

# **ASHA NOMS**

SLP Healthcare Registry 2020

Functional Communication Measures (FCMs)

<b>Created:</b>	September 2020
<b>Modified:</b>	July 2023

# Functional Communication Measures (FCMs)

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## Cognition (3-5)

To be used with patients ages 3-5

**Instructions:** Based on your assessment, please answer the following questions about the child's cognitive skills. Consider the child's performance based on chronological age expectations.

**Note:** *Performing a task independently assumes no support provided by another individual beyond what is expected for chronological age.*

	How often does the child independently...	Response Values
1	respond to sensory input from environment?	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
2	attend to/participate in familiar daily routines?	Same as above
3	solve simple problems (e.g., asking for assistance with opening a container, reactivating a mechanical toy)?	Same as above
4	solve complex problems (e.g., getting a stool to reach something from a shelf/counter, accessing games/entertainment through an electronic device)?	Same as above
5	function safely WITHOUT additional supervision/assistance due to cognitive deficits (no more than would be expected for chronological age)?	Same as above

# Cognition (6+)

To be used with patients ages 6 and above

**Instructions:** Based on your assessment, please answer the following questions about the individual's cognitive skills. Consider chronological age, memory, attention and problem solving when rating the individual.

**Note:** *Performing a task independently assumes no support provided by another individual. However, it may include the use of strategies or accommodations that are self-initiated.*

	How often does the individual demonstrate adequate cognitive-communication skills to independently...	Response Values
1	complete rote/simple routine living tasks (e.g., following simple directions, completing basic/rote self-care tasks, answering phone, turning on/off light)?	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
2	complete age-appropriate common daily living tasks (e.g., completing a multi-step task, completing personal hygiene routine, cold meal preparation, following a schedule)?	Same as above
3	complete age-appropriate complex living tasks (e.g., complex meal preparation, grocery shopping, managing academic/personal/financial affairs, attending to/recalling content from textbook or newspaper)?	Same as above
4	function safely WITHOUT additional supervision/assistance (in excess of chronological age expectations) due to cognitive deficits?	Same as above

## Emergent Literacy

To be used with patients of all ages

**Instructions:** Based on your assessment, please answer the following questions about the individual's emergent literacy skills. For all questions, consider chronological age expectations when rating the individual.

**Note:** Emergent literacy is defined as the skills, knowledge, and attitudes that are developmental precursors to reading and writing. Therefore, other literacy-based FCMs (e.g., Pediatric Reading Comprehension, Writing) should NOT be scored until the individual has adequate emergent literacy skills and this area is no longer being addressed in treatment. The Emergent Literacy scale should NOT be scored with any other literacy-based FCM.

	How often does the individual demonstrate appropriate...	Response Values
1	print motivation (e.g., showing interest in reading and writing)?	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
2	print awareness (e.g., holding a book, following picture left to right, turning pages)?	Same as above
3	phonological awareness (e.g., rhyming, blending, segmenting, understanding that sounds create words)?	Same as above
4	letter awareness (e.g., identifying letters, understanding that letters are unique and have different sounds)?	Same as above
5	narrative awareness (e.g., sense of story, telling a story, describing a sequence of events)?	Same as above

# Feeding

To be used with patients of all ages

**Instructions:** Based on your assessment, please answer the following questions about the individual’s feeding abilities. For all questions, consider chronological age expectations when rating the individual.

**Note:** *This scale should be used for individuals who exhibit sensory-based feeding issues. If the primary concern is risk of aspiration or swallowing safety, use the Swallowing scale.*

		Response Values
1	What percentage of the individual's daily diet is delivered through non-oral means in order to maintain adequate nutrition and hydration?	None <=25% of calorie intake 26-49% of calorie intake 50-75% of calorie intake >75% of calorie intake
<b>How often does the individual...</b>		
2	exhibit food refusal or resistive behaviors (e.g., spitting out food, tantrums) more than would be expected for chronological age?	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
3	choke or gag at mealtime?	Same as above
4	need extended time during oral feeds?	Same as above
5	refuse a variety of food textures (e.g., pureed, chopped, soft, crunchy, unmodified textures)?	Same as above
6	refuse a variety of food types (e.g., proteins, fruit, vegetables, starch)?	Same as above
7	require supervision/assistance at mealtime, in excess of chronological age, due to sensory-based feeding issues? <b>Note:</b> <i>If individual is NPO, rate supervision/assistance as 91-100% of the time.</i>	Same as above

# Fluency

To be used with patients of all ages

**Instructions:** Based on your assessment, please answer the following questions about the individual’s fluency in **typical and high stress** situations. For all questions, consider chronological age expectations when rating the individual.

