

Resources for Assessment of Learners Who Are Deaf or Hard of Hearing



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Credits

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Introduction

The purpose of this manual is to provide information and guidance for conducting assessments and monitoring student progress, as required for all children by federal, state or local mandates developed since the passage of No Child Left Behind (NCLB).

Assessment and evaluation of progress among learners who are deaf or hard of hearing (D/HH) is a complex process. Challenges often go undetected by individuals unfamiliar with the hidden impact of a hearing loss. Challenges to professionals in the field of D/HH education are particularly notable in the areas of information access, communication modalities, language, selection and application of assessment tools, technology, and access to highly qualified personnel. The local educational agency (LEA) continues to be responsible for providing a team comprised of: a) qualified professionals; and, b) the parents to collect multiple sources of information relevant to determining eligibility for specialized services, and then developing an educational program that is not only individualized but leads to measurable increases in learning.

General education accountability legislation has had significant connection to children with disabilities, including children who are D/HH. No Child Left Behind (NCLB) has had an impact on the title and as language in the 2004 reauthorization of the federal special education law. The 2004 Individuals with Disabilities Education Improvement Act (also known as the Individuals with Disabilities Education Act or IDEA) clarified or modified various aspects of its original language on evaluation since this manual was last revised. These modifications include:

requirements for highly qualified personnel, the types of measurement tools or technology approved for use, the relevance of general education information, the role and responsibilities of parents, the impact of student transfers within or outside a state, when re-evaluation is required, and access to general education instruction in reading and other selected curriculum areas.

Effective teachers of students who are D/HH understand the link between evaluation and instruction that results in increased learning. These teachers are faced with mandates related to measuring their students' academic achievement levels, rate of progress, and the reporting of their assessment results. This manual is intended to support teachers in meeting their obligations to appropriately evaluate their students who are D/HH.

Assessment Requirement

Several important laws require the participation of learners with disabilities, including those who are deaf or hard of hearing (D/HH), in standards-based instruction and assessment initiatives. These federal laws, notably No Child Left Behind 2001 (NCLB), the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and the Every Student Succeeds Act (ESSA), provide direction for statewide assessment development and implementation at the local level. These requirements directly impact the special education teams working with learners who are D/HH.

The accountability movement for results spearheaded the growth of statewide assessments. NCLB became the watershed mandate for public accountability in K-12 public education at the school, district, and state levels for all students, including those students with disabilities. IDEA clearly addresses facilitating all-student access to grade-level instruction and state assessments and requires assurances from the states on these requirements. Providing high-quality, annual assessments was the result of a federal policy drive for stronger accountability for results for all learners by providing important information on student learning at the grade, school, district and state levels. Reporting is now extensive and public.

Minnesota, like many other states, has both revised and augmented the number and kinds of assessments required of students in response to NCLB and ESSA. There is no longer any question that children with disabilities, including those who are D/HH, must participate in these types of assessments.

Reasonable adaptations and accommodations for students with disabilities have been defined in IDEA. Other IDEA provisions related to accountability address the development of the long-standing Individualized Educational Program (IEP) for accountability at the individual level; the requirement to include in the IEP a statement of any individual modifications in the administration of state-wide or district-wide assessments of student achievement that are needed for the learner to participate in such assessment; and *if the IEP team determines that the learner will not participate in a particular state or district-wide assessment of student achievement (or part of such an assessment), a statement of why that assessment is not appropriate for the learner; and how the learner will be assessed [Sec. 614 (d) (1) (A) (V) and VI]*.

When IDEA was reauthorized in 2004, the augmented title of that law includes the word “improvement,” which signaled the intention of national policy makers that “all” really meant “all” in terms of accountability for results was not negotiable. Changes in requirements for teachers, including those licensed to teach students with special education needs, and revisions of curriculum standards buttressed the assessment for results policy changes. This manual is one example of increasing support mechanisms for teachers.

The Supreme Court of the United States ruled in the case *Endrew F. v. Douglas County School District*, 2017, that individualized education programs (IEPs) must provide students with disabilities more than the minimal educational benefit, indicating that IEP teams must assess and provide reasonable services for the child to access curriculum and make progress.

The [Minnesota Department of Education website](#) provides a variety of documents and training opportunities to support teachers with their responsibilities for assessment and accountability. Teachers should review these resources on a regular basis. Teachers are critical players in ensuring that learners who are D/HH have equal access to grade-level content standards and participate in the accountability measures that are increasingly required. Teachers of learners who are D/HH bring their specialized skills and knowledge of specific instructional strategies needed by students with hearing loss and provide accommodations during instruction and assessments.

As indicated earlier, effective teachers of students who are D/HH recognize the critical link between assessment and instruction in curricular areas. Even though such linkage has been formalized in policy initiatives at the federal and state levels, it remains critical to individual learning and progress. The link for the individual student between assessment and instruction must not be neglected or forgotten as a result of efforts required to meet state and federal requirements. Success at the individual student level remains paramount to special education service design and delivery.

Overview of Assessment for Learners who are Deaf or Hard of Hearing

This section addresses a general overview of issues, policies and principles that are pertinent to evaluating and assessing young children, and school-age learners who are D/HH in a manner that is consistent with legislative policy, rules and best practices.

Purpose of Assessment and Evaluation

Assessment and evaluation include the process of collecting and interpreting information for the purpose of:

- Identifying and verifying an educational disability.
- Making educational recommendations in keeping with the learner's strengths and needs.

Assessment and evaluation are required aspects of ESSA and IDEA-2004 that mandate the educational rights of children include those individuals with disabilities. These laws require, at minimum, that:

- Tests and other materials used are selected and administered in a non-discriminatory manner in terms of race and culture by trained and knowledgeable personnel in accordance with the standards provided by the test developer and, if not, include a description of the extent to which any accommodations or modifications were used in the written report.
- Tests and other procedures must be administered in a learner's native language and/or mode of communication unless not feasible.
- A single criterion may not be used for determining a disability (e.g., an audiogram alone cannot be used to determine if an individual is in need of special education services).
- A comprehensive assessment includes all areas appropriately related to all areas of concern or potential need and not just those areas commonly linked to hearing loss.
- Assessment results must be technically sound (valid and reliable).
- Relevant functional and developmental assessment about the learner must include information from the parent.

Federal law emphasizes the importance of:

- Information related to enabling the learner to be involved and progress in the general education curriculum or, in the case of a young child, appropriate preschool activities.
- The use of assessment tools and strategies to address the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors (e.g., a learner with a hearing loss may also have special education needs related to cognitive or behavioral factors).

Determination of eligibility or continuation in special education is the decision of the IEP Team and cannot be made independently by an individual.

Teachers licensed to teach learners who are D/HH must follow all of IDEA's requirements for evaluation and re-evaluation, including:

- The role and rights of parents in terms of evaluation/re-evaluation.
- The requirements for coordination with general education.
- The relationship to general education.
- Who may request an evaluation or re-evaluation.

Federal law and regulations change, as do state law and rule. Keeping current with those changes is critical. While federal regulations supersede any Minnesota requirements, state rule may exceed federal requirements, provided they are consistent with the definitions and intent of the federal law.

Minnesota Criterion for Deaf/Hard of Hearing

MINNESOTA RULE 3525.1331:

I. **Definition.** “Deaf and hard of hearing” means a diminished sensitivity to sound, or hearing loss, that is expressed in terms of standard audiological measures. Hearing loss has the potential to affect educational, communicative, or social functioning that may result in the need for special education instruction and related services.

II. **Criteria.** A pupil who is deaf or hard of hearing is eligible for special education instruction and related services if the pupil meets one of the criteria in item A and one of the criteria in item B, C, or D.

A. There is audiological documentation provided by a certified audiologist that a pupil has **one of the following:**

1. A sensorineural hearing loss with an unaided pure tone average, speech threshold, or auditory brainstem response threshold of 20 decibels hearing level (HL) or greater in the better ear; or
2. A conductive hearing loss with an unaided pure tone average or speech threshold of 20 decibels hearing level (HL) or greater in the better ear persisting over three months or occurring at least three times during the previous 12 months as verified by audiograms with at least one measure provided by a certified audiologist; or
3. A unilateral sensorineural or persistent conductive loss with an unaided pure tone average or speech threshold of 45 decibels hearing level (HL) or greater in the affected ear; or
4. A sensorineural hearing loss with unaided pure tone thresholds at 35 decibels hearing level (HL) or greater at two or more adjacent frequencies (500 hertz, 1000 hertz, 2000 hertz, or 4000 hertz) in the better ear.

B. The pupils hearing loss affects educational performance as demonstrated by **one of the following:**

1. A need to consistently use amplification appropriately in educational settings as determined by audiological measures and/or systematic observation; or
2. (a) Basic reading skills
 - (b) Reading comprehension
 - (c) Written language
 - (d) General knowledge

C. The pupil's hearing loss affects the use or understanding of spoken English as documented by **one or both of the following:**

1. Under the pupil's typical classroom condition, the pupil's classroom interaction is limited as measured by systematic observation of communication behaviors; and/or
2. The pupil uses American Sign Language or one or more alternative or augmentative systems of communication alone or in combination with oral language as documented by parent or teacher reports and language sampling conducted by a professional with knowledge in the area of communication with persons who are deaf or hard of hearing.

D. The pupil's hearing loss affects the adaptive behavior required for age- appropriate social functioning (both must be present):

1. Documented systematic observation within the pupil's primary learning environments by a licensed professional and the pupil, when appropriate; and
2. Scores on a standardized scale of social skill development are below average scores expected for same-aged peers.

Early Childhood

Reasons to Assess

Ongoing assessment is important for learners who are D/HH during early childhood. Ongoing assessment provides opportunities to discuss the family's goals and priorities and make a plan for individualized assessment. It can provide information about the child's present levels of functioning integrated across developmental domains. Assessment can be used to:

- Compare with expectations for same-aged children.
- Help identify child strengths and needs, goals.
- Develop or review Individualized Family Service Plans (IFSPs) and IEPs.
- Identify areas of concern to monitor or refer.
- Identify needs for changes in service or additional services.
- Show development over time as a learning trajectory.
- Pair assessment with curriculum and progress.
- Scaffold to facilitate learning/skills to higher levels.
- Identify effective strategies to support individual learning.
- Change strategies as needed to support child learning.
- Guide discussions of needed adaptations and/or accommodations.
- Guide placement discussions and decisions.

