




## Classroom Communication Goals Grid for Students 2.0

For Students in Special Education, Including Augmentative Communication Supports

Student Name	
Date of Assessment	
Assessment Team Members	
Methods of Communication	
Interpretation Considerations	<i>Time in Current Setting:</i> <i>Familiarity of Partners (1-5, 1=unfamiliar- 5=very familiar):</i> <i>Physical/Medical/Emotional Concerns:</i> <i>Other:</i>

### Present Level of Performance Chart

Academic Environment Communicative Function	Ability Skill Level- Percentage of Goal Mastery				
	P- Presymbolic Communication	1-Symbolic Communication	2-Early Language	3-Language Development	4-Advanced Language
Wants & Needs 					
Social Exchanges 					
Information Exchanges 					
Language Development 					
Academic Communication 					
Spelling & Writing for Communication 					

**Summary of Present Levels:** Using the results from the following charts, summarize how the student communicates for each function. Describe the form of communication consistently used.

## Directions & Scoring

Please read carefully to ensure the reliability of your assessment!

1. Consider each communication behavior. Check the box beside each behavior the student exhibits most of the time, with **all partners, across all areas of the academic environment without prompting** unless otherwise noted in the goal (**mastered**). Assessment reliability is dependent on ensuring that items selected as mastered meet this requirement.
2. For each ability level, count the number of behaviors you checked off as **mastered** and divide this number by the total number of behaviors in that section (box) only.
3. Put this percentage **mastered** in the left column box to describe the Goal Mastery at that level for that goal category.
4. Transfer these numbers to the above **Present Level of Performance Chart** above.
5. Summarize the results in **Summary of Present Levels** box, describing how the student communicates. Use examples to clearly illustrate the student's current communication methods.

### Scoring Example

Ability Level	Communicative Behaviors for Expressing Wants & Needs
	Obtaining/Requesting When Engaged & Interested (*Indicate* means reach, touch, give, directed gaze, activate switch)
Level P- Presymbolic Communication	<input checked="" type="checkbox"/> Orient or eye gaze toward desired item. <input checked="" type="checkbox"/> Reach, vocalize, move toward partner to request action/social routine (pick up, hugs). <input checked="" type="checkbox"/> Reach, vocalize toward desired item when in view. <input checked="" type="checkbox"/> Make a choice when presented 2 desired objects. <input type="checkbox"/> Attend to or select a photo symbol to request a desired object when given one option. <input type="checkbox"/> Transition to symbolic communication by selecting a concrete photo symbol to request a desired object when given two options with cueing and reminders as needed. <input type="checkbox"/> Attend to or select a picture symbol (e.g., PCS, Symbolstix) to request a concrete, observable action (e.g., "jump," "eat," "go," "stop") with cueing and reminders as needed.
.57	





Check off the items your student consistently exhibits. (ex: 4 items)

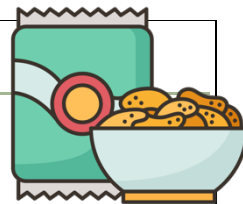
Divide the number of items you checked by the total number in this box only. (ex:  $4 \div 7 = .57$ )

Place this number in the larger box to in the left column. (decimal or percentage). (ex: .57 or 57%)





Write the percentage on the Summary Chart on the same row of functions and under the matching skill level.

Academic Environment Communicative Function	Ability Skill Level- Percentage of Goal Mastery			
	P- Presymbolic Communication	1-Symbolic Communication	2-Early Language	3-Language Development
Wants & Needs	.57			
Social Exchanges				
Information Exchanges				
Language Development				
Academic Communication				
Spelling & Writing for Communication				