**Note:** High-stress situations are those the individual identifies as most problematic.

	How often does the individual...	Response Values
1	produce dysfluent speech during TYPICAL situations?	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
2	sound distracting to the listener during TYPICAL situations? <i>Note: consider secondary fluency and secondary characteristics.</i>	Same as above
3	have difficulty being understood due to dysfluencies during TYPICAL situations?	Same as above
4	produce dysfluent speech during HIGH-STRESS situations?	Same as above
5	sound distracting to the listener during HIGH-STRESS situations? <i>Note: consider secondary fluency and secondary characteristics.</i>	Same as above
6	have difficulty being understood due to dysfluencies during HIGH-STRESS situations?	Same as above

# Functional Reading

To be used with patients ages 6 and above

**Instructions:** Based on your assessment, please answer the following questions about the individual's reading comprehension skills. For all questions, consider chronological age expectations when rating the individual.

**Note:** This FCM is typically scored when treating individuals with acquired conditions or developmental disabilities. The Emergent Literacy FCM and the Functional Reading FCM should NOT be scored at the same time.

	How often does the individual...	Response Values
1	comprehend basic sight words/phrases in everyday contexts (e.g., name, street, bathroom, signs, labels)?	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
2	comprehend simple sentences that contain familiar vocabulary?	Same as above
3	comprehend simple written instructions/directions or references (e.g., simple forms, directories, schedules, maps)?	Same as above
4	comprehend lengthy material with familiar vocabulary (e.g., draw accurate conclusions, identify main points)?	Same as above
5	comprehend lengthy material with complex content/vocabulary (e.g., school, work, community, financial, or medical material)?	Same as above
6	read/comprehend material WITHOUT additional assistance/supervision (no more than would be expected for chronological age)?	Same as above



# Multi-Modal Functional Communication

To be used with patients of all ages

**Instructions:** Based on your assessment, please answer the following questions about the individual's functional communication in **low and high demand** situations. For all questions, consider chronological age expectations when rating the individual.

- **Low demand situations** are defined as interactive situations where communication demands are reduced (e.g., familiar setting, familiar conversation partner, known context).
- **High demand situations** are defined as interactive situations that provide minimal support and have inherently more communication demands or rules to follow (e.g., unfamiliar conversational partner or setting, unknown contexts, group conversations/activities).

**Note:** Consider all methods for communication that the individual uses in isolation or in combination. Examples include, but are not limited to, gestures, eye gaze, facial expression, speech, communication books, sign, AAC. If verbal expression is a treatment goal, consider scoring Spoken Language Expression as well.

	How often does the individual...	Response Values
1	convey simple messages that are meaningful related to routine daily activities in LOW demand situations (e.g., request actions, request objects, initiate greetings)?	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
2	participate in short structured conversations that are meaningful in LOW demand situations (e.g., familiar and predictable conversations, sharing opinions, expressing like or dislike about the immediate environment)?	Same as above
3	convey complex messages that are meaningful in LOW demand situations (e.g., telling a story, discussion school/current events, describing things outside the immediate environment)?	Same as above
4	convey simple messages that are meaningful related to routine daily activities in HIGH demand situations (e.g., request actions, request objects, initiate greetings)?	Same as above
5	participate in short structured conversations that are meaningful in HIGH demand situations (e.g., familiar and predictable conversations, sharing opinions, expressing like or dislike about the immediate environment)?	Same as above
6	convey complex messages that are meaningful in HIGH demand situations (e.g., telling a story, discussion school/current events, describing things outside the immediate environment)?	Same as above
7	participate in communication exchanges WITHOUT additional assistance from communication partner (no more than would be expected for chronological age)?	Same as above

# Pediatric Reading Comprehension

To be used with patients ages 6 and above

**Instructions:** Based on your assessment, please answer the following questions about the individual's reading comprehension skills in **low and high reading comprehension demand** activities. For all questions, consider chronological age expectations when rating the individual.

