

The Scottish Rite Articulation Severity Rating Scale

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&
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Articulation Severity Rating Scale

SOUTH CAROLINA SCOTTISH RITE CENTERS FOR CHILDHOOD LANGUAGE DISORDERS
ARTICULATION SEVERITY RATING SCALE

Child's Name: _____ Date: _____
Test Date: _____ Examiner: _____ Site: _____

Features	Not Apparent Problem (0 pts)	Mild (1 pt)	Moderate (2 pts)	Severe (3 pts)	Points Assigned
Substituted	Age 2: 100% of all consonants	Age 2: 75% of all consonants	Age 2: 50% of all consonants	Age 2: 25% of all consonants	
Transposed	Age 2: 100% of all consonants	Age 2: 75% of all consonants	Age 2: 50% of all consonants	Age 2: 25% of all consonants	
Deleted	Age 2: 100% of all consonants	Age 2: 75% of all consonants	Age 2: 50% of all consonants	Age 2: 25% of all consonants	
Added	Age 2: 100% of all consonants	Age 2: 75% of all consonants	Age 2: 50% of all consonants	Age 2: 25% of all consonants	
Reversed	Age 2: 100% of all consonants	Age 2: 75% of all consonants	Age 2: 50% of all consonants	Age 2: 25% of all consonants	
Level 2 (2 pts) problem	Considered correct during articulation in consistently intelligible and not distracting to the listener. Minimal substitution or addition is likely. Minimal to mild substitution of letter positions may be affected by letter familiarity and/or knowledge of the context. Child's articulation is consistently intelligible to listeners. Minimal to mild substitution.				
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Scottish Rite Centers for Childhood Language Disorders -- SCSHA 2010

AMERICAN SPEECH LANGUAGE HEARING ASSOCIATION CONVENTION
CHICAGO, NOVEMBER 2003
INVITED SEMINAR PRESENTATION

Neurological and developmental foundations of speech acquisition

Shaywitz M-Land, PhD, *Charles Sturt University, Australia (m.land@csu.edu.au)*
Ken Bekir, PhD, *University of Northern Iowa, USA (kjb@uni.edu)*

A SUMMARY: BRAIN DEVELOPMENT AND THE ENVIRONMENT

A major of language acquisition is to determine brain development across an individual's lifespan during childhood. Brain development begins in utero and continues through the first three years of life. Higher brain development is strongly influenced by the environment in which a child lives. Higher brain development is strongly influenced by the environment in which a child lives. Higher brain development is strongly influenced by the environment in which a child lives. Higher brain development is strongly influenced by the environment in which a child lives.

Scottish Rite Centers for Childhood Language Disorders -- SCSHA 2010

Sound Acquisition by Age

SOUTH CAROLINA SCOTTISH RITE CENTERS FOR CHILDHOOD LANGUAGE DISORDERS
ARTICULATION SEVERITY RATING SCALE

Phoneme	Age Acquired	Female	Age Acquired	Male
/p/	2;0	2;0	2;0	2;0
/b/	2;0	2;0	2;0	2;0
/m/	2;0	2;0	2;0	2;0
/t/	2;0	2;0	2;0	2;0
/d/	2;0	2;0	2;0	2;0
/n/	2;0	2;0	2;0	2;0
/k/	2;0	2;0	2;0	2;0
/g/	2;0	2;0	2;0	2;0
/f/	2;0	2;0	2;0	2;0
/v/	2;0	2;0	2;0	2;0
/s/	2;0	2;0	2;0	2;0
/z/	2;0	2;0	2;0	2;0
/h/	2;0	2;0	2;0	2;0
/r/	2;0	2;0	2;0	2;0
/l/	2;0	2;0	2;0	2;0
/j/	2;0	2;0	2;0	2;0
/w/	2;0	2;0	2;0	2;0
/y/	2;0	2;0	2;0	2;0
/e/	2;0	2;0	2;0	2;0
/i/	2;0	2;0	2;0	2;0
/o/	2;0	2;0	2;0	2;0
/u/	2;0	2;0	2;0	2;0
/a/	2;0	2;0	2;0	2;0
/ɔ/	2;0	2;0	2;0	2;0
/ɛ/	2;0	2;0	2;0	2;0
/ɜ/	2;0	2;0	2;0	2;0
/ɪ/	2;0	2;0	2;0	2;0
/ʊ/	2;0	2;0	2;0	2;0
/eɪ/	2;0	2;0	2;0	2;0
/aɪ/	2;0	2;0	2;0	2;0
/oɪ/	2;0	2;0	2;0	2;0
/ɔɪ/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0
/eə/	2;0	2;0	2;0	2;0
/ʊə/	2;0	2;0	2;0	2;0
/ə/	2;0	2;0	2;0	2;0
/ɪə/	2;0	2;0	2;0	2;0</

PCC cont.