Ability Level	Communicative Behaviors for Expressing Wants & Needs
	<p><i>Obtaining/Requesting When Engaged &amp; Interested</i></p> <p><i>("Indicate" means reach, touch, give, directed gaze, activate switch)</i></p>
<p>Level P- Presymbolic Communication</p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Orient or eye gaze toward desired item.</li> <li><input type="checkbox"/> Reach, vocalize, move toward partner to request action/social routine (pick up, hugs).</li> <li><input type="checkbox"/> Reach, vocalize toward desired item when in view.</li> <li><input type="checkbox"/> Make a choice when presented 2 desired objects.</li> <li><input type="checkbox"/> Attend to or select a photo symbol to request a desired object when given one option.</li> <li><input type="checkbox"/> Transition to symbolic communication by selecting a concrete photo symbol to request a desired object when given two options with cueing and reminders as needed.</li> <li><input type="checkbox"/> Attend to or select a picture symbol (e.g., PCS, Symbolstix) to request a concrete, observable action (e.g., "jump," "eat," "go," "stop") with cueing and reminders as needed.</li> </ul>
<p>Level 1- Symbolic Communication</p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Indicate a choice using photo symbols given a choice of 4-12.</li> <li><input type="checkbox"/> Indicate a choice using speech or abstract symbols of objects given 4-12 choices.</li> <li><input type="checkbox"/> Request action by using speech or a picture symbol given 2 choices.</li> <li><input type="checkbox"/> Request action by indicating a picture symbol given 4-12 choices.</li> <li><input type="checkbox"/> Transition to Early Language by beginning to combine 2 or more symbols to request (e.g., "want cookie," "go car,") with cueing and reminders as needed.</li> <li><input type="checkbox"/> Transition to Early Language by requesting objects, actions, activities, or people using short phrases (in speech or AAC), at least 5 different phrases used consistently, with cueing and reminders as needed.</li> </ul>
<p>Level 2-Early Language</p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Request using 2-3-word sentences using speech or AAC 80% of observed opportunities.</li> <li><input type="checkbox"/> Use of polite social language to obtain ("please") using speech or AAC.</li> <li><input type="checkbox"/> Use of rote question starter phrases to obtain, e.g., "can I...," "will we," "could you..." using speech or AAC.</li> </ul>
<p>Level 3- Language Development</p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and use appropriate levels of formality depending on the context (e.g., addressing teachers vs. peers).</li> <li><input type="checkbox"/> Express needs related to problem-solving situations and self-advocate for accommodations or modifications (e.g., 'I need help with this problem,' 'I don't understand,' 'Can I have more time?' 'I need a break').</li> <li><input type="checkbox"/> Express preferences and requests in a detailed manner (e.g., "Can I go to the library after lunch and then to the computer lab?" "I prefer to work in a quiet space," "I like to use colored pencils for my drawings").</li> <li><input type="checkbox"/> Use of multiple language tools, such as polite forms, rephrasing, asking questions, to negotiate to obtain using speech or AAC.</li> </ul>



Student Name: \_\_\_\_\_

Ability Level	<b>Communicative Behaviors for Social Exchanges</b> 
	<p><i>Greeting &amp; Social Exchanges (establishing &amp; maintaining social relationships)</i></p>
<b>Level P-</b> <b>Presymbolic Communication</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Indicate awareness and attention to partners through orientation, facial expression, gestures, touch when new individual enters the student's physical environment.</li> <li><input type="checkbox"/> Initiate interaction/attention through orientation, facial expression, gestures, or touch.</li> <li><input type="checkbox"/> Regularly use conventionally recognized gestures- such as a wave or high five, to respond to partner saying "Hi" or "goodbye."</li> <li><input type="checkbox"/> Activate or touches a single message switch/symbol or says "Hi/Bye" to greet or say goodbye with cueing and reminders as needed.</li> </ul>
<b>Level 1</b> <b>Symbolic Communication</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiate use of a single word/message for greetings with familiar partners (says the word, uses a switch or picture symbol to say "Hi," "bye," or another greeting/farewell).</li> <li><input type="checkbox"/> Use an abstract symbol or spoken word to interact by choosing between two options ('hello' and 'goodbye') suggested by partner either verbally (e.g. "Do you want to say "hello" or "goodbye") or by pointing to AAC options.</li> <li><input type="checkbox"/> Demonstrate the beginning sequencing of obligatory rote social messages (e.g., 'Hi,' 'How are you?', 'Fine,' 'Goodbye') by engaging in two conversational turns using speech or AAC.</li> <li><input type="checkbox"/> Begin using single-message general social comments, such as 'That's cool,' 'That's good,' and 'Too bad.' using speech or AAC.</li> <li><input type="checkbox"/> Beginning use of single message, rote questions about immediately observable activities/objects or familiar routines (e.g., "What's next?" "What's that?" "Are we done yet?") using speech or AAC.</li> </ul>
<b>Level 2</b> <b>Early Language</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of two conversational turns, with contingent responses (i.e. Response is related to partner's previous comment, e.g. "How are you?" "I'm tired," "I'm sorry.") for simple social exchanges using speech or AAC.</li> <li><input type="checkbox"/> Expand social exchange using single words or short phrases to share personally meaningful novel information using speech or AAC. (e.g., In response to partner's question, "How was your weekend?" student responds, "McDonald's" or "Granny pool.").</li> <li><input type="checkbox"/> Express any message related to partner-initiated topic of conversation using speech or AAC.</li> <li><input type="checkbox"/> Ask single-message, rote partner-focused questions to continue a conversation (e.g., 'How about you?' 'What do you think?') using speech or AAC.</li> </ul>