- **Low reading comprehension demand activities** are defined as level of reading material at which an individual’s word recognition skills are 95+ accuracy (i.e., the individual can rapidly and easily read at least 95% of the words in a passage).
- **High reading comprehension demand activities** are defined as grade/age-level reading material.

**Note:** This FCM is typically scored when treating children with developmental reading disorders. Although for certain populations the Functional Reading FCM may be more appropriate. The Emergent Literacy FCM and the Pediatric Reading Comprehension FCM should NOT be scored at the same time. Scoring this FCM assumes the individual has adequate emergent literacy skills.

	How often does the individual...	Response Values
1	demonstrate appropriate reading comprehension in LOW reading comprehension demand activities?	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
2	summarize the main points of a passage in LOW reading comprehension demand activities?	Same as above
3	draw accurate conclusions in LOW reading comprehension demand activities?	Same as above
4	demonstrate appropriate reading comprehension in HIGH reading comprehension demand activities?	Same as above
5	summarize the main points of a passage in HIGH reading comprehension demand activities?	Same as above
6	draw accurate conclusions in HIGH reading comprehension demand activities?	Same as above
7	read/comprehend material WITHOUT the need for additional time (no more than would be expected for chronological age)?	Same as above

## Pragmatics (3-5)

To be used with patients ages 3-5

**Instructions:** Based on your assessment, please answer the following questions about the child's pragmatic language abilities in **low and high demand** situations. For all questions, consider chronological age expectations when rating the child.

- **Low demand situations** are defined as verbal and/or nonverbal interactive situations where pragmatic rules are reduced (e.g., familiar setting, familiar conversation partner).
- **High demand situations** are defined as verbal and/or nonverbal interactive situations that provide minimal support and have inherently more pragmatic demands or rules to follow (e.g., unstructured situations, unfamiliar conversational partner, unfamiliar setting).

	How often does the child appropriately...	Response Values
1	engage in joint attention?	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
2	initiate during communication in LOW demand situations?	Same as above
3	respond during communication in LOW demand situations?	Same as above
4	engage in successive reciprocal communicative interactions in LOW demand situations?	Same as above
5	initiate during communication in HIGH demand situations?	Same as above
6	respond during communication in HIGH demand situations?	Same as above
7	engage in successive reciprocal communicative interactions in HIGH demand situations?	Same as above
8	participate in communication exchanges WITHOUT additional assistance from communication partner (no more than would be expected for chronological age)?	Same as above

## Pragmatics (6+)

To be used with patients ages 6 and above

**Instructions:** Based on your assessment, please answer the following questions about the individual's pragmatic language skills in **low and high demand** situations. For all questions, consider chronological age expectations when rating the individual.

- **Low demand situations** are defined as verbal and/or nonverbal interactive situations where pragmatic rules are reduced (e.g., familiar setting, familiar conversation partner, known context).
- **High demand situations** are defined as verbal and/or nonverbal interactive situations that provide minimal support and have inherently more pragmatic demands or rules to follow (e.g., unstructured situations, unfamiliar conversational partner, unknown contexts, group discussion).