Things to Consider

- What are the family's goals or "desired outcomes" for their child? For their family?
- Is the child functioning within an expected range of development for his/her age, home language, heritage culture across all developmental domains?
- What are the child's strengths, needs?
- What strategies are most effective in helping the child learn and function in his/her home and community?
- Is the child's rate of development/progress appropriate to lead to desired outcomes?
- Are the services we provide supporting the family in appropriate, meaningful ways to help their child learn and grow? What resources do they have or need?
- Are the services we provide helping to maximize the child's consistent and integrated development across all developmental domains?
- How can we support the family as they make informed decisions about next steps for their child and family?

Part C

The following information is designed to assist service providers in fulfilling their responsibilities under Part C of the Individuals with Disabilities Act (IDEA), serving children ages birth to 3. In Minnesota, the Infant and Toddler Intervention system is a partnership between the

Departments of Education, Health, and Human Services and families with young children, ages birth to 2 years and 11 months.

Early intervention services are provided under federal Part C regulations for IDEA 2004 (344 CFR Parts 300 and 303), which require that infants and toddlers with a developmental delay and/or certain diagnosed physical conditions and their families have access to services based on their needs. Eligibility for Part C services in Minnesota may be established for children with hearing loss through one of the following:

- The child meets the criteria for the Deaf and Hard of Hearing disability category.
- The child meets one of the following criteria for Developmental Delay (A or B):
 - A. The child is experiencing a developmental delay that is demonstrated by a score of 1.5 standard deviations or more below the mean, as measured by the appropriate diagnostic measures and procedures, in one or more of the following areas:
 - Cognitive development.
 - Physical development, including vision and hearing.
 - Communication development.
 - Social or emotional development.
 - Adaptive development.
 - B. The child has a diagnosed physical or mental condition or disorder with a high probability that it will result in a delay, regardless of whether the child has a currently demonstrated need or demonstrated delay. Hearing loss in young children is identified as one of these diagnosed physical conditions.
- Using "[Informed Clinical Opinion](#)," the child's Individualized Family Service Plan (IFSP) team determines the child and family are in need of Part C Infant and Toddler Intervention Services (<https://education.mn.gov/MDE/dse/ecse/bc>).

Information about early childhood assessments that may be helpful to educational teams supporting young children with hearing loss can be found in Appendix A. This list was compiled by the Minnesota Low Incidence Projects Early Hearing Detection and Intervention Specialist.

Intellectual Assessments

Reasons to Assess

Intelligence tests are part of a comprehensive evaluation that draws from different information sources and combines with the results of other educational domains. The intelligence test score should not be the only piece of information on which decisions are based for student who are deaf or hard of hearing (D/HH). Observation of the student in various settings (e.g., home, school, community) should be included in the evaluation to better understand and interpret the student's strengths and weaknesses and subsequent educational needs (AERA, APA, NCME, 1999). This multifaceted approach helps the team establish a pattern of the child's needs and strengths that guide program planning. An assessment is conducted only if cognitive ability is an area of concern expressed by the educational team. Testing may take place as part of an initial special education evaluation or as part of the D/HH learner's re-evaluation.

Other reasons to measure intelligence include:

- A. Coexisting disability, such as a developmental cognitive disability.
- B. Appropriate identification, program or placement for the student.
- C. Gifted status of the student.

Test Administrator

A licensed school psychologist is the only person qualified to administer intelligence tests. School psychologists working with students who are D/HH should have the following qualifications:

- Familiarity with the impact of hearing loss on testing and classroom performance.
- Ability to communicate effectively with the child, including fluency in the learner's primary language or mode of communication.
- Familiarity with the diverse characteristics of children who are D/HH.
- Understands the interaction between child development and hearing loss.
- Experience with measures that can be appropriately used with the D/HH learner.
- Experience with interventions for children who are D/HH.
- Access to the educational history and background information about the child.

These skills/traits support the school psychologist's clinical judgment, which plays a crucial role in test selection, administration, scoring and interpretation of results. These qualifications are needed to address the lack of standardized testing procedures that address communication needs and modalities. Well-established standardized and norm-referenced tests include: 1) learners who are D/HH in the standardization sample; 2) trained and qualified personnel to work with learners who are D/HH; and 3) valid interpretation of test scores.

Using Clinical Judgment

Standardized practices are designed to ensure that the student's score and test results can be compared to the scores and performance of the individuals within the test's norming sample. The assumption is that the student took the test under the same conditions as those in the normative group. The few assessments designed for use with learners who are D/HH makes this expectation nearly impossible to achieve. The school psychologist often needs to alter the administration, scoring and interpretation of assessment tools when using them with this population (Goffman, R.L., 2007). It is critical for the school psychologist to have a good understanding of how any changes to the test and/or test environment impact interpretation of results. The following is a list of actions that can alter standardized test procedures, weaken the assessor's confidence or invalidate the assessment results:

- Adaptation of test items and/or time limits.
- Modification of the mode by which test instructions are communicated (e.g., American Sign Language (ASL), Signed English, Cued Language, pantomime, or print in place of, or in combination with, spoken directions).
- Accepting responses different from those specified in the test directions.
- Ignoring the potential for differences in acculturation between persons who are deaf and persons comprising the standardization sample. (Salvia & Ysseldyke, 2004)

Assessment Planning

When selecting a test, the school psychologist must have information about the reason for testing, level of acculturation, the presence of coexisting disabilities, and student background, which includes, but is not limited to:

- Age of diagnosis.
- Degree of hearing loss.
- Etiology of hearing loss.
- Age of initial amplification.
- History of amplification use/benefit.
- Educational history.
- Language history.
- Primary mode of communication.

A school psychologist assessing a learner who is D/HH must be able to understand how the following variables interact and impact the assessment process. Below are some examples of such interactions:

- Verbal intelligence tests are dependent on English language skills. Using spoken or written language scales or tests that rely on spoken or written instructions leads to questionable validity for learners who are D/HH (Maller & Braden, 1993). The

assumption is that a learner who is D/HH has been exposed to the linguistic, semantic and pragmatic information inherent in the test items in a manner that is similar to those in the normative sample (Braden & Athanasiou, 2005). This is not a valid assumption due to the potential impact of hearing loss on access to language and auditory information. (Braden,1994).

- On nonverbal tests of intelligence, learners who are D/HH tend to perform within the normal range. However, if the nonverbal test does not include the manipulation of materials (non-motor), D/HH learners, on average, may score lower than the mean for hearing learners on tests that are both non-motor and non-verbal (Braden, 1994; Braden, Kostrubala, & Reed, 1994).
- For young learners who are D/HH or if a cognitive disability is suspected, it is a best practice to conduct both an intellectual assessment and a functional skills assessment for comparison before making any educational decisions.
- Physical disabilities that affect motor skills are commonly present with some coexisting conditions (e.g., cerebral palsy, CHARGE syndrome, etc.). It is important to consider the impact this can have on assessment results that require manipulation of materials such as blocks, chips and tiles.

Table A: Intellectual Assessments

Test Name	Author/ Publisher/Year	Age Range	Focus of Test	Time	Use of Fine Motors	Communication Mode	Notes	Website Link
LEITER-3	MHS Assessments, 2013	Ages: 2.0- 20.11	Evaluates nonverbal cognitive, attentional, and neuropsychological abilities, and targets "typical" as well as "atypical" children, adolescents, and adults.	25-40 minutes	No	Gestures; demonstration. Subtests provide initial training trials.	Ideal for use with those who are cognitively delayed, non- English speaking, D/HH, speech impaired, or on the autism spectrum	https://www.mhs.com/MHS-Assessment?prodname=leiter3
Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV)	Wechsler, 2004 / Pearson Education, Inc.	Age: 6- 16.11	Measure a child's intellectual ability	65-80 minutes	Yes (Block Design, Cancellation Subtests)	Auditory/signed instructions and demonstration	Apply cautious interpretation of verbal results	https://www.pearsonclinical.com/psychology/products/100000310/wechsler-intelligence-scale-for-children-fourth-edition-wisc-iv.html

Test Name	Author/ Publisher/Year	Age Range	Focus of Test	Time	Use of Fine Motors	Communication Mode	Notes	Website Link
Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)	Wechsler, 2008 / Pearson Education, Inc.	Ages: 16-89	Measure an adult's intellectual ability	60-75 minutes	Yes	Auditory/signed instructions and demonstration	Apply cautious interpretation of verbal results	https://www.pearsonclinical.com/psychology/products/100000392/wechsler-adult-intelligence-scalefourth-edition-wais-iv.html
Wechsler Scale of Nonverbal Ability (WNV)	Wechsler & Naglieri, 2006 / Pearson 20016	Ages: 4 to 21.11	Nonverbal measure of ability for culturally and linguistically diverse groups	20-45 minutes	Yes	Pictorial directions	Developed for linguistically diverse populations, including D/HH learners	https://www.pearsonclinical.com/psychology/products/100000313/wechsler-nonverbal-scale-of-ability-wnv.html

Test Name	Author/ Publisher/Year	Age Range	Focus of Test	Time	Use of Fine Motors	Communication Mode	Notes	Website Link
Universal Nonverbal Intelligence Test- Second Edition (UNIT-2)	MHS Assessments, 2013	Ages: 5- 17.11	Designed to provide a fair assessment of intelligence for individuals who have speech, language, or D/HH; have different cultural or language backgrounds; or are verbally uncommunicative.	10-60 minutes	Yes	Standardized gestures and demonstration	N/A	https://www.mhs.com/MHS-Assessment?prodname=unit2
Kaufman Assessment Battery for Children - 2nd Edition (K-ABC II)	Pearson Clinical, KABC-II 2004 KABC-II NU March 2018	Ages: 3- 94	A culturally fair ability test for all children. An individually administered measure of cognitive ability.	25 to 55 minutes (core battery, Luria model), 35 to 70 minutes (core battery, CHC model)	No	Pantomime; motor responses	N/A	https://www.pearsonclinical.com/psychology/products/100000088/kaufman-assessment-battery-for-children-second-edition-kabc-ii.html

Test Name	Author/ Publisher/Year	Age Range	Focus of Test	Time	Use of Fine Motors	Communication Mode	Notes	Website Link
Reynolds Intellectual Assessment Scales- 2 (RIAS-2)	Par Inc., 2015	Ages: 3- 94	Measures verbal and nonverbal intelligence and memory	40-45 minutes	No	Auditory/signed	N/A	https://www.parin.com/Products/Pkey/365
Transdisciplinary Play-Based Assessment- Second Edition (TPBA-2)	Brookes, 2008	Ages: Birth- 6	Assesses four critical developmental domains— sensorimotor, emotional and social, communication, and cognitive—through observation of the child's play with family members, peers, and professionals	Varies	No	Mostly observation	Requires completion by a multi- disciplinary team	https:// products.b rookespublishing. com/Transdiscipli nary-Play-Based- Assessment- Second-Edition- TPBA2-P215.aspx

Academic Assessments

Literacy Assessments

Reading is a fundamental skill that underlies success in all academic areas. Students who experience difficulty reading likely will also experience difficulty in academic subject areas. Reading is a complex behavior that is composed of many skills, thus no single reading test assesses all aspects of reading completely.