Level 3-  
Language  
Development








- ☐ Ask follow-up questions (e.g., "Where," "When," "Who was there?")
- ☐ Provide more complex responses including descriptions and multiple details to expand conversational exchanges.
- ☐ Engages in multi-turn conversations using speech or AAC to share personally meaningful and detailed information about past experiences or future plans, using complete sentences and varied vocabulary. (e.g., In response to partner's question, 'How was your weekend?' student responds with, 'I went to McDonald's with my family and had a Happy Meal,' or 'I swam in Granny's pool and played with my cousins.'")

**Notes:** Describe any additional details of how the student is communicating during social exchanges. Give examples, context, and partners which assist in more clearly describing the communication behaviors.



Student Name: \_\_\_\_\_

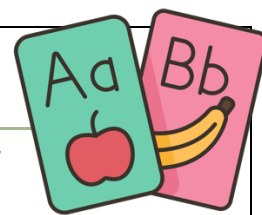
Ability Level	<b>Communicative Behaviors for Social Information Exchanges</b> 
	<i>Sharing Comments, Opinions &amp; Information</i>
<b>Level P- Presymbolic Communication</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Express pleasure/displeasure through facial expression, orientation, vocalization, physical movement.</li> <li><input type="checkbox"/> Uses conventionally recognized acceptance/rejection behaviors (move item away, receive item, retract limbs, reach toward, clapping, high fives, covering mouth).</li> <li><input type="checkbox"/> Directs your attention to something through pointing, looking back and forth between you and the object, person, or place.</li> </ul>
<b>Level 1- Symbolic Communication</b> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes and responds to social cues such as body language, tone of voice, and facial expressions.</li> <li><input type="checkbox"/> Offers an opinion about an immediately observable event, item, or component using speech or AAC when given choices by a partner (e.g., 'Do you like it or don't like it?' 'Is it good or bad?').</li> <li><input type="checkbox"/> Directs your attention to a concrete object/person/place by naming the item through speech or AAC.</li> <li><input type="checkbox"/> Directs your attention to something using an abstract core word (verb, adjective, pronoun) such as "look," "there" using speech or AAC.</li> <li><input type="checkbox"/> Initiate a positive or negative comment about an immediately observable event/item/component using a single word/message, e.g., "good," "funny," "sick," "oh no!" with speech or AAC.</li> <li><input type="checkbox"/> Uses single words to express feelings and emotions in social interactions (e.g., 'happy,' 'sad').</li> </ul>

<p>Level 2- Early Language</p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Respond to questions about recent and memorable personal experiences given a selection of options (e.g., Partner says, "Where did you go today?" and either a) shows the "school places" page on the AAC system or b) offers verbally, "Cafeteria, Media Center, P.E.?").</li> <li><input type="checkbox"/> Offer an opinion about an event, item, or person not immediately observable given options with AAC or speech (e.g., Partner asks, "What do you think?" saying/showing options "Like," "Don't like," "Good," "Bad.").</li> <li><input type="checkbox"/> Use language to express feelings and emotions in social interactions (e.g., 'I am happy,' 'I feel sad').</li> <li><input type="checkbox"/> Answer open-ended questions, about immediately observable events, items or people (e.g., Partner asks, "What did you do?" "What did you make?" etc.).</li> <li><input type="checkbox"/> Initiate sharing simple personal experiences and storytelling, with simple sentences.</li> <li><input type="checkbox"/> Use increased variety of describing words, with more than 5 descriptive adjectives used (e.g., "funny" "silly," "awful," "awesome," "cool," "terrible").</li> </ul>
<p>Level 3- Language Development</p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Offer detailed opinions and justifications about events, items, or people, including reasons for preferences (e.g., "I like the book because it has interesting characters and a funny storyline."</li> <li><input type="checkbox"/> Ask for clarification or provide additional information when asked (e.g., "Can you explain what you mean by that?" or "I went to the zoo and saw lions, tigers, and bears."</li> </ul>

**Notes:** Describe any additional details of how the student is communicating to share information. Give examples, context, and partners which assist in more clearly describing the communication behaviors.



