

AAC SUPPORT RUBRIC

(for use in schools where students have alternate/augmentative communication needs)

Teacher and speech therapist have identified students requiring AAC supports and an appropriate system is in place for each student.	Teacher and speech therapist have identified most of the students who require AAC supports. Systems for them are in place but more individualization is needed.	Few of the students in the classroom have the necessary AAC supports they require to communicate.	Students in need of AAC supports have not been identified. There is little or no evidence of the pupils having identified communication systems.
Teacher provides ample time and opportunity for students to participate in classroom instruction (via accessing of AAC systems) when required.	Teacher is inconsistent in providing time and opportunity for students to participate in classroom instruction (via accessing of AAC systems).	Teacher provides limited time and opportunity for students to access their AAC systems during classroom instruction.	Teacher does not allow for students to access AAC systems
Identified AAC systems are always available to allow students to express wants and needs (i.e., frustration, excitement).	AAC systems are not always available to students to express wants and needs	Students have limited access to AAC systems for expressing wants and needs	Students do not have access to AAC systems for expressing wants and needs.
Lesson plans or other documentation show evidence of planning for implementation of pupil-specific and programmatic AAC systems.	There is some evidence of planning or documentation for implementation of pupil-specific and programmatic AAC systems.	There is limited documentation of implementation for either pupil-specific or programmatic AAC systems.	There is no documentation of AAC systems