	How often does the individual independently...	Response Values
1	demonstrate appropriate social cognition skills in LOW demand situations (e.g., perspective taking, emotional regulation, considering other's intentions)?	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
2	demonstrate appropriate verbal pragmatic and social interaction skills in LOW demand situations (e.g., social reciprocity, appropriate quantity, quality and relevance of communication exchange, peer related social competence)?	Same as above
3	demonstrate appropriate nonverbal pragmatic skills in LOW demand situations (e.g., eye contact, proximity, facial expression, gestures)?	Same as above
4	demonstrate appropriate social cognition skills in HIGH demand situations (e.g., perspective taking, emotional regulation, considering other's intentions)?	Same as above
5	demonstrate appropriate verbal pragmatic and social interaction skills in HIGH demand situations (e.g., social reciprocity, appropriate quantity, quality and relevance of communication exchange, peer related social competence)?	Same as above
6	demonstrate appropriate nonverbal pragmatic skills in HIGH demand situations (e.g., eye contact, proximity, facial expression, gestures)?	Same as above
7	respond to subtle feedback from the environment (e.g., repairing communication breakdown)?	Same as above

# Speech Intelligibility

To be used with patients of all ages

**Instructions:** Based on your assessment, please answer the following questions about the individual's speech intelligibility. Intelligibility is based on listener familiarity and length of utterance. For all questions, consider chronological age expectations when rating the individual.

Please note that the scale is reversed for the **first question only**. For example, a score of 0-25% indicates the highest functioning for the first question only.

	How often does the individual...	Response Values
1	produce speech that is distracting or sound unusual to the listener?	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
2	produce words/short phrases that are intelligible to FAMILIAR listeners?	Same as above
3	produce connected speech that is intelligible to FAMILIAR listeners?	Same as above
4	produce words/short phrases that are intelligible to UNFAMILIAR listeners?	Same as above
5	produce connected speech that is intelligible to UNFAMILIAR listeners?	Same as above
6	participate in communication exchanges WITHOUT additional assistance from communication partner (no more than would be expected for chronological age)?	Same as above

## Spoken Language Comprehension (3-5)

To be used with patients ages 3-5

**Instructions:** Based on your assessment, please answer the following questions about the child's spoken language comprehension skills in **low and high demand** situations. For all questions, consider chronological age expectations when rating the child.

- **Low demand situations** are defined as verbal interactive situations where communication demands are reduced (e.g., familiar setting, familiar conversation partner, known context).
- **High demand situations** are defined as verbal interactive situations that provide minimal support and have inherently more communication demands or rules to follow (e.g., unfamiliar conversational partner or setting, unknown contexts, group conversation).

	How often does the child...	Response Values
1	understand simple word combination/sentences in LOW demand situations?	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
2	understand brief conversations in LOW demand situations?	Same as above
3	understand verbal messages of the type and length typically understood by aged-matched peers in LOW demand situations?	Same as above
4	understand simple word combination/sentences in HIGH demand situations?	Same as above
5	understand brief conversations in HIGH demand situations?	Same as above
6	understand verbal messages of the type and length typically understood by aged-matched peers in HIGH demand situations?	Same as above
7	participate in communication exchanges WITHOUT additional assistance from communication partner (no more than would be expected for chronological age)?	Same as above

## Spoken Language Comprehension (6+)

To be used with patients ages 6 and above

**Instructions:** Based on your assessment, please answer the following questions about the individual's spoken language comprehension skills in **low and high demand** situations. For all questions, consider chronological age expectations when rating the individual.

- **Low demand situations** are defined as verbal interactive situations where communication demands are reduced (e.g., familiar setting, familiar conversation partner, known context). For children this may include language content and forms acquired at a younger age than the child's current age.
- **High demand situations** are defined as verbal interactive situations that provide minimal support and have inherently more communication demands or rules to follow (e.g., unfamiliar conversational partner or setting, unknown contexts, group conversation). For children this may include language content and forms representing more recently acquired or expected structures for the child's current chronological age.

	How often does the individual...	Response Values
1	understand simple messages/conversations related to routine daily activities in LOW demand situations (e.g., following simple directions)?	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
2	understand complex messages, as expected for chronological age, in LOW demand situations (e.g., story/lecture, sequencing of events, drawing appropriate conclusions, inferences, humor, subtle references)?	Same as above
3	understand simple messages/conversations related to routine daily activities in HIGH demand situations (e.g., following simple directions)?	Same as above
4	understand complex messages, as expected for chronological age, in HIGH demand situations (e.g., story/lecture, sequencing of events, drawing appropriate conclusions, inferences, humor, subtle references)?	Same as above
5	function safely WITHOUT additional supervision/assistance (in excess of chronological age expectations) due to comprehension deficits?	Same as above
6	participate in communication exchanges WITHOUT additional assistance from communication partner (no more than would be expected for chronological age)?	Same as above

## Spoken Language Expression (3-5)

To be used with patients ages 3-5

**Instructions:** Based on your assessment, please answer the following questions about the child's spoken language expression in **low and high demand** situations. For all questions, consider chronological age expectations when rating the child.

