

**COMMON CORE EDUCATIONAL STANDARDS:
Selected for Vulnerability to Progress Delays Due to Hearing Loss**

GRADE	The entries below are from the recommended core education standards in the areas of (1) Listening and Speaking, (2) Language, and (3) Reading Fundamentals. NOTE: Score items for the child's current grade and all lower grade items.		Communication Interaction	Communication Access	Ability Rating 5 – exceptional 4 – above average 3 – average 2 – less than average 1 – much lower
	Speaking & Listening, Language	NOTE: these skills should also be age appropriate when a child is listening in the presence of typical classroom noise and across distances during class discussion.			
K	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [via age appropriate vocabulary]		X		1 2 3 4 5
K	Continue a conversation through multiple exchanges.		X		1 2 3 4 5
K	Ask/answer questions to seek help, get information, or clarify something not understood.		X		1 2 3 4 5
K	Speak audibly and express thoughts, feelings, and ideas clearly.		X	X	1 2 3 4 5
3	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [deficits in general knowledge may interfere]		X		1 2 3 4 5
3	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics under discussion).		X	X	1 2 3 4 5
3	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		X		1 2 3 4 5
3	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		X		1 2 3 4 5
6	Follow rules for discussions, set specific goals/deadlines, define individual roles as needed.		X	X	1 2 3 4 5
6	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		X		1 2 3 4 5
6	Interpret information presented in diverse media and formats (e.g., visually, orally, quantitatively) and explain how it contributes to a topic, text, or issue under study.		X	X	1 2 3 4 5
	Reading Fundamentals [affects speech perception]	NOTE: these skills should also be age appropriate when the child is listening in the presence of typical classroom noise and across distances during class discussion.			
K	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). [Rapidly occurring words are often not heard or misheard]			X	1 2 3 4 5
K	Count, pronounce, blend, and segment syllables in spoken words.			X	1 2 3 4 5
K	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.			X	1 2 3 4 5
K	Associate long and short sounds with common spellings for the five major vowels.			X	1 2 3 4 5
1	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). [High frequency sounds that occur very briefly are often not heard or misheard]			X	1 2 3 4 5
1	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home). [High frequency sounds that occur very briefly are often not heard or misheard]			X	1 2 3 4 5
1	Spell untaught words phonetically, drawing on phonemic awareness & spelling conventions.			X	1 2 3 4 5
1	Distinguish long from short vowel sounds in spoken single-syllable words. Isolate and pronounce initial, medial vowel, and final phonemes in single-syllable words. Segment single-syllable words into their complete sequence of individual phonemes.			X	1 2 3 4 5
2	Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme (consonant-vowel-consonant) words.			X	1 2 3 4 5
3	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		X	X	1 2 3 4 5

Insert 1-5 score from each age-appropriate item into a box below. Total the scores in the appropriate grade row for a grade score. Grades 1, 2, 3 and 6 also include performance for lower grade items. NOTE: Some items will be scored for both areas of communication interaction and communication access. Reference for Recommended Core State Standards: <http://www.corestandards.org/the-standards>

COMMUNICATION INTERACTION ITEM SCORES

	1	2	3	4	5	TOTAL FOR GRADE	TOTAL FOR CURRENT GRADE PLUS ALL LOWER GRADES:
K							
3							
6							

COMMUNICATION INTERACTION SCORING:

Enter total for current grade plus all lower grade on the row closes to the child's current grade expectation.

	Range	Enter Total for Grade(s) Score	Much Lower	Less than Average	Average	Above Average	Exceptional
K	4 - 20		4-7	8-11	12-15	16-19	20
3	10-50		10-19	20-29	30-39	40-49	50
6	13-65		13-25	26-38	38-51	52-64	65

Insert 1-5 score from each age-appropriate item into a box below. Total the scores in the appropriate grade row for a grade score.

COMMUNICATION ACCESS ITEM SCORING

	1	2	3	4	5	TOTAL FOR GRADE	TOTAL FOR CURRENT GRADE PLUS ALL LOWER GRADES:
K							
1							
2							
3							
6							

COMMUNICATION ACCESS SCORING:

Enter total for current grade plus all lower grade on the row closes to the child's current grade expectation.

	Range	Enter Total for Grade(s) Score	Much Lower	Less than Average	Average	Above Average	Exceptional
K	5 - 25		5-9	10-14	15-19	20-24	25
1	10-50		10-19	20-29	30-39	40-49	50
2	11 - 55		11-21	22-32	33-43	44-54	55
3	13-65		13-25	26-38	38-51	52-64	65
6	15-75		15-29	30-44	45-59	59-74	75

SUMMARY SCORE FOR _____ DATE _____ GR _____

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SUMMARY

PLACE AN X IN THE APPROPRIATE SCORE RANGE	Much Lower	Less than Average	Average	Above Average	Exceptional
COMMUNICATION INTERACTION					
COMMUNICATION ACCESS					