Student Name: \_\_\_\_\_



Ability Level	<b>Communicative Behaviors for Language Development</b>
	<i>Expressive language developmental progression using speech or AAC</i>
<b>Level P- Presymbolic Communication</b>  <div data-bbox="219 531 316 625"></div>	<input type="checkbox"/> Communicate through behaviors or other non-conventional methods. <input type="checkbox"/> Demonstrate joint attention (e.g., following gaze and pointing, shifting gaze). <input type="checkbox"/> Communicate through conventional, recognizable gestures (e.g., waving, pointing, showing).
<b>Level 1- Symbolic Communication</b>  <div data-bbox="219 898 316 993"></div>	<input type="checkbox"/> Functionally express a variety of common nouns to include 5 examples in each of 7 categories. <input type="checkbox"/> Functionally describe observable items, people, or activities using abstract descriptive concepts (e.g., wet/dry, hot/cold, big/little, all/some) with 2 examples of each of 3 categories (spatial, qualitative, and quantitative). <input type="checkbox"/> Label or request at least five observable actions using verbs (e.g., 'jump,' 'hit,' 'sleep,' 'eat'). <input type="checkbox"/> Use single core vocabulary words for functional communication (e.g., pronouns, adjectives, verbs to meet communication needs in their environment). <input type="checkbox"/> Use prepositions (e.g., in, on, under, over, next to, etc.).
<b>Level 2- Early Language</b>  <div data-bbox="219 1444 316 1539"></div>	<input type="checkbox"/> Functionally use learned sentence starters (e.g., "I see ____." "It's a ____." "I have ____." "I want ____." to meet communication needs in their environment). <input type="checkbox"/> Exhibit beginning creative word pairing (e.g. using 2-word phrases without a learned sentence starter such as pairing 2 core words or a noun-verb, verb-object, actor-action, descriptor-object etc.). <input type="checkbox"/> Use early word endings including both plural "-s," and one verb tense, (e.g., "-ing" or "-ed"). <input type="checkbox"/> Use early factual based question words "who, what & where?" to request information meaningfully. <input type="checkbox"/> Beginning pronoun use with some confusion noted, e.g., "I," "me," "you," "he," "she" and "they." <input type="checkbox"/> Use simple negations (e.g., no, not, don't, stop). <input type="checkbox"/> Use two-word phrases to commands and requests (e.g., come here, sit down, give me). <input type="checkbox"/> Use possessive pronouns (e.g., mine, yours). <input type="checkbox"/> Understand simple time concepts (e.g., "now," "later," "soon").

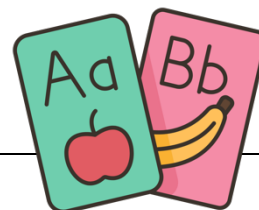


Level 3-  
Language  
Development





- ☐ Generates creative 3-word messages with correct word order and meaning
- ☐ Uses question reversals (e.g., "can I \_\_?" "will you \_\_?")
- ☐ Uses more advanced wh-questions (e.g., "when," "why," and "how")
- ☐ Uses carrier phrases to describe, compare and contrast categories of items (e.g., "These are all animals."  
"They are all red.")
- ☐ Uses irregular past tense verbs (e.g., ran, ate, went).
- ☐ Use possessive "-s" (e.g., "daddy's hat")



**Notes:** Describe any additional details of the student's skills and language development. Give examples, context, and partners which assist in more clearly describing the communication behaviors.




Student Name: \_\_\_\_\_






<p>Ability Level</p>	<p><b>Communicative Behaviors for Academic Engagement</b></p> <p><i>Language for Academic Access (Reading Level &lt; 2<sup>nd</sup> grade)</i></p>
<p><b>Level P- Presymbolic Communication</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attend to or select a single targeted academic word/concept presented in isolation using concrete objects (visual attention, touch, exploration).</li> <li><input type="checkbox"/> Attend to or select a single targeted academic picture /concept presented in isolation using a photograph (visual attention, touch, exploration).</li> <li><input type="checkbox"/> Errorless selection of a photograph or object representing a taught academic concept from a set of relevant, related images (e.g., choosing a photo of the 'sun' in a set including "rain" and "snow") during weather instruction).</li> <li><input type="checkbox"/> Attend to or select a relevant photograph or object representing a taught academic concept from a set that includes a distractor (e.g., choosing a photo of the 'sun' over an 'apple' during weather instruction).</li> </ul>
<p><b>Level 1- Symbolic Communication</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Self-select books, magazines, games or videos when presented a series of choices to explore, given a selection of materials related to the academic topic.</li> <li><input type="checkbox"/> Express academic vocabulary given a selection of related vocabulary (e.g. anchor charts or AAC category pages with partner assisted navigation as needed).</li> <li><input type="checkbox"/> Express academic vocabulary independently without visual supports or cues using speech, or AAC with independent navigation to appropriate page on AAC system.</li> <li><input type="checkbox"/> Answer "who," "what," and "where" questions regarding academic content using speech or AAC.</li> <li><input type="checkbox"/> Use adjectives and adverbs to describe academic concepts (e.g., big/little, wet/dry, fast/slow) using speech or AAC.</li> </ul>