- **Low demand situations** are defined as verbal interactive situations where communication demands are reduced (e.g., familiar setting, familiar conversation partner, known context).
- **High demand situations** are defined as verbal interactive situations that provide minimal support and have inherently more communication demands or rules to follow (e.g., unfamiliar conversational partner or setting, unknown contexts, group conversations/activities).

**Note:** This scale should be used for individuals with verbal expression treatment goals. If you are also working on other aspects of expressive language (e.g., gestures, AAC), consider scoring the individual on the Multi-Modal Functional Communication scale as well.

	How often does the child...	Response Values
1	produce single words that are meaningful in LOW demand situations?	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
2	produce simple word combination/phrases that are meaningful in LOW demand situations?	Same as above
3	produce single words that are meaningful in HIGH demand situations?	Same as above
4	produce simple word combination/phrases that are meaningful in HIGH demand situations?	Same as above
5	participate in communication exchanges (as expected for chronological age) using verbal messages with appropriate FORM? <i>Note: consider phonology, morphology and syntax when assessing functional area.</i>	Same as above
6	participate in communication exchanges (as expected for chronological) using verbal messages with appropriate CONTENT? <i>Note: consider semantic meaning when assessing functional area.</i>	Same as above
7	participate in communication exchanges WITHOUT additional assistance (no more than would be expected for chronological age)?	Same as above



## Spoken Language Expression (6+)

To be used with patients ages 6 and above

**Instructions:** Based on your assessment, please answer the following questions about the individual's spoken language expression skills in **low and high demand** communication exchanges. For all questions, consider chronological age expectations when rating the individual.

- **Low demand situations** are defined as interactive situations where communication demands are reduced (e.g., shorter messages, familiar setting, familiar conversation partner, known context). For children this may also include verbal messages in conversation or activities that primarily require language, content and forms acquired at a younger age than the child's current age.
- **High demand situations** are defined as interactive situations that provide minimal support and have inherently more communication demands or rules to follow (e.g., longer messages, unfamiliar conversational partner or setting, unknown contexts, group conversations/activities). For children this may also include verbal messages requiring language, content and forms that are more recently acquired or expected for the child's current age.

Please note that the scale is reversed for the **first question only**. For example, a score of 0-25% indicates the highest functioning for the first question only.

**Note:** This scale should be used for individuals with verbal expression treatment goals. If you are also working on other aspects of expressive language (e.g., gestures, AAC), consider scoring the individual on the Multi-Modal Functional Communication scale as well.

	How often does the individual...	Response Values
1	exhibit spoken language expression difficulties that are noticeable or distracting to the listener? <b>Note:</b> consider message content, form, pauses, extra time.	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
2	produce simple spoken word and phrases that are meaningful?	Same as above
3	produce verbal messages with appropriate FORM in LOW demand situations? <b>Note:</b> consider phonology, morphology and syntax when assessing functional level.	Same as above
4	produce verbal messages with appropriate CONTENT in LOW demand situations? <b>Note:</b> consider semantic meaning when assessing functional level.	Same as above
5	produce verbal messages with appropriate FORM in HIGH demand situations (e.g., academic or work-related tasks)? <b>Note:</b> consider phonology, morphology and syntax when assessing functional level.	Same as above
6	produce verbal messages with appropriate CONTENT in HIGH demand situations (e.g., academic or work-related tasks)? <b>Note:</b> consider semantic meaning when assessing functional level.	Same as above
7	participate in communication exchanges WITHOUT additional assistance from communication partner (no more than would be expected for chronological age)?	Same as above

# Swallowing

To be used with patients of all ages

**Instructions:** Based on your assessment, please answer the following questions about the individual's swallowing. For all questions, consider chronological age expectations when rating the individual.

