not rated for student’s with VI)[ ]  Uses a consistent gesture or vocalization to signal pleasure/ displeasure[ ]  Uses a consistent communication behavior to affirm or reject choices | [ ]  Indicates comprehension of spoken names of people and objects in non-verbal ways, like reaching for, pointing to, looking at, picking up or moving[ ]  Starting to follow directions with routine and familiar activities[ ]  Recognizes objects when named by partner | [ ]  Appropriate seating that provides proper support for access (if applicable)[for student’s with physical access issues:][ ]  Has one-two identified switch “sites” for developing access skills[ ]  Shows purposeful motor movement to activate a switch (initiate movement, inhibit interfering motor patterns) |
| Phase 2 – Entry | [ ]  Consistently confirms choices[ ]  Consistently responds to partner’s initiations[ ]  Knows and acts on communication opportunities[ ]  Asks questions of other group members[ ]  Shares information when requested of other group members[ ]  Comments on own or other group members information[ ]  Gives directions for group activities[ ]  Uses vocabulary to effectively open, maintain and close an interaction | [ ]  Effectively uses a low-technology communication strategy (e.g. partner assisted scanning, eye gaze board, communication board) to make choices [ ]  Effectively uses a low-technology communication strategy to answer forced choice questions[ ]  Recognizes symbols for nouns/labels[ ]  Recognizes symbols for transparent verbs/action words[ ]  Recognizes symbols for adjectives/ descriptor words[ ]  Uses symbols for nouns/labels[ ]  Uses symbols for transparent verbs/action words[ ]  Uses symbols for adjectives/descriptor words | [for student’s with physical access issues:] [ ]  Eye gazes to symbol from arrays of 2-4 [ ]  Activates a switch contingent on a  auditory or visual cue with 80% accuracy,  within 10 seconds of cue [ ]  Hits switch to start and stop a scan cycle [ ]  Step scans through       items [ ]  Automatic scans through       items [ ]  auditory/visual scanning [ ]  visual scan alone [ ]  auditory scan alone[direct selection] [ ]  Can select symbols from arrays of 2 – 4 [ ]  Can select symbols from arrays of 5 – 10 [ ]  Can select symbols from arrays of 11- 20 [ ]  Can select symbols from arrays of 21+ [ ]  Demonstrates familiarity with a variety of visual/auditory arrays for familiar routines and activities (# of arrays/boards      )[ ]  Accesses pre-stored vocabulary/messages that are appropriate to the activity or context |
|  | Social/Strategic Competence\* Knowledge, judgment and skill in the social-relational aspects of communication\* Adaptive or coping strategies to use when communication breakdowns occur | Linguistic Competence\* Understanding and expressing language; Functional mastery of the symbol system or linguistic code for representing language | Operational Competence\* Knowledge of operational and maintenance aspects of device or system |
| Phase 3 - Intermediate | [ ]  Communicates novel thoughts and ideas using non-verbal means of communication[ ]  Exchanges turns appropriately in a group [ ]  Transitions smoothly to other topics of conversation[ ]  Changes communication strategies depending on social and physical environment[ ]  Recognizes communication breakdowns[ ]  Uses basic spelling strategies (e.g. starts with) to cue partner | [ ]  Responds to and generates a variety of question forms[ ]  Categorizes symbols according to basic – superordinate categories[ ]  Recognizes symbols for location words[ ]  Recognizes symbols for opaque verbs/action words[ ]  Recognizes symbols for pronouns and prepositions[ ]  Recognizes symbols for question words[ ]  Uses symbols for location words[ ]  Uses symbols for opaque verbs/action words[ ]  Uses symbols for pronouns and prepositions[ ]  Uses symbols for question words | [ ]  Accesses vocabulary in a timely fashion consistent with abilities[ ]  Uses encoding strategies on eye gaze system, if appropriate [ ]  Navigates to the appropriate page in flipbook and/or dynamic screen device[ ]  Turns device on/off[ ]  Changes volume as needed[ ]  Indicate when device needs charging  |
| Phase 4 – Advanced | [ ]  Explains reasons or causes[ ]  Can make reference to a wide variety of topics[ ]  Asks for clarification[ ]  Maintains an equal balance of conversational turns with partner(s)[ ]  Alerts partner when experiencing communication breakdowns[ ]  Instructs unfamiliar partners regarding AAC system and strategies[ ]  Makes oneself understood when misunderstood | [ ]  Categorizes symbols according to grammatical categories [ ]  Uses symbols to construct 2 -3 core word messages (subject-verb-object)[ ]  Uses symbols to construct core word messages including prepositions and adjectives[ ]  Uses symbols to construct core word messages including articles and verb forms [ ]  Uses spelling to generate novel words | [ ]  Formulates sequences (symbols or words) to recall previously stored messages[ ]  Uses rate enhancement features available in his/her system [ ]  Indicates need for additional vocabulary[ ]  Independently programs/stores vocabulary[ ]  Instruct caregivers in need for repairs and maintenance |