



Speech/Language Impairment – LANGUAGE Verification Matrix (school age)

Documentation of a Speech/Language Impairment in the area of language must demonstrate a pattern communicative performance, which is consistently below the average range and has an adverse effect on the student’s educational performance in the areas of communication, social-emotional, or academics, based on the analysis of multiple data sources.

A three-part eligibility requirement for a student to be identified with a Speech/Language Impairment in the area of language is as follows:

		BELOW AVERAGE RANGE		AVERAGE RANGE	
MEETS VERIFICATION CRITERIA (92 NAC 51.006)	❖ Results of standardized assessments of language ✓ Receptive Language: _____ ✓ Expressive Language: _____ ✓ TOTAL Core Language: _____	Standard Score 69 or below Below 2 nd percentile	Standard Score 70-84 2 nd -14 th percentile	Standard Score 85-89 16 th -23 rd percentile	Standard Score 90-110 25 th -75 th percentile
	❖ Results of criterion-based speech/language sampling based on formal testing responses, informal language samples, and/or oral narrative retells ✓ Story Elements Retold ✓ Comprehension Questions ✓ Character Names ✓ Sentence Length/Complexity ✓ Syntax/Grammatical Structures (verb tense, pronouns, word order, word endings, articles, auxiliary verbs, etc.)	0-49% story elements retold	50-69% story elements retold	70-85% story elements retold	86-100% story elements retold
		Answers Wh- questions with 0-49% accuracy	Answers Wh- questions with 50-69% accuracy	Answers Wh- questions with 70-85% accuracy	Answers Wh- questions with 86-100% accuracy
		Unable to identify any characters by name; uses only labels (e.g., the kid, the lady)	Uses she or he; or one character name	Consistently remembers 2 or more characters by name.	Recalls all character names accurately.
		Uses words & phrases only.	Simple sentences with limited use of prepositional phrases, adjectives, adverbs; numerous run-on sentences.	Complete sentences with prepositional phrases, adjectives, adverbs; consistently uses concise & coherent ideas.	Use of complex sentence structures & connected ideas (e.g., because, so, then, since, but, etc.).
		Numerous errors in grammar & usage, which significantly interfere or confuse the meaning/message.	Frequent errors in grammar & usage, which interfere or distort the meaning/message.	Minor errors in grammar & usage, which are noticeable, but do not interfere with the meaning/message.	Demonstrates control of grammar & usage – uses syntactical skills effectively to enhance communication.
❖ Consideration of student’s intellectual ability	Best Estimate of Ability Below 70	Best Estimate of Ability 70-84	Best Estimate of Ability 85-100	Best Estimate of Ability 100-115	
❖ Educationally relevant medical data	Documented medical disability directly affects language development.	Documented medical disability directly affects language development; medication adversely affects language.	Documented medical disability &/or medication may affect language development &/or usage.	No medically relevant information or concerns.	

		BELOW AVERAGE RANGE		AVERAGE RANGE	
DOCUMENTATION OF ADVERSE EFFECT ON EDUCATIONAL PERFORMANCE	❖ Information from parent or teacher survey, for example: <ul style="list-style-type: none"> ✓ CELF-5 Observational Rating Scale (listening, speaking, reading, writing) ✓ Teacher Input – LANGUAGE Survey (communication, social-emotional, academic) 	3 or more concerns in all categories	3 or more concerns in 2-3 categories	At least 3 concerns in 1-2 categories	No language concerns indicated by parent or teacher.
	❖ Direct observation of the student in the natural environment or general education classroom	Language deficits significantly impede ability to understand oral/written information, participate in classroom discussions, & use interpersonal skills to interact effectively.	Language deficits result in difficulties with ability to understand oral & written information, participate in classroom discussions, & use interpersonal skills to interact effectively.	Language skills may affect ability to understand & use language to communicate effectively for both academic & social purposes.	Demonstrates adequate ability to understand & use language to perform effectively in the classroom &/or interact socially.
	❖ Results of criterion-referenced assessments related to the general curriculum <ul style="list-style-type: none"> ✓ DIBELS, MAP Growth, Lexile Level, Guided Reading Level, NSCAS, etc. 	Below Expectations	Approaching or Below Expectations	Meeting or Approaching Expectations	Exceeding or Meeting Expectations

"Often" and "Always" constitute as areas of concern.

DETERMINATION A NEED FOR SPEECH/LANGUAGE SERVICES IS EVIDENT	❖ Response to scientific, research-based intervention <ul style="list-style-type: none"> ✓ SAT, RtI/MTSS data ✓ Current special education data 	Requires sustained, intensive intervention, which is beyond what is considered reasonable in the general education curriculum.	Exhibiting limited response to intensive evidence-based intervention; ongoing and/or supplemental intervention is required.	Responding positively to direct evidence-based intervention(s) & progressing toward proficient performance.	No concerns related to language indicated by SAT team; responding well to classroom instruction.
	❖ Description of communication supports provided at home or at school <ul style="list-style-type: none"> ✓ AAC = Augmentative – Alternative Communication (both high & low tech.) 	Requires 1:1 staff in close proximity to facilitate functional communication; relies on AAC supports.	Requires staff to implement appropriate modifications &/or accommodations; benefits from AAC supports.	Participates effectively with modifications &/or accommodations requiring occasional reminders, assistance, & cueing; AAC supports are not necessary.	Participates in core curriculum within general education classroom requiring few if any modifications &/or accommodations; AAC supports are not necessary.

In no case should below average performance on a single measure be accepted as demonstrating a pattern of deficit.

ELIGIBILITY DETERMINATION

Does this student demonstrate a pattern of communicative performance that consistently falls below the average range on multiple data sources (i.e., standardized language assessments, oral narrative retell, state/district assessments, classroom observation, parent/teacher survey), and has a significant adverse effect on the student's educational performance?

- YES, this student meets qualifying criteria as a student with a Speech/Language Impairment in the area of language and demonstrates a need for specialized services.
- NO, this student's performance on both formal and informal language assessments measures was consistently in the average range. The student also exhibited adequate communication skills in functional settings.