**Note:** This scale should be used for individuals whose primary concern is risk for aspiration or swallowing safety due to oral pharyngeal dysphagia. Dietary levels should be judged only on swallow function, and any influence of poor dentition should be disregarded.

		Response Values
1	What diet is recommended for the individual to swallow solids safely?	Regular (no modifications) Soft & bite sized Minced & moist Pureed Liquidized No solids
2	What liquid is recommended for the individual to swallow safely?	Thin liquids (no modifications) Slightly thick Mildly thick Moderately thick Extremely thick No liquids
3	What percentage of the individual's daily diet is delivered through non-oral means in order to maintain adequate nutrition and hydration?	None ≤25% of calorie intake 26-49% of calorie intake 50-75% of calorie intake >75% of calorie intake
4	How often does the individual exhibit difficulties with oral containment or secretion management?	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
5	How often does the individual require supervision/assistance at meal time due to swallowing safety (e.g., risk of aspiration, pocketing)? <b>Note:</b> If individual is NPO, rate supervision/assistance as 91-100% of the time.	Same as above

# Voice

To be used with patients of all ages

**Instructions:** Based on your assessment, please answer the following questions about the individual’s voice. When rating the individual consider performance during **low vocal demand and high vocal demand** activities.

- **Low vocal demand activities** are defined as utterances produced in a relatively quiet environment or short responses that do not require talking over an extended period of time.
- **High vocal demand activities** are defined as utterances that require talking over extended periods of time (e.g., lengthy recitation), talking in noisy environments, or controlling the voice over a wide pitch range (e.g., singing).

Please note that the scale is reversed for the **first question only**. For example, a score of 0-25% indicates the highest functioning for the first question only.

	How often...	Response Values
1	does the individual’s voice sound unusual (e.g., raspy, hoarse, low volume) or is distracting to the listener?	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
2	does the individual vocalize WITHOUT excessive effort or strain when vocalizing?	Same as above
3	is the individual’s voice functional for communication during LOW vocal demand activities? <i>Note: consider pitch, quality &amp; loudness when assessing functional level.</i>	Same as above
4	is the individual’s voice functional for communication during HIGH vocal demand activities? <i>Note: consider pitch, quality &amp; loudness when assessing functional level.</i>	Same as above

# Writing

To be used with patients ages 6 and above

**Instructions:** Based on your assessment, please answer the following questions about the individual's writing skills in **low and high demand** situations. For all questions, consider chronological age expectations when rating the individual. Do not consider motoric limitations for writing when rating the individual.

- **Low demand writing activities** are typically brief text/structured writing activities in which the support is inherent in and provided through the activity itself. This may include activities in which individuals are provided a word bank or formulas for writing text (e.g., sentences, short paragraphs/stories, email, or activities requiring closed responses). For children this may also include language content and forms acquired at a younger age than the child’s current age.
- **High demand writing activities** are typically lengthier/complex written communications formulated from open ended questions or prompts, or written products stemming from the individual’s need to communicate. For children this may also include language content and forms representing more recently acquired or expected structures for the child’s current chronological age.

**Note:** For appropriate form, consider all key areas of writing including spelling, punctuation/capitalization and morpho-syntactic structures.

	How often does the individual independently...	Response Values
1	write simple messages in everyday context (e.g., simple lists, basic notes, high-frequency words, complete forms)?	0-25% of the time 26-49% of the time 50-75% of the time 76-90% of the time 91-100% of the time
2	produce written messages with appropriate FORM in LOW demand writing activities?	Same as above
3	produce written messages with appropriate CONTENT in LOW demand writing activities?	Same as above
4	produce written messages with appropriate FORM in HIGH demand writing activities?	Same as above
5	produce written messages with appropriate CONTENT in HIGH demand writing activities (e.g., appropriate vocabulary, organization of ideas)?	Same as above
6	complete writing tasks WITHOUT additional assistance (no more than would be expected for chronological age). Examples of assistance may include proof reading, idea generation, word choice, etc.	Same as above