<p>Level 2- Early Language</p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recall information and responds to basic Wh-questions (e.g., “who,” “what,” and “where”) about academic content using sentences.</li> <li><input type="checkbox"/> Make simple academic-related requests or commands (e.g., “Give me the book,” “Open the science kit.”).</li> <li><input type="checkbox"/> Retell story, story concepts or academic experience/subject with key words/concepts using two or more words with speech or AAC (e.g. retell <u>The 3 Little Pigs</u> saying “wolf, pig, blow, crash!”).</li> <li><input type="checkbox"/> Answer simple questions negatively (e.g., “No, I don't know.” “No, it's not.”).</li> <li><input type="checkbox"/> Use word lists and dictionaries on AAC applications or conduct topic-specific searches using external resources (e.g., Google) to expand writing and include new vocabulary.</li> </ul>
<p>Level 3- Language Development</p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Describe targeted academic concepts using complete phrases and sentences.</li> <li><input type="checkbox"/> Retell story, story concepts or academic experience/subject with key words/concepts using sentences.</li> <li><input type="checkbox"/> Recall information and respond to advanced wh-questions involving comparison, inference, and prediction about academic content (e.g., “why,” “when,” “what if”).</li> <li><input type="checkbox"/> Compare and contrast elements of targeted academic concept with personal experiences or references.</li> <li><input type="checkbox"/> Use advanced vocabulary to explain opinions, solve problems, and justify decisions.</li> </ul>

**Notes:** Describe any additional details of how the student communicates during academic instruction to attend, interact, and discuss academic concepts. Give examples, context, and partners which assist in more clearly describing the communication behaviors.






<p>Level 2-</p> <p>Early Writing &amp; Phonetic Spelling</p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Asynchronous Message Generation:</b> Use symbolic language (single words in text, icons or images) to generate simple sentences (at least 3 words) given AAC device, anchor chart or word bank by selecting symbols to enter a message window or place on a sentence strip, writing, or typing.</li> <li><input type="checkbox"/> <b>Phonetic Spelling</b> Demonstrates correct word spacing in writing (i.e. recognizes words have boundaries and can identify the need for a space)</li> <li><input type="checkbox"/> <b>Phonetic Spelling:</b> Use letters or letter groups to represent every speech sound in a word.</li> <li><input type="checkbox"/> <b>Phonetic Spelling:</b> Link letters to specific sounds in a consistent manner.</li> <li><input type="checkbox"/> <b>Phonetic Spelling:</b> Spell words phonetically, even if not always correctly.</li> </ul>
<p>Level 3-</p> <p>Transitional Spelling Stage</p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Asynchronous Message Generation:</b> Engage in development of a simple storyline using single words given a sentence strip or message window on AAC system by producing a single word (AAC device, picture choices or word bank) to represent the beginning, middle and end of a narrative, with partner assistance for sequencing words accurately. (e.g. "P.E." "Jackson" "run" to write that Jackson was at P.E. and he was running.)</li> <li><input type="checkbox"/> Begin to incorporate conventional spelling patterns.</li> <li><input type="checkbox"/> Experiment with different spellings for words.</li> <li><input type="checkbox"/> Begin to use correct spelling forms, rely on phonetic approximations when unsure.</li> </ul>
<p>Level 4-</p> <p>Writing &amp; Correct Spelling Stage</p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of a variety of tools for generating text, predominantly using the alphabet (spelling) but also can make use of word prediction, prestored messages, and icons when available.</li> </ul> <p>Accurate spelling using correct dictionary spelling and applying common spelling rules correctly.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use advanced phonetic and word patterns including diphthongs, digraphs, prefixes, suffixes and root words.</li> <li><input type="checkbox"/> Correctly spell multisyllabic, and high-frequency words demonstrating a broad vocabulary with correct spelling.</li> <li><input type="checkbox"/> Edit and revise written work (grammar, spelling, clarity); or uses word prediction tools/spell checkers to correct errors (AAC).</li> </ul>

**Notes:** Describe how the student is using expressive communication through writing, spelling, and AAC symbols to convey messages that can be stored, sent, or read later (asynchronous messaging). Independent spelling and text generation is the primary objective. Provide specific examples, context, and mention any partners involved in supporting these communication behaviors.



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