Reading assessment should:

- Link directly to a widely accepted definition of reading.
- Provide information regarding the strengths and needs of each student.
- Inform goals for reading instruction (Afflerbach, 2007).

Understanding the principles and relationships of assessment and instruction should enable teachers to select procedures that will assist in identifying and describing students' achievements and progress in reading.

Issues in Reading Assessment of Learners who are D/HH

Accurate assessment of reading skills is critical for making program and instructional decisions and determining program effectiveness. When selecting, administering, and interpreting findings of reading assessments, educators of learners who are D/HH need to consider several issues, including:

- Reading assessment items are generally complex and are not easily adapted to meet the needs of learners who are D/HH (McAnally, et. al., 2007).
- Language proficiency and differences of many learners who are D/HH and linguistic structure of assessment items may result in response errors that are not necessarily a reflection of reading skills (King & Quigley, 1985).
- Many learners who are D/HH may be unfamiliar with typical test-taking strategies (LaSasso, 1986; LaSasso & Davey, 1983).
- Few standardized tests include learners who are D/HH in their sample populations.
- Yearly growth in reading for learners who are Deaf is reported at approximately .3 grade level per year. The standard error of measurement on some standardized tests may be about equal to the growth rate, thus resulting in the inability of standardized tests to measure progress or year-to-year growth (King & Quigley, 1985).
- Standardized test scores may be useful in determining placement in a program, but they do not assist teachers in matching a student with appropriate reading materials (Schirmer, 2000).

- Reading assessment results and their interpretation are influenced by several variables, including cultural backgrounds, experiences, and communication environment(s) in home and school settings (McAnally, et. al., 2007).

Informal Literacy Assessments

Informal assessments are the most frequent method of evaluating students' abilities and academic growth (McAnally et al., 2007, p. 240). King and Quigley (1985) discussed two categories of informal assessments, unobtrusive measures and dynamic assessment integrated with instruction. The categories include:

- Informal protocols.
- Informal reading inventories (IRIs).
- Miscue reading inventories (MRIs).
- Checklists.
- Retelling.
- Anecdotal or running records.

Assessments integrated with instruction inform teacher decisions regarding the effectiveness of specific strategies in literacy instruction.

Observations and Anecdotal Records

When using anecdotal records and observations for assessment, the teacher must have a systematic method and habitual practice of recording observations as well as a clear understanding of what is being observed and the goal of the observation. Observation records may include such information as:

- Types of reading material the student selects spontaneously.
- Amount of time spent in independent reading.
- Word recognition strategies used by the student.
- Vocabulary relationships between English words and ASL vocabulary. (McAnally et al., 2007)

Anecdotal records and observations of reading skill are maintained throughout the school year and assist in determining the direction of instruction. These observational assessment tools may include:

- Video and audio records.
- Running records.
- Cumulative product folders.
- Daily notes.
- Paper-and-pencil tests.

A variety of observation checklists are available in professional journals and magazines, in literacy textbooks and [Intervention Central](http://interventioncentral.org) (<http://interventioncentral.org>; Harp, 2006).

Retell Procedures

Retellings are a way of assessing and evaluating students' memories, reactions, and understandings of their reading. Because reading is the construction of meaning resulting from interaction between the text and the reader's background knowledge, retellings are a powerful way to measure a student's comprehension (Harp, 2006). Retellings can be "aided" or "unaided." In an unaided retelling, the teacher asks the reader to retell everything he or she can remember about the text without any assistance.

In an aided retelling, the teacher asks prepared questions that focus on the key points of story structure or grammar (e.g., setting, characters, plot, episodes and theme). The teacher would also ask questions that elicit the reader's responses to the text, such as:

- Have you ever read a similar story?
- Have you ever been in a similar situation?
- Why do you think that _____ did _____?
- How did you feel when _____ happened?
- What more can you tell me about how the story ended?
- How did you feel about the ending? (Harp, 2006, p. 96)

If the selection is expository, the teacher may ask questions about important facts or concepts that the student should remember. The reader should include:

- Main ideas.
- Supporting details.
- Conclusions.
- Use of a logical sequence.

To evaluate the information learned about the reader through retelling, the teacher can use rubrics or checklists which can be found in educational texts and journals as well as in catalogs and bookstores that specialize in teaching materials (Jones & Lenske, 2000; Gillam & Carlile, 1997). French (1999) provides alternative rubric strategies for story retell scoring with learners who are D/HH. View the Intervention Central website linked above for additional suggestions. Teachers may also develop their own rubrics and checklist.

Informal Reading Inventories

Informal reading inventories (IRIs) are popular reading assessments in classrooms with hearing pupils. IRIs are given to individual students and are generally administered by the teacher. They

may be developed by teachers or commercially prepared with explicit scoring criteria (see McAnally et al. (2007) pp. 245-246 for guidelines for developing IRIs).

Most IRIs contain reading passages written in narrative and expository text prepared at sequentially more difficult levels of reading. Students read the passages either silently or orally, answer comprehension questions or retell what they have read in oral, cued and/or signed language. Data obtained from the IRI can be used to determine:

- The reader's comprehension and interpretation of the text.
- The reader's ability to use text-based and reader-based strategies to construct meaning.
- The effects of the reader's word and syntactic knowledge on text comprehension.
- The reader's ability to relate different codes (e.g. ASL, English) and modes of communication (e.g., cued speech, signed English) to print. (McAnally et al., 2007)

Using the information obtained from the IRI may not always be considered valid and reliable.

Summary

A multimethod assessment approach should be used to provide the necessary information regarding all aspects of reading. A multimethod approach may include curriculum-based measures, diagnostic assessments, teacher reports that have been documented by systematic observation, and informal reading inventories. Obtaining and using information provided through a multimethod approach may not yield information that is as accurate and comprehensive as desired, but it may well be the best information that can be obtained with current knowledge and technology. [Minnesota State Language Arts Standards](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=005238&RevisionSelectionMethod=latestReleased&Rendition=primary) (https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=005238&RevisionSelectionMethod=latestReleased&Rendition=primary).

Table B: Literacy Assessments

Formal Reading Inventories						
Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
Test of Early Reading Ability (TERA-D/HH)	PRO-ED	Ages: 3.6-8.6	Knowledge of alphabet and its functions, awareness of print conventions, ability to construct meaning	15-30 minutes, individually administered	N/A	N/A
Test of Early Reading Ability-Fourth Edition (TERA-4)	PRO-ED	Ages: 4.0-8.11	Knowledge of the alphabet and its functions, print conventions, and comprehension.	30 minutes, individually administered	N/A	https://www.proedinc.com/Products/14635/tera4-test-of-early-reading-abilityfourth-edition.aspx
Test of Preschool Early Literacy (TOPEL)	PRO-ED	Ages: 3.0-5.11	Knowledge of print, vocabulary, and phonological awareness	25-30 minutes, individually administered	Representative sample of 842 preschool-aged children	https://www.proedinc.com/Products/12440/topel-test-of-preschool-early-literacy.aspx

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
Test of Reading Comprehension-Fourth Edition (TORC-4)	PRO-ED	Ages: 7.0- 17.11.	Vocabulary, sentence completion, paragraph construction, comprehension, and fluency.	30-45 minutes, individually administered	Representative sample of 1,942 students.	https://www.proedinc.com/Products/12830/torc4-test-of-reading-comprehensionfourth-edition.aspx
Gates-MacGinitie Reading Test-4 (GMRT-4)	Houghton Mifflin Harcourt	Grades: Pre-K through 12	Diagnostic tool for level of reading achievement	N/A	N/A	https://www.hmhco.com/search/shop?term=gmr4
Diagnostic Assessments of Reading-Second Edition (DAR-2)	PRO-ED	Ages: 3- 90+.	Print awareness, phonological awareness, word recognition, word analysis, fluency, comprehension, spelling, and vocabulary.	30-45 minutes, individual or group administration	N/A	https://www.proedinc.com/Products/13175/dar2-diagnostic-assessments-of-readingsecond-edition--classroom-kit-form-a-with-tts.aspx
Woodcock-Johnson IV Tests of Achievement (WJ IV ACH)	Houghton Mifflin Harcourt	Ages: 4+	Reading and written language	Varies. Individually administered.	N/A	https://www.hmhco.com/search/shop?term=woodcock-johnson%20IV&programName=woodcock-johnson+iv

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
Group Reading Assessment and Diagnostic Evaluation (GRADE)	Pearson Assessments	Grades: Pre-K through Adult	Diagnostic test assessing developmental skills.	50-90 minutes, group administration.	N/A	https://www.pearsonassessments.com/learningassessments/products/100000646/group-reading-assessment-and-diagnostic-evaluation-grade-grade.html
Test of Phonological Awareness-Second Edition: PLUS (TOPA-2+)	Torgensen and Bryant. PRO-ED	Ages: 5-8	Isolate phonemes, understand letter sound correspondence.	15-45 minutes	Normed on 2,085 students.	https://www.proedinc.com/Products/11880/test-of-phonological-awarenesssecond-edition-plus-topa2.aspx?bCategory=LRA!PARN

