

Supplemental Material S3. Sample Scoring Rubrics for Vocabulary and Story Retell.

Here are example scoring rubrics for scoring student skills in the areas of vocabulary and story retell that can be utilized for IEP goal and objective development and progress monitoring.

Sample Scoring Rubrics for Vocabulary and Story Retell

Example Rubric – Expressing Vocabulary - Word Knowledge

Score	Description (A-advanced, P-proficient, B-basic, L-limited)
10 A	Promptly reads/pronounces word correctly & provides accurate & concise definition.
9 A	W/delay or self-correction, reads/pronounces word correctly & provides accurate & concise definition.
8 P	Reads/pronounces word correctly (w/ or w/o delay & self-correction) & explains the meaning of the word in a general manner.
6-7 B	Reads/pronounces word correctly (w/ or w/o delay & self-correction), can't define, but is able to state novel examples or non-examples of the word.
4-5 B	When given assistance to read/pronounce the word, is able to express meaning in general manner or provide examples or non-examples of the word
3 L	Reads/pronounces word correctly (w/ or w/o delay & self-correction), but is unable to express any knowledge of the word's meaning.
2 L	Given a spoken model of the word, is able to repeat it correctly, but is unable to state any knowledge of word meaning.
1 L	Attempts but is unable to read, pronounce or repeat the word correctly or state any word knowledge.
0 L	No response.

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Example Rubric – Expressing Vocabulary in Sentences

Score	Description (A-advanced, P-proficient, B-basic, L-limited)
10 A	Promptly & accurately expresses the word in a grammatically correct, compound or complex and meaningful sentence.
9 A	After a delay or w/self-correction, accurately expresses the word in a grammatically correct, compound or complex and meaningful sentence.
8 P	Expresses the word in a compound or complex, meaningful sentence w/1 syntax error.
7 P	Expresses the word in a compound or complex, meaningful sentence w/2 syntax errors. OR expresses word in simple sentence & expands w/cue.
5-6 P	Forms grammatically correct, meaningful, simple sentence containing the word, but can't expand it when given a cue.
4 B	Expresses the word in a meaningful simple sentence with 1 syntax error.
3 B	Expresses the word in a meaningful simple sentence with 2 syntax errors
2 L	Able to repeat a simple sentence containing the word
1 L	Attempts, but produces a sentence that lacks meaning and has multiple syntax errors. Unable to repeat a simple sentence containing the word.
0 L	No Response.

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Example Rubric – Story Retelling

Score	Content	Organization	Syntax/Grammar & Vocabulary	Self-monitoring/Correction
3	Contains all major story grammar elements: Setting (time and place), characters, initiating event, problem, attempt(s), solution, conclusion.	Story grammar elements are presented in a logical sequence. Uses sequencing and/or transition words to connect story elements (e.g., 1st, 2nd, next, finally)	All sentences are meaningful, complete, and grammatically correct. Precise and correct vocabulary used to express ideas.	Self-monitors content, organization, syntax/grammar, and vocabulary and promptly self-corrects errors without assistance or cues.
2	6-7 story grammar elements included.	1 error in sequence of story elements. Frequently connects story grammar elements with transition words.	1 error in syntax/grammar and/or vocabulary.	Self-monitors and corrects errors in content, organization, syntax/grammar, and vocabulary with delays. May need to repeat/revise retell to correct errors.
1	5-4 story grammar elements included	2 errors in sequence of story elements. Inconsistent use of transition words.	2 errors in syntax/grammar and/or vocabulary.	Corrects errors in content, organization, syntax/grammar, and vocabulary when given verbal cues from listener to indicate errors are present.
0	3 or fewer story grammar elements included.	3 or more errors in sequence of story elements. Rarely – never uses transition words.	3 or more errors in syntax/grammar and/or vocabulary.	Requires prompting and modeling to correct errors in content, organization, syntax/grammar, and vocabulary.