Sentence	A	B	Sentence	A	B
1. We see one big dog. /w/ is used 1 time /d/ 1	8	10	2. Mother talks on the new phone. /m/ is used 1 time /t/ 1	8	10
3. The baby has a pretty toy. /s/ is used 1 time /p/ 1	8	10	4. Mom says, "No shoes." /s/ is used 1 time /t/ 1	8	10
5. You sit in the car with cookies. /s/ is used 1 time /k/ 1	8	10	6. On the old boat float. /t/ is used 1 time /f/ 1	8	10
7. The snake hisses. /s/ is used 1 time /h/ 1	8	10	8. Some kids are playing. /s/ is used 1 time /p/ 1	8	10
9. She is laughing so. /s/ is used 1 time /l/ 1	8	10	10. We walk these stairs. /s/ is used 1 time /t/ 1	8	10
11. She is on the road. /s/ is used 1 time /d/ 1	8	10	12. The truck drives. /s/ is used 1 time /t/ 1	8	10
13. You go to the park. /s/ is used 1 time /k/ 1	8	10	14. They just make cars. /s/ is used 1 time /t/ 1	8	10
15. I can't see the road. /s/ is used 1 time /t/ 1	8	10	16. The car is moving. /s/ is used 1 time /t/ 1	8	10
17. The girl drives. /s/ is used 1 time /t/ 1	8	10	18. What is the house? /s/ is used 1 time /t/ 1	8	10
19. The boy runs behind the ball. /s/ is used 1 time /b/ 1	8	10	20. She can't get inside you. /s/ is used 1 time /t/ 1	8	10
21. I should be on the road. /s/ is used 1 time /t/ 1	8	10	22. Please sit on the road. /s/ is used 1 time /t/ 1	8	10
23. The girl says. /s/ is used 1 time /t/ 1	8	10	24. We want to drive up. /s/ is used 1 time /t/ 1	8	10
25. The man drives on the road. /s/ is used 1 time /t/ 1	8	10	26. We want to drive down. /s/ is used 1 time /t/ 1	8	10
27. A lady drives. /s/ is used 1 time /t/ 1	8	10	28. We want to drive left. /s/ is used 1 time /t/ 1	8	10
29. The boy drives. /s/ is used 1 time /t/ 1	8	10	30. They are very slow. /s/ is used 1 time /t/ 1	8	10
31. We sit on the road. /s/ is used 1 time /t/ 1	8	10	32. The car goes a slow. /s/ is used 1 time /t/ 1	8	10
33. I can't see the road. /s/ is used 1 time /t/ 1	8	10	34. The car is very slow. /s/ is used 1 time /t/ 1	8	10
35. I can't see the road. /s/ is used 1 time /t/ 1	8	10	36. The car is very slow. /s/ is used 1 time /t/ 1	8	10
37. I can't see the road. /s/ is used 1 time /t/ 1	8	10	38. The car is very slow. /s/ is used 1 time /t/ 1	8	10
39. I can't see the road. /s/ is used 1 time /t/ 1	8	10	40. The car is very slow. /s/ is used 1 time /t/ 1	8	10

Scottish Rite Centers for Childhood Language Disorders -- SCSHA 2010

Sentence Repetition for Percentage of Consonants Correct

South Carolina Rite Care Centers
Sentence Repetition for Percentage of Consonants Correct

Child's Name: _____ Age: _____

Child's Date of Birth: _____ Test Date: _____

Examiner: _____

273 consonants- _____ errors = _____

_____ /273 = _____ %

Bold consonants are not scored. Numbers in columns A and B are the number of consonants scored in each sentence.

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References

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