Informal Reading Inventories

Test Name	Author/ Publisher	Age Range	Focus of Test	Time	Notes	Website Link
Qualitative Reading Inventory-6th Edition (QRI-6)	Leslie and Caldwell/ Pearson	Grades: K-12	Fluency, comprehension, and word identification.	Varies. Individually administered.	N/A	https://www.pearson.com/us/higher-education/program/Leslie-Qualitative-Reading-Inventory-6-with-Enhanced-Pearson-e-Text-Access-Card-Package-6th-Edition/PGM337260.html
Basic Reading Inventory-12th Edition (BRI-12)	Johns	Grades: K-12	Fluency, comprehension, and word identification.	Varies. Individually administered.	N/A	N/A
Analytical Reading Inventory: Comprehensive Standards-Based Assessment for All Students Including Gifted and Remedial, 10th Edition (ARI-10)	Woods and Moe/ Pearson	Grades K- 9	Fluency and comprehension	Varies. Individually administered.	N/A	https://www.pearson.com/us/higher-education/program/Woods-Analytical-Reading-Inventory-Comprehensive-Standards-Based-Assessment-for-All-Students-Including-Gifted-and-Remedial-10th-Edition/PGM101922.html

Writing

Test Name	Author/ Publisher	Age Range	Focus of Test	Time	Notes	Website Link
Test of Written language-Fourth Edition (TOWL-4)	Hammill and Larsen / PRO-ED	Ages: 9.0-17.11.	Vocabulary, spelling, punctuation, sentence writing, conventions, and story composition.	60-90 minutes. Individual or group administration	Representative sample of 2,505 individuals	https://www.proedinc.com/Products/12850/towl4-test-of-written-languagefourth-edition.aspx?bCategory=LRA!WS
Woodcock-Johnson IV Tests of Achievement (WJ IV ACH)	Houghton Mifflin Harcourt	N/A	Reading and written language	Varies. Individually administered.	N/A	https://www.hmhco.com/search/shop?term=woodcock-johnson%20IV&programName=woodcock-johnson+iv

Math Assessments

The math curriculum used today includes computational skills and uses specific math vocabulary/language and concepts using real-world situations. Learners who experience difficulties in reading may also experience difficulty in math, since reading is a fundamental skill that underlies success in all academic areas.

The current Minnesota Comprehensive Assessment - III (MCA-III) for math requires cognitive demand focused on type and level of thinking and reasoning required of the learner on a particular item. Levels of cognitive complexity for MCA-III are based on Norman L. Webb's Depth of Knowledge levels.

- **Level 1** (recall) item requires the recall of information, such as a fact, definition, term or simple procedure, as well as performing a simple algorithm or applying a formula. A well-defined and straight algorithmic procedure is considered to be at this level. A Level 1 item specifies the operation or method of solution, and the learner is required to carry it out.
- **Level 2** (skill/concept) item calls for the engagement of some mental processing beyond a habitual response, with the learner required to make some decisions as to how to approach a problem or activity. Interpreting information from a simple graph and requiring reading information from the graph is a Level 2. An item that requires learners to choose the operation or method of solution and then solve the problem is a Level 2. Level 2 items are often similar to examples used in math textbooks.
- **Level 3** (strategic thinking) items require learners to reason, plan or use evidence to solve the problem. In most instances, requiring learners to explain their thinking is a Level 3. A Level 3 item may be solved using routine skills, but the learner is not cued or prompted as to which skills to use.
- **Level 4** (extended thinking) items require complex reasoning, planning, developing and thinking, most likely over an extended period of time. Level 4 items are best assessed in the classroom, where the constraints of standardized testing are not a factor.

Math assessment provides information that allows teachers to establish goals and identify areas in math for focused instruction that will improve math language skills. Accurate assessment of math language development and proficiencies for a learner who is deaf and hard of hearing (D/HH) is critical for making placement, curriculum, program decisions and in determining instructional effectiveness. Educators need to consider several issues when selecting, administering, and interpreting findings of language assessments for learners who are D/HH. The math skills of a learner who is D/HH should be measured by formal and informal assessment tools, including standardized, norm-referenced, or criterion-referenced assessments as well as developmental checklists, skills checklists, and web-based diagnostic

assessments for progress monitoring. [Minnesota State K-12 Mathematics Standards](https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=005247&RevisionSelectionMethod=latestReleased&Rendition=primary)
(https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=005247&RevisionSelectionMethod=latestReleased&Rendition=primary).

Table C: Math Assessments

Formal Assessments						
Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
Woodcock - Johnson IV Tests of Achievement.	(Schrank, McGrew, Mather, & Woodcock; Houghten Mifflin Hardcourt; Riverside publishing 2014)	Grades 1 - 12+	Assesses computation, applied problems, calculations, math fluency - timed, and number matrices.	Varied: timed and untimed	The WJ IV consists of three independent and co-normed batteries that can be used independently or in any combination, depending on an examiner's needs.	https://www.hmhco.com/~media/sites/home/hmh-assessments/clinical/woodcock-johnson/pdf/wjiv/wj_iv_author_newsletter_winter_2014.pdf?la=en

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
Stanford Achievement Test Series (SAT 10)	Pearson Education; New norms available 2018-2019	Online- Grades: 3-12; Paper- Grades: K - 12	Concepts assessed include number sense and operations; patterns, relationships, and algebra; geometry and measurement; and data, statistics, and probability. Questions also evaluate processes in computation and representation; estimation; mathematical connections; and reasoning and problem solving	40 minutes for core; additional 40 minutes for middle/high school.	The Mathematics subtests align with the NAEP and measure concepts and processes based on the National Council of Teachers of Mathematics Principles and Standards for School Mathematics (PSSM) and state standards.	https://www.pearsonassessments.com/learningassessments/products/100000415/stanford-achievement-test-series-tenth-edition.html#tab-details

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
Kaufman Test of Educational Achievement—3	Alan S. Kaufman, Ph.D., Nadeen L. Kaufman, Ph.D. . (Pearson Clinical published in 2014)	Ages: 4.0–25.11	Math Concepts and Applications (age 4 - 25)	15-85 min for ASB Composite	Computation, numerical reasoning, concepts, and applications are assessed. New norms for ages 4:0 through 25:11 and for grades pre-K through 12	https://www.pearsonclinical.com/education/products/100000777/kaufman-test-of-educational-achievement-third-edition-ktea-3.html
Key Math-3 (2007)	Austin J. Connolly, EdD	Grades: K-12	All big idea topic areas are assessed	30-90 minutes	No reading is involved. Has software for scoring, reporting, and gives strategies.	https://www.pearsonclinical.com/education/products/100000649/keymath3-diagnostic-assessment.html#tab-details

Criterion Based Assessments

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
Brigance Diagnostic Comprehensive Inventory of Basic Skills – Revised 2010	Curriculum Associates	Grades: Pre-K through 9	Math skills assessed: Basic computations at grade level; Number and operations; Algebra, Geometry; Measurement, Data analysis; and probability	Varied. Both timed and untimed computation skills	Easy to use, no specialized training; has electronic links to state standards; includes test prep/study skills; on-line data manager.	https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/8856/11552s.pdf

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
Comprehensive Mathematical Abilities Test	(Hresko, Schieve, Herron, Swain, & Sherbenou; pro-ed; 2002)	Grades: 2- 12	Assesses calculations, mathematical reasoning, and practical applications.	40 minutes for core; additional 40 for supplemental for middle and high school students.	The CMAT has six Core Subtests (Addition; Subtraction; Multiplication; Division; Problem Solving; and Charts; Tables and Graphs; and six Supplemental Subtests (algebra; geometry; rational numbers; time; money; and measurement).	https://www.proedinc.com/Products/10405/cmat-comprehensive-mathematical-abilities-test.aspx

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
Test of Early Mathematics Ability-3 (TEMA-3)	(Ginsburg & Baroody; Pro Ed, 2003)	Grades: Pre-K through 3	Assesses counting skills, number facts, communication/literacy, calculation, math concepts.	Individual: 40 minutes	Useful with older children who have learning problems in mathematics. It can be used as a norm-referenced measure or as a diagnostic instrument to determine specific strengths and weaknesses.	https://www.proedinc.com/Products/10880/test-of-early-mathematics-abilitythird-edition-tema3.aspx

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
Test of Mathematical Abilities- 3 (TOMA-3)	Virginia Brown/ Mary E. Cronin/ Diane Bryant / Pro*ed/ (2003)	Grades: 3-12; Ages: 8.0 - 18.11	Assesses math vocabulary, computation, real life problem-solving, and mathematical sense. It can also help measure math attitudes.	Testing Time: 60 to 90 minutes Administration: Group or Individual	All new normative data were collected from a demographically representative sample of the 2011 U.S. school-age population. One supplemental and four core subtest.	http://college.cengage.com/education/salvia/assessment/10e/resources/salvia_test_mathematical_abilities.pdf ; https://www.proedinc.com/Products/14210/toma3-test-of-mathematical-abilities-third-edition.aspx
Web Based - diagnostic Math assessment:		Grades: K-8	Used to align math assessment to state standards; can be used for progress monitoring	adaptive placement test	N/A	N/A

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
Accelerated Math	Renaissance Learning product	Grades: K - 8	Aligns with most state standards and includes all big ideas, presented in the goal section; provides detailed report with instructional suggestions	Adaptive	Most beneficial for grades 2-5	https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_accelmath_091410.pdf
MobyMax	MobyMax	Grades: K-8	Web-based, gives individual diagnostic assessment and practice	On average comprehensive placement test takes an hour.	Intervention/practice	https://www.mobymax.com/curriculum/math
Star Math	Renaissance Learning product	Grades: K-12	Gives performance overview in 15 minutes, computerized, analyzes student data; has reliability and validity information.	Less than 20 minutes	Intervention/practice	https://study.com/academy/popular/what-is-the-star-math-assessment.html

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
Study Island	Edmentum	Grades: K-8; 6th-12	Web-based, research-based; correlates with state standards; gives individual diagnostic assessment and interactive instruction with corrective feedback.	Adaptive	Less than 30 minutes of intervention and practice per week.	https://www.edsurge.com/product-reviews/study-island

Communication and Language Assessments

Language assessment provides information that allows teachers to establish goals and identify areas in language for focused instruction that will improve the communication process and literacy skills. Accurate assessment of language development and proficiencies for and learner who is D/HH is critical for making placement, curriculum, program decisions and in determining instructional effectiveness. Educators need to consider several issues when selecting, administering, and interpreting findings of language assessments for learners who are D/HH.

