West Linn-Wilsonville School District   **Social Communication Rubric**

Use language for a variety of purposes					
Greet Uses appropriate greetings to initiate with peers	**1** Does not initiate greetings	**2** Initiates greetings with maximum prompting	**3** Initiates greetings with moderate prompting	**4** Initiates greetings with minimum prompting	**5** Initiates greetings independently
Request Appropriately requests to meet wants/needs	**1** Does not appropriately request	**2** Requests with maximum prompting	**3** Requests with moderate prompting	**4** Requests with minimum prompting	**5** Requests independently
Inform Uses statements to convey specific information	**1** Does not use informing statements, even in response to a question	**2** Uses statements to inform with maximum prompting	**3** Uses statements to inform with moderate prompting	**4** Uses statements to inform with minimum prompting	**5** Uses statements to inform independently
Express Uses statements to describe emotions, intents, & beliefs	**1** Does not use expressive statements	**2** Uses expressive statements with maximum prompting	**3** Uses expressive statements with moderate prompting	**4** Uses expressive statements with minimum prompting	**5** Uses expressive statements independently
Interpret the social context					
Theory of mind Perspective taking	**1** Unable to take someone else's perspective	**2** Takes someone else's perspective with maximum prompting	**3** Takes someone else's perspective with moderate prompting	**4** Takes someone else's perspective with minimum prompting	**5** Takes someone else's perspective independently
Identify Emotions Identifying a variety of emotions in self & others	**1** Does not identify emotions of self and others	**2** Identifies emotions of self and others with maximum prompting	**3** Identifies emotions of self and others with moderate prompting	**4** Identifies emotions of self and others with minimum prompting	**5** Identifies emotions of self and others independently
Non-verbal communication Identifies non-verbal communication & interprets meaning	**1** Does not identify non-verbal communication	**2** Identifies non-verbal communication with maximum prompting	**3** Identifies non-verbal communication with moderate prompting	**4** Identifies non-verbal communication with minimum prompting	**5** Identifies non-verbal communication independently
Expected behaviors Identify what behaviors are expected for the situation	**1** Does not identify expected (vs. unexpected) behaviors in school/social contexts	**2** Identifies expected behaviors in school/social contexts with maximum prompting	**3** Identifies expected behaviors in school/social contexts with moderate prompting	**4** Identifies expected behaviors in school/social contexts with minimum prompting	**5** Identifies expected behaviors in school/social contexts independently

Minimum prompting: <50% of opportunities OR gestural/visual prompts
Moderate prompting: 50-80% of opportunities OR indirect verbal prompts
Maximum prompting: >80% of opportunities OR direct verbal prompts

Revised 1/9/18

	Change language according to the needs of the communication partner				
Respond to emotions Response to partner's emotions based on verbal & non-verbal cues	**1** Does not change language according to the partner's emotions	**2** Changes language according to the partner's emotions with maximum prompting	**3** Changes language according to the partner's emotions with moderate prompting	**4** Changes language according to the partner's emotions with minimum prompting	**5** Changes language according to the partner's emotions independently
Non-verbal communication Appropriately responds to partner's non-verbal communication	**1** Does not appropriately respond to non-verbal communication	**2** Appropriately responds to non-verbal communication with maximum prompting	**3** Appropriately responds to non-verbal communication with moderate prompting	**4** Appropriately responds to non-verbal communication with minimum prompting	**5** Appropriately responds to non-verbal communication independently
Code switch Changes language appropriately based on the situation/partner	**1** Does not use appropriate language depending on the partner	**2** Uses appropriate language depending on the partner with maximum prompting	**3** Uses appropriate language depending on the partner with moderate prompting	**4** Uses appropriate language depending on the partner with minimum prompting	**5** Uses appropriate language depending on the partner independently
	Follow the rules of conversation				
Whole body listening Facing speaker, calm body, eyes forward, ready to listen	**1** Does not use whole body listening during conversation	**2** Uses whole body listening during conversation with maximum prompting	**3** Uses whole body listening during conversation with moderate prompting	**4** Uses whole body listening during conversation with minimum prompting	**5** Uses whole body listening during conversation independently
Topic maintenance Maintain the topic of conversation	**1** Does not maintain the topic during conversation	**2** Maintains the topic with maximum prompting	**3** Maintains the topic with moderate prompting	**4** Maintains the topic with minimum prompting	**5** Maintains the topic independently
Turn-taking Takes appropriate conversational turns	**1** Does not take turns during conversation (either does not engage or dominates the conversation)	**2** Takes appropriate conversational turns (comment, ask a question) with maximum prompting	**3** Takes appropriate conversational turns (comment, ask a question) with moderate prompting	**4** Takes appropriate conversational turns (comment, ask a question) with minimum prompting	**5** Takes appropriate conversational turns (comment, ask a question) independently
Regulation Uses statements that intend to control behavior, get attention, or influence actions	**1** Does not use regulating statements during social interactions	**2** Appropriately uses regulating statements during social interactions with maximum prompting	**3** Appropriately uses regulating statements during social interactions with moderate prompting	**4** Appropriately uses regulating statements during social interactions with minimum prompting	**5** Appropriately uses regulating statements during social interactions independently
Expected behaviors Demonstrate behaviors that are expected for the situation	**1** Does not demonstrate expected (vs. unexpected) behaviors in a specified context	**2** Demonstrates expected behaviors in a specified context with maximum prompting	**3** Demonstrates expected behaviors in a specified context with moderate prompting	**4** Demonstrates expected behaviors in a specified context with minimum prompting	**5** Demonstrates expected behaviors in a specified context independently

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