Approaches to Language Assessment

The language skills of a learner who is D/HH should be measured by formal and informal assessment tools, including standardized, norm-referenced, or criterion-referenced assessments, observation-based developmental checklists, skills checklists, and criterion-referenced scales. A learner who is D/HH's use of language for interaction with teachers and peers should also be included.

- Receptive language.
- Expressive language.
- Forms of language (e.g., English, ASL).

Cued Language, signed exact English, and visual phonics are not considered forms of language; rather, they are modes of communicating the phonemes or grammar of a standard language for (e.g., English, Hmong, ASL).

Language Sampling

Informal assessment of spontaneous expressive spoken, signed, or written language can be used to determine a student's use of semantic relationships, and pragmatic use of language (Mercer & Mercer, 2001). Spontaneous spoken or written language samples may be used to identify the student's proficiency in the use of standard English grammar, semantics and pragmatic use of language. As with all language assessments, information gathered through language samples should be used in combination with other assessment data to develop the goals and objectives for language practice and to determine student progress (Rose et al., 2004, p. 201).

Language samples may be obtained from written products incorporated in a portfolio or through direct observations of students in communicative environments. The absence of a language skill may not necessarily mean that the child has not mastered that skill; it may be that the child did not have the opportunity during the time of the observation or within the

writing context to demonstrate it. McLean and Snyder-McLean (1978) listed the following procedures for obtaining a language sample:

- Use toys, objects, situational pictures or activities with which the student is familiar in an informal setting in which the student interacts with a familiar adult or peer.
- Videotape the student's interactions, obtaining a sample of 50 to 100 utterances.
- Maintain informal conversational interactions.

Written language samples may be analyzed using criterion-referenced checklists, Curriculum Based Measures (CBM), trait analysis scales or rubrics.

The information obtained from a language sample:

- May be used to identify the learner's specific syntactic, semantic and pragmatic strengths.
- Should not be used to assess English lexical or syntactic skills if:
 - The language sample is transcribed from one modality to another, such as signs to written forms of English.
 - The language sample is transcribed from one language to a second language, such as from American Sign Language to English because the transitions between modalities or language forms are not uniformly equivalent (Rose et al., 2004, p. 201).

Language samples may be analyzed both qualitatively and quantitatively. Evaluation checklists such as rubrics and grammatical features can provide a general guideline for instructional planning (Rose, et. al., (2004) list other qualitative indicators of language competencies, which include:

- *Type-Token Ratio (TTR)* is a measure or ratio of the number of different words compared to the total number of words used.
- *Mean Sentence Length (MSL)* is the mean number of words used per sentence.
- *T-Unit Length (T Units)* is a measure or mean of the number of words per thought unit, that is, a complete phrase or simple statement.
- *Correct Word Sequence (CWS)* is a measure of two adjacent, correctly spelled words syntactically and semantically acceptable to a native speaker of English.

Language-Based Portfolio Assessment

A portfolio is a collection of representative, ongoing and changing samples of student work and may include products from more than one academic area that demonstrates a student's highest level of performance (Paulson, Paulson, & Meyer, 1991). The student is actively involved with the teacher in determining the contents of the portfolio, assessing performance, and determining needs and goals. Developing and maintaining a portfolio is an exercise in developing an organized collection of work but, more importantly, it is a process in learning.

Each product included in the portfolio represents learning experiences and goals determined by the student, sometimes in collaboration with the teacher and/or peers.

Language portfolios may include a variety of products, including:

- Written compositions.
- Videos/CDs of storytelling and retelling.
- Letters.
- Student-produced newsletters.
- Classroom tests and checklists.
- Teacher-student conference notes.
- Interactive computer-peer conferencing notes.
- Progress monitoring data.

The learner's role in the portfolio assessment process includes working with the teacher and/or peers to:

- Review over time to determine the products which best demonstrate achievements.
- Determine criteria to use in identifying progress.
- Identify and discuss the progress made.
- Determine future performance goals.

The teacher's role in the portfolio assessment process is to:

- Observe and guide the student in the self-evaluation process.
- Develop the student's ability to determine his or her own goals for language use.
- Use the information learned about the student in the portfolio assessment process to select and develop instructional strategies in keeping with the student's strengths, interests, and needs. (Mercer & Mercer, 2001)

Documenting progress will depend largely on the types of information included in the portfolio. The teacher and student may choose to use a progress monitoring procedure (e.g., CBM, rubrics, criterion referenced checklists) to document the student's progress toward achieving IEP language goals and benchmarks of progress. Most importantly, documented progress should be evidence-based, that is, objective, reliable and valid. Outside reviewers may also be included in the evaluation process and may include the student's parents, selected IEP team members or a mentor selected by the student (Rose et al., 2004).

Systematic Observations

The primary focus of these observations is on the “interactions between the individual and the physical, social, and psychological environments” (Thurman & Widerstrom, 1990, p. 191). Two formal protocols that accommodate oral-auditory, sign communication, and provide a rubric for behavioral observations and parent reports are The SKI-HI Language Development Scale (2004) and the adaptation of The MacArthur Communicative Development Inventory (Fenson et al., 1994; see Anderson & Reilly (2002) for ASL normative data).

Summary

Language is complex and encompasses many different aspects which all must be described to determine a student’s language skills and proficiency. No one test can provide all the information needed to accomplish this task. A multi-method approach should be used to obtain as much information as possible regarding the different aspects of a student’s language for educators to determine appropriate programming and instructional strategies.

Resources

When developing IEPs teams who should consider the student’s language and communication needs. Reference the [Language and Communication Based IEP Discussion Guide](https://mn.gov/deaf-commission/advocacy-issues/education/iep-discussion-guide/) (https://mn.gov/deaf-commission/advocacy-issues/education/iep-discussion-guide/) to create IEPs and Evaluation Reports that focus on the communication needs of all students who are D/HH.

Use the [Placement and Readiness Checklist \(PARC\)](https://www.handsandvoices.org/pdf/PARC_2011_ReadinessChecklists.pdf) (https://www.handsandvoices.org/pdf/PARC_2011_ReadinessChecklists.pdf) to assist in determining if an interpreter may be needed for a student.

Teams may choose to use the [Student Need for an Interpreter – a Guided IEP Team Discussion Document](https://dpi.wi.gov/sites/default/files/imce/sped/doc/hi-ei-need.doc) (https://dpi.wi.gov/sites/default/files/imce/sped/doc/hi-ei-need.doc) to assist with decision making about an interpreter.

To ensure that learners who are [D/HH and use ASL acquire language, Gallaudet has created K-12 ASL Content Standards](https://www.gallaudet.edu/Documents/ASL-Standards/K-12-ASL-Content-Standard.pdf) (https://www.gallaudet.edu/Documents/ASL-Standards/K-12-ASL-Content-Standard.pdf).

Table D: Communication and Language Assessments

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Website Link
American Sign Language Proficiency Interview (ASL-PI)	Gallaudet University, 2008	Ages: 16 - adult	The American Sign Language Proficiency Interview (ASLPI) is a holistic language evaluation used to determine global ASL proficiency.	20-25 minute interview	https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi
American Sign Language Receptive Skills Test (ASL RST)	Northern Signs Research, 2013	Ages: 3 - 13	It measures children's receptive knowledge of ASL in eight grammatical categories, including number/distribution, negation, noun/verb distinction, spatial verbs (location and movement), size/shape specifiers, handling classifiers, role shift, and conditionals.	15 minutes	http://www.northern-signsresearch.com/shop.php
Boehm Test of Basic Concepts-Preschool (Boehm P-3)	Pearson Clinical, 2001	Ages: 3 – 5.11	This test helps you identify children who lack understanding of basic relational concepts so that you can provide intervention sooner, increasing their chance of success in school.	20-30 minutes	https://www.pearsonclinical.com/childhood/products/100000161/boehm3-preschool.html#tab-details

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Website Link
Boehm-3 Test of Basic Concepts	Pearson Clinical, 2001	Grades: K- 2	Evaluate basic concepts essential for school success	30-35 minutes	https://www.pearsonclinical.com/language/products/100000188/boehm-test-of-basic-concepts-third-edition-boehm-3.html
Bracken Basic Concept Scale Expressive (BBSC:E)	Pearson Clinical, 2006	Ages: 3- 6.11	Evaluate the acquisition of basic concepts of a child expressively, to determine the cognitive and language development for childhood academic achievement.	School Readiness Composite (SRC): 10-15 minutes. Expressive test total: 20-25 minutes.	https://www.pearsonclinical.com/childhood/products/100000488/bracken-basic-concept-scale-expressive-bbcs-e.html
Bracken Basic Concept Scale Receptive (BBCS-3:R)	Pearson Clinical, 2006	Ages: 3- 6.11	Evaluate the acquisition of basic concepts of a child, which is strongly related to cognitive and language development as well as early childhood academic achievement.	School Readiness Composite (SRC): 10-15 minutes. Receptive test total: 30-40 minutes.	https://www.pearsonclinical.com/childhood/products/100000225/bracken-basic-concept-scale--third-edition-receptive-bbcs-3r.html

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Website Link
Carolina Picture Vocabulary Test (CPVT)	Pro-Ed, 1985.	Ages: 4- 6.11	Intended to measure the receptive sign vocabulary in individuals where manual signing is the primary mode of communication.	N/A	N/A
Clinical Evaluation of Language Fundamentals (CELF-5)	Pearson Clinical, 2013	Ages: 5- 21.11	A comprehensive battery of tests that provides you with a streamlined, flexible approach to language assessment (expressive and receptive)	30–45 minutes for the Core Language Score. Total assessment: variable	https://www.pearsonclinical.com/language/products/100000705/clinical-evaluation-of-language-fundamentals-fifth-edition-celf-5.html#tab-details
Comprehensive Assessment of Spoken Language (CASL)	Pearson Clinical, 2016	Ages: 3- 21	Fifteen tests measure language processing skills—comprehension, expression, and retrieval—in four language structure categories: Lexical/Semantic, Syntactic, Supralinguistic, and Pragmatic.	30 to 45 minutes for the core battery	https://www.pearsonclinical.com/language/products/100000605/comprehensive-assessment-of-spoken-language-casl.html

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Website Link
Comprehensive Receptive and Expressive Vocabulary (CREVT-3)	Pro-Ed, 2013	Ages: 5- 89	It is a norm-referenced assessment tool used to identify, describe, and quantify oral vocabulary proficiency in children and adults.	20-30 minutes	https://www.proedinc.com/Products/13760/crevt3-comprehensive-receptive-and-expressive-vocabulary-testthird-edition.aspx
Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS)	Sunshine Cottage	Ages: Infants-8 years	Five separate criterion-referenced scales based on normal child development and developed for use with children with hearing loss.	N/A	https://www.scedproducts.com/?product/page/3233/CASLLS+Complete+-+%24220
Elementary Language Processing Test (LPT-3)	Linguistics, 2005	Ages: 5-11	To diagnose language processing disorders in underachieving children. The test evaluates the ability to attach increasingly more meaning to information received to then formulate an expressive response.	35 minutes	https://www.proedinc.com/Products/34050/lpt3e-language-processing-test-3-elementary.asp

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Website Link
Expressive One Word Picture Vocabulary Test (EOWPVT-4)	Pro-Ed, 2005	Ages: 2- 80	To assess expressive language skills.	20 minutes	https://www.proeduc.com/Products/13692/eowpvt4-expressive-oneword-picture-vocabulary-testfourth-edition.aspx
Kendall Conversational Proficiency Levels (P-Levels)	Gallaudet University, 2010	Ages: Infants through adolescents	To assess communicative competence of students. P-Level ratings can be used to plan for intervention and instruction, as well as to monitor student progress.	Varies	https://texasdeafed.org/uploads/files/general-files/Clerc_Center_Student_Language_and_Communication_Profile_Summary.pdf
MacArthur-Bates Communicative Development Inventory	MacArthur-Bates	Ages: 8 months - 37 months	Parent report instruments which capture important information about children's developing abilities in early language, including vocabulary comprehension, production, gestures, and grammar.	Varies	N/A

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Website Link
Oral and Written Language Scales (OWLS II)	Pearson Clinical, 2011	Ages: 3 – 21.11	Identify and remediate oral and written language problems.	LC: 10–20 minutes; OE: 10–30 minutes; RC: 10–30 minutes; WE: 15–30 minutes	https://www.pearsonclinical.com/products/100000293/owls-ii-lcoe-and-rcweoral-and-written-language-scales-second-edition-owls-ii.html
Peabody Picture Vocabulary Test (PPVT-4)	Pearson Clinical, 2007	Ages: 2.6 - 90	A measure of receptive vocabulary for Standard American English.	10-15 minutes	https://www.pearsonclinical.com/language/products/100000501/peabody-picture-vocabulary-test-fourth-edition-ppv-4.html
Preschool Language Scale (PLS-4)	Pearson Clinical, 2002	Ages: Infants – 6.11	An interactive assessment of developmental language skills.	20-45 minutes	https://www.pearsonclinical.com/language/products/100000455/preschool-language-scale-fourth-edition-pls-4.html

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Website Link
Receptive One Word Picture Vocabulary Test (ROWPVT-4)	Pearson, Clinical, English 2010; Spanish-Bilingual 2012	Ages: 2 - 80	Co-normed tests help you make accurate comparisons of a child's receptive and expressive vocabulary skills.	15-25 minutes	https://www.pearsonclinical.com/language/products/100000338/expressive-and-receptive-one-word-picture-vocabulary-tests-fourth-edition-rowpvt-4-eowpvt-4.html
Rossetti Infant-Toddler Language Scale	Linguistics, 2006	Ages: Infants - 5	An assessment designed to provide the clinician with a comprehensive, easy-to-administer, and relevant tool to assess the preverbal and verbal aspects of communication and interaction in the young child.	Varies	https://www.proedinc.com/Products/34110/the-rossetti-infanttoddler-language-scale.aspx
SKI-HI Language Development Scale	Hope Inc., 2005	Ages: Infants - 5	A parent observation scale listing the receptive and expressive language skills of children who are deaf or hard of hearing.	Varies	https://hopepubl.com/proddetail.php?prod=401

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Website Link
Structured Photographic Expressive Language III (SPELT-3)	Pro-Ed, 2005	Ages 4-9	An assessment of morphology and syntax (morphosyntax) skills in children.	15-25 minutes	https://www.proeduc.com/Products/12243/structured-photographic-expressive-language-testthird-edition-spelt3.aspx
Test for Auditory Comprehension of Language (TACL-4)	Pro-Ed, 2014	Ages: 3-12	Measures a child's receptive spoken vocabulary, grammar, and syntax.	20-30 minutes	https://www.proeduc.com/Products/12700/tacl4-test-for-auditory-comprehension-of-languagefourth-edition.aspx
Test of Early Language Development (TELD-4)	Pro-Ed, 2018	Ages: 3.0- 7.11	Receptive Language and Expressive Language subtest index scores, as well as a Spoken Language index score.	15-45 minutes	https://www.proeduc.com/Products/14645/teld4-test-of-early-language-developmentfourth-edition.aspx

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Website Link
Test of Language Development-Intermediate (TOLD-I:4)	Pro-Ed, 2008	Ages: 8 -17. 11	Six subtests that measure semantics (i.e., meaning and thought) or grammar (i.e., syntax and morphology) skills.	30-60 minutes	https://www.proeduc.com/Products/12775/toldi4-test-of-language-development-intermediatefourth-edition.aspx
Test of Language Development-Primary (TOLD-P:4)	Pro-Ed, 2006	Ages: 4 – 8.11	Nine subtests which measure various aspects of oral language.	30-60 minutes	https://www.proeduc.com/Products/12780/toldp4-test-of-language-developmentprimary-fourth-edition.aspx
Test of Semantic Skills Intermediate (TOSS-I)	Linguistics, 2004	Ages: 9 - 13.11	Used to diagnose deficits in receptive and expressive semantic skills.	25-30 minutes	https://www.superduperinc.com/products/view.aspx?pid=LST4150#.XB1Bs89Kj-Y
Test of Semantic Skills Primary (TOSS-P)	Linguistics, 2002	Ages: 4 - 8.11	A receptive and expressive diagnostic test designed to assess a student's semantic skills.	25-30 minutes	https://www.superduperinc.com/products/view.aspx?pid=LST4160&s=toss-p-complete-kit&lid=41E46A95#.XB1B689Kj-Y

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Website Link
Test of Written Language (TOWL-4)	Pearson Clinical, 2009	Ages: 9 – 17.11	A norm-referenced, comprehensive diagnostic test of written expression.	60-90 minutes	https://www.pearsonclinical.com/language/products/100000083/test-of-written-language-fourth-edition-towl-4.html
Visual Communication Sign Language (VCSL) Checklist	Gallaudet University, 2012	Ages: Infants - 5	A standardized comprehensive checklist used to assist in tracking young children's sign language development	Varies	http://vl2.gallaudet.edu/resources/vcsl/
Wiig Assessment of Basic Concepts (WABC)	Pro-Ed, 2004	Ages: 2.6 - 7.11	A unique, norm-referenced assessment that evaluates a child's understanding and use of basic concepts.	15-20 minutes per test	https://www.superduperinc.com/products/view.aspx?stid=349&s=wabc-complete-kit#.W0QUsVMvz-Y
Word Test 2- Adolescent	Linguistics, 2005	Ages: 12 - 17	Identifies the semantic weaknesses that hinder academic, social, and vocational success.	30 minutes	https://www.proedinc.com/Products/34170/the-word-test-2adolescent.aspx

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Website Link
Word Test 3- Elementary	Linguistics, 2014	Ages 6 - 11	Assesses a student's ability to recognize and express semantic attributes critical to vocabulary growth and language competency.	30 minutes	https://www.proedinc.com/Products/34250/the-word-test-3elementary.aspx

Informal Assessments

Informal assessments are important due to the difficulties encountered in traditional formal testing, and the limited set of technically adequate formal assessment tools appropriate for use with learners who are D/HH.

The Role of Informal Assessments

The role of informal assessments is to:

- Analyze how the learner is accessing instruction within the classroom environment.
- Confirm or dispute information obtained from formal assessment procedures.
- Collect data not addressed or available through formal assessments.
- Determine student's functional skills relative in familiar and unfamiliar environments.

Informal assessment process may include:

- Data collection from Curriculum-Based Assessments:
 - Student performance on curriculum-based tasks (tests, assignments, work samples from the classroom).
- Systematic observations.
- Parent interviews.
- Teacher interviews.
- Student interviews.

Curriculum-Based Assessment (CBA)

What are Curriculum-Based Assessments?

Curriculum-based assessments (CBA) are any procedures that directly assess student performance within the course content (Tucker, 1985, p. 200). The purpose is to evaluate a student's skills on task-specific items or criterion-referenced performance measures within a particular curriculum.

Why analyze Curriculum-Based Assessments (CBA)?

Curriculum-based assessments measure the student's learning as it relates to the requirements of a curriculum and are the most commonly used methods for assessment of content knowledge in the classroom. CBA is also used as a way to analyze how the learner's hearing loss is affecting access to instruction within the learner's classroom environment. If a learner is not doing well on curriculum-based assessments within the classroom, a systematic observation should be done to determine if the effects of the classroom environment, learner behavior,

level of instructional language, and/or learner's hearing loss is influencing the learner's access to instruction.

Systematic Observations

What is systematic observation?

Systematic observation may occur in a variety of settings. Typically, the student is observed in the classroom or in school-based social settings. Systematic observations require the teacher of learners who are D/HH to observe behaviors relative to the learner's functioning. The data collected quantifies functional behaviors through frequency counts, rate of occurrence, duration, etc., in an objective, data-specific format.

Data obtained through systematic classroom observations conducted by a teacher of learners who are D/HH is one of the eligibility components in the Minnesota Criterion for Deaf and Hard of Hearing (Minnesota Rule, Section 3.3.6). Section C (1) states: "The pupil's hearing loss affects the use or understanding of spoken English as documented by one [or both] of the following: (1) Under the pupil's typical classroom conditions, the pupil's classroom interaction is limited as measured by systematic observation of communication behaviors" (see Appendix C for example observation forms).

Why are systematic observations conducted?

- Objective data resulting from a systematic observation may be gathered to assist the student's team with educational planning when no other tools are appropriate, available or judged to be valid or reliable.
- Objective observational data may be used in selected Present Level of Educational Performance (PLEP) statements of the IEP. The PLEP requires the student's educational team to address the student's progress in the general education curriculum.

When are systematic observations conducted?

- For initial evaluations and three-year reevaluations.
- To determine how much/to what degree a student is participating in a general education setting.
- To determine IEP accommodations (e.g., electronic note-taking, a paraprofessional).
- To observe specific academic or social behaviors in response to parent or team member concerns.
- To describe student's functional use of school-based amplification system (in concert with the educational audiologist).

Planning a Systematic Observation

Who should observe the D/HH student and record the data?

Best practices recommend that the teacher of learners who are D/HH observe, record and interpret the data gathered from a classroom observation. The teacher of learners who are D/HH is prepared to observe the student who is D/HH through the “lens” of how the student’s language-related issues might be contributing to the student’s progress and can report and interpret the data relative to the educational needs of the student.

When should the student be observed?

The student should be observed during a lesson when both the teacher/s and the students will be contributing to the lesson. Choose a subject that is “language rich” and provides opportunities for the teacher of learners who are D/HH to observe how the student’s hearing loss is impacting his/her learning. Typically, subjects such as reading, social studies, science, health, language arts or a morning meeting time provide good systematic observations. Observe for the entire lesson.

How is the observation conducted?

The teacher of learners who are D/HH determines, based on the purpose of the observation and the type of data required, the specific behaviors that need to be observed. The behavior of the student is recorded using charting or tally procedures or narrative forms (See Appendix B).

What method of data collection is most appropriate for use with learners who are D/HH?

No one method is best; the purpose of the observation will determine the method. Determining the approach or method will depend on the areas of concern and the context in which they occur.

How many systematic observations should be completed?

The frequency is determined based on the purpose and the behavior being observed. The number and frequency of observations is dependent on several factors, such as the degree and level of concern, and how the observational data will be used to adjust or modify instructional strategies.

How will the data resulting from the systematic observations be used?

The observational data must be evaluated by the student’s IEP team regarding the validity, reliability and relevance of the data as it relates to the student’s learning. Data resulting from the systematic observations, in conjunction with formal and informal data, can assist the

student's IEP team in developing the educational needs and accommodations that are correlated with classroom functioning (See Appendix C).

Questions to consider when completing a systematic observation:

Participation in Classroom:

1. Does the learner participate in class activities at a rate similar to peers?
2. Does the learner use strategies to facilitate access and participation?
3. Does the learner respond to directions given by the teacher?
4. Does the learner contribute relevant comments during a discussion?
5. Does the learner respond to information or comments offered by peers?

Self-Advocacy:

1. How is the learner advocating for their needs?
2. What strategies or accommodations does the learner use to seek assistance?
3. What strategies does the learner use to request clarification?
4. How does the learner advocate for their amplification needs?

Access/Setting:

1. Does the teacher ensure that the learner can see and hear optimally?
2. Does the teacher repeat or rephrase information?
3. Does the teacher check for the learner's understanding?
4. Is the learner using the recommended amplification system?
5. Is the amplification used appropriately during independent work, group work, and/or class discussions?
6. Is the noise level of the classroom within functional listening levels for the learner (tip: use informal sound-level meter)?
7. Are visuals and accessible educational technology used in the classroom?

Communication:

1. What is the learner's communication mode?
2. Is the learner's communication mode their language of instruction?
3. Does the learner communicate directly with the teacher?
4. Does the teacher communicate directly with the student?
5. Does the learner have direct communication opportunities with peers?
6. Does the learner engage in appropriate social conversations?
7. Does the learner use alternative strategies when peers don't understand communication?
8. Do the learner's peers use alternative strategies to communicate with the learner?

Parent Interviews

IDEA requires that parent input be obtained as part of the initial evaluation and three-year reevaluation process. The assessment team determines which member of the team will interview the parent(s). Structured interviews, behavioral checklists and rating scales may be used. During the interview, the assessment team member must solicit information about issues or behaviors relevant to the reason for the referral, or situations in which the behaviors occur and the impact on the student's academic and social profile.

The teacher of learners who are D/HH is frequently asked to interview the parents. In this case, the teacher may collaborate with other members of the team, (e.g., school nurse, speech therapist, general education teacher) to develop interview questions.

Teacher Interviews

Perspectives from the student's teachers and support staff (e.g., educational interpreter, speech pathologist) are considered an important component of the assessment process. The teacher of learners who are D/HH may design interview questions that are specific to the student. Commercial teacher interviews, developed for learners who are D/HH can be used, such as those which can be found in the table below.

Student Interviews

Perspectives from the student regarding impressions through a structured interview or checklist are considered an important component of the assessment process. Interview techniques may include information about how the student views hearing loss, successes and challenges in the school environment, friendships, and opportunities for socialization. Student use of assistive technology at school and home, as well as the student's impression of individual strengths and challenges are also informative, as well.

When using an interview format with a student who is D/HH, the interviewer must attend to the student's expressive and receptive language skills, the interview's ability to meet the student's communication needs, and how these language and communication factors may influence the self-reporting procedure.

Table E: Informal Assessments

<i>Informal Assessments</i>					
Test Name	Author/ Publisher	Focus of Test/Interview	Time	Notes	Website Link
Systematic Observation Techniques	Sherry Landrud	Classroom Observations	30-45 minutes	See Appendix C	N/A
<u>Comprehensive Assessment of Spoken Language, 2nd Edition (CASL-2)</u>	Elizabeth Carrow-Woolfolk: 2017	Measures oral language processing skills of comprehension and expression across four categories: Lexical/Semantic, Syntactic, Supralinguistic, and Pragmatic.	45-60 minutes, ages 3 years - 21 years	nationally normed, students with hearing loss included	https://www.pearsonclinical.com/language/products/100001922/comprehensive-assessment-of-spoken-language-second-edition-casl-2.html#tab-details
<u>Functional Listening Evaluation</u>	C.D. Johnson and P. Von Almen: 1993	To determine how listening abilities are affected by noise, distance, and visual input in an individual's natural listening environment.	20-30 minutes	N/A	https://successforkidswithhearingloss.com/product/fle-recorded-functional-listening-evaluation-using-sentences/

Test Name	Author/ Publisher	Focus of Test/Interview	Time	Notes	Website Link
Placement and Readiness Checklist (PARC): General Education Inclusion Readiness Checklist	Adapted from M.E. Nevins and P. Chute (1996).	An observation of the student's skills using this scale which represents some of the basic critical skills and behaviors that contribute to successful participation and inclusion.	15 minutes	Teacher completes	https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/PARC-General-Inclusion-Checklist.pdf
Minnesota Compensatory Skills Checklist	Created by the Minnesota Department of Education	A checklist that contains skills that students should develop in Understanding Hearing Loss, Amplification Management, Intrapersonal/Interpersonal Skills, Self-Advocacy/Self-Determination, Resources and Technology, and Interpreter/Transliterator/Captioning Use.	20 minutes	Teacher/student interview together	https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=004329&RevisionSelectionMethod=latestReleased&Rendition=primary

Test Name	Author/ Publisher	Focus of Test/Interview	Time	Notes	Website Link
Audiology Self-Advocacy Checklist Elementary School (ASAC-ES)	Adapted by Cheryl DeConde Johnson & Carrie Spangler, 9.2013, from Self-Advocacy Competency Guide in Guide to Access Planning by Phonak US	Checklist that contains skills that students should develop regarding their own hearing status.	10 minutes	Teacher/student interview together	https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/Audiology-Self-Advocacy-Checklist-Elem-ASAC-E-2-4-15.pdf
Audiology Self-Advocacy Checklist Middle School (ASAC-MS)	Adapted by Cheryl DeConde Johnson & Carrie Spangler, 9.2013, from Self-Advocacy Competency Guide in Guide to Access Planning by Phonak US	Checklist that contains skills that students should develop regarding their own hearing status.	10 minutes	Teacher/student interview together	https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/Audiology-Self-Advocacy-Checklist-MS-ASAC-MS-2-4-15.pdf

Test Name	Author/ Publisher	Focus of Test/Interview	Time	Notes	Website Link
Audiology Self-Advocacy Checklist High School (ASAC-HS)	Adapted by Cheryl DeConde Johnson & Carrie Spangler, 9.2013, from Self-Advocacy Competency Guide in Guide to Access Planning by Phonak US	Checklist that contains skills that students should develop regarding their own hearing status.	10 minutes	Teacher/student interview together	https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/Audiology-Self-Advocacy-Checklist-HS-ASAC-HS-2-4-15.pdf
<i>Parent Interviews</i>					
Test Name	Author/ Publisher	Focus of Test/Interview	Time	Notes	Website Link
Significant Other Assessment of Communication - Adolescent (SOAC-A)	Judy Elkayam, Au.D. and Kris English, Ph.D.: 2011 Modified from Schow and Nerbonne: 1982	A questionnaire for parents of students with hearing loss to assist in identifying problems that the hearing loss may be causing.	15 minutes	N/A	https://successforkidswithhearingloss.com/wp-content/uploads/2017/09/FINAL_SOAC-A_2011.pdf

Teacher Interview					
Test Name	Author/ Publisher	Focus of Test/Interview	Time	Notes	Website Link
Access to Curriculum Inventory (ATCI)	Jane Dorn, Sherry Landrud, and Diane Joseph	Teacher interview about how the student accesses and functions in the classroom environment.	15 minutes	N/A	https://successforkidswithhearingloss.com/product/documenting-skills-for-success-data-gathering-resources/
Placement and Readiness Checklist (PARC): General Education Inclusion Readiness Checklist	Adapted from M.E. Nevins and P. Chute (1996).	An observation of the student's skills using this scale which represents some of the basic critical skills and behaviors that contribute to successful participation and inclusion .	15 minutes	N/A	https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/PARC-General-Inclusion-Checklist.pdf
Preschool Screening Instrument for Targeting Educational Risk (SIFTER)	Karen Anderson, Ph.D.: 2004	An observation of the student's skills using this scale which represents some of the basic skills present to access instruction within the classroom.	10 minutes	N/A	https://successforkidswithhearingloss.com/product/documenting-skills-for-success-data-gathering-resources/

Test Name	Author/ Publisher	Focus of Test/Interview	Time	Notes	Website Link
Elementary Screening Instrument for Targeting Educational Risk (SIFTER)	Karen Anderson, Ph.D.	An observation of the student's skills using this scale which represents some of the basic skills present to access instruction within the classroom.	10 minutes	N/A	https://successforkidswithhearingloss.com/product/documenting-skills-for-success-data-gathering-resources/
Secondary Screening Instrument for Targeting Educational Risk (SIFTER)	Karen Anderson, Ph.D.	An observation of the student's skills using this scale which represents some of the basic skills present to access instruction within the classroom.	10 minutes	N/A	https://successforkidswithhearingloss.com/product/documenting-skills-for-success-data-gathering-resources/
<i>Student Interview</i>					
Test Name	Author/ Publisher	Focus of Test/Interview	Time	Notes	Website Link
Access to Curriculum Inventory (ATCI)	Jane Dorn, Sherry Landrud, and Diane Joseph	Student interview about how the student accesses and functions in the classroom environment.	15 minutes	Teacher/student interview together	https://successforkidswithhearingloss.com/product/documenting-skills-for-success-data-gathering-resources/

Test Name	Author/ Publisher	Focus of Test/Interview	Time	Notes	Website Link
Informal Assessment of Fatigue and Learning	Adapted by Karen Anderson, Ph.D.: 2014 from Fukuda, S., et al, 2010	Student self-report about fatigue and learning.	10 minutes	N/A	https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/Fatigue-and-Learning-Scale1.pdf
Self-Assessment of Communication - Adolescent (SAC-A)	Judy Elkayam, Au.D. and Kris English, Ph.D.	Student self-report about problems relating to hearing loss.	10 minutes	N/A	https://successforkidswithhearingloss.com/wp-content/uploads/2017/09/FINAL_SAC-A_2011.pdf
Informal Inventory of Independence and Self-Advocacy Skills for Deaf/Hard of Hearing Students	George Clark and Laura Scheele	A collaboration among student, parent and education team members to plan educational services and determine appropriate goals.	10 minutes	N/A	https://successforkidswithhearingloss.com/wp-content/uploads/2011/12/Informal-Inventory-of-Independence-and-Self-Advocacy-Skills-for-Deaf-Hard-of-Hearing-Students.pdf

Social/Emotional Assessments

Reasons to Assess

Social/emotional/behavioral assessment should be considered as part of the evaluation process due to potential limitations to language and social experiences imposed by hearing loss (Greenberg & Kusche, 1989). An evaluation should be considered when the learner exhibits social or emotional behaviors of concern that interfere with learning and prior interventions have not resulted in improved behavior (Goffman, 2007).

Types of Social Emotional Assessments

There are a variety of methods to assess the social/emotional competencies of learners who are D/HH. Each method yields information about different aspects of learner behavior. For example, a functional behavior assessment is designed to understand the function of the learner's undesirable behavior and yields a positive behavior support plan, whereas a behavior rating scale is designed to identify the learner's strengths and weakness and delays in social skill development. More than one method is typically used during a student evaluation.

- Structured interviews.
- Rating scales.
- Behavioral observations.
- Functional Behavioral Assessment (FBA).

Things to Consider

- A multi-method assessment approach that includes systematic observation of the targeted behavior(s), interviews with relevant informants using a structured interview procedure, behavioral checklists or rating scales, and norm-referenced tests, when appropriate.
- Personality tests tend to be poor indicators when used with learners who are D/HH and are not recommended.
- Assess student behavior across settings to provide valuable comparative data important for program planning.
- Identify environmental variables or conditions that may impact behavior (e.g., background noise, visual distractions, light source).
- Interpersonal communication between the learner and significant others at home and school.
- Barriers to accessing social information that are often conveyed through the auditory channel or through a combination of speech and body language.
- Cultural differences and expectations for learners.

Challenges Assessing Learners who are D/HH

Professionals evaluating the learner who is D/HH must be sufficiently knowledgeable in the field of hearing loss. Interpersonal communication skills are a necessary part of the data-collection process as the examiner must be able to communicate well with all relevant information providers.

Modification of test items may be needed to accommodate the learner's sensory needs and reading level. Inappropriate items (e.g., items that reference phone calls) should be deleted or modified to include use of adaptive technology (e.g. videophones, FaceTime, or text messaging) and these modifications must be addressed within the body of the report, including their impact on test result interpretation.

Table F: Social/Emotional Assessments

Test Name	Author/ Publisher/Year	Age Range	Focus of Test	Time	Notes	Website Link
Behavioral Assessment Scales for Children (BASC)-3	Reynolds & Kamphaus, 2015	Ages: 2 – 21.11	Access the behaviors and emotions of children and adolescents.	10-30 minutes	N/A	https://www.pearsonclinical.com/education/landing/basc-3.html
Behavior Rating Inventory of Executive Functioning (BRIEF)-2	Giola, Isquith, Guy, & Kenworthy, 2015 / Psychological Assessment Resources, Inc. (PAR, Inc.)	Ages: 5 - 18	Assesses executive functioning and self-regulation in children and teens.	5 -10 minutes	N/A	http://www4.parinc.com/WebUploads/samplerpts/BRIEF2%20Fact%20Sheet.pdf
Children’s Depression Inventory 2 (CDI-2)	Kovacs, 2010 / Pearson Education	Ages: 7 - 17	A self-report test that helps assess cognitive, affective and behavioral signs of depression in children and adolescents.	15-20 minutes	Normative data includes children with Major Depressive Disorder, Attention-Deficit/Hyperactive Disorder, Conduct Disorder, Generalized Anxiety Disorder, and Oppositional Defiant Disorder.	https://www.pearsonclinical.com/psychology/products/100000636/childrens-depression-inventory-2-cdi-2.html

Test Name	Author/ Publisher/Year	Age Range	Focus of Test	Time	Notes	Website Link
Social Skills Improvement System (SSIS) Rating Scale	Gresham & Elliot, 2008 / Pearson Education	Ages: 3 - 18	Multi-rater system to assess social skills, problem behaviors, and academic competencies.	10-25 minutes	Student rating requires 2nd grade reading level or materials read to student, parent rating requires 5th grade reading level or materials read to parent/ Spanish version available/ reliable and valid with special populations	https://www.pearsonclinical.com/education/products/100000322/social-skills-improvement-system-ssis-rating-scales.html#tab-details
Piers-Harris Children's Self-Concept Scale, Second Edition	Piers, Harris, & Herzberg, 2002 / Western Psychological Services	Ages: 7 - 18	Assesses self-concept using a simple yes-or-no response format.	10-15 minutes	60 yes/no questions addressing Physical Appearance and Attributes, Freedom From Anxiety, Intellectual and School Status, Behavioral Adjustment, Happiness and Satisfaction, and Popularity/ Requires 2nd grade reading level or test items read to student/ Spanish version also available	https://www.wpspublish.com/store/p/2912/piers-harris-2-piers-harris-childrens-self-concept-scale-second-edition

Transition

IDEA and Minnesota law require that transition assessment and planning begin as late as 14 years of age; however, every teacher is encouraged to include transition planning as needed before the age of 14 years. The purpose of Transition Assessment is to develop the foundation for the learner's progress toward his/her future beyond the secondary school experiences.

Guidelines for selection and use of age-appropriate transition assessments are available through the [Minnesota Secondary Transition Toolkit](#) (2008), Minnesota Department of Education (<http://mndepted-source.mediasite.com/Mediasite/Play/df128455de134f209c48f1843afe4db31d?autoStart=false>).

[Minnesota Statutes and Rules related to IEP requirements](#)

(<https://www.revisor.mn.gov/rules/?id=3525.2900>) for transition and behavioral intervention planning.

Table G: Transition Assessments

Formal Assessments						
Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
<u>BRIGANCE® Transition Skills Inventory (TSI)</u>	North Billerica, MA: Curriculum Associates, Inc.	Ages: 14+	Covers Post-Secondary Opportunities, Academic Skills, Independent Living, and Community Participation.	1-3 hours depending upon student's skill level	N/A	https://www.curriculum associates.com/products /detail.aspx?title=brigtsi
<u>Checklist of Adaptive Living Skills (CALs)</u>	Lanny E. Morreau and Robert H. Bruininks, Riverside Publishing, 1989	Ages: 14+	A criterion-referenced, individually administered measure of adaptive living skills Personal Living Skills, Home Living Skills, Community Living Skills, Employment Skills.	60 minutes	N/A	https://shop.acer.edu.au /checklist-of-adaptive- living-skills-cals
<u>Transition Behavior Scale</u>	Stephen B. McCarney, Ed.D. & Tamara J. Arthaud, Ph.D.	Ages: 14+	Standardized tool that measures work-related, interpersonal relationships, and social/ community expectations.	15-20 minutes	Standardized on students across 22 states, not on students with hearing loss	https://www.hawthorne- ed.com/pages/transition /t2.html

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
<u>Adaptive Behavior Assessment System, 3rd Edition (ABAS-3)</u>	Patti Harrison, Ph.D., Thomas Oakland, Ph.D.	Ages: Birth - 89	Provides a complete assessment of adaptive skills across the life span.	15-20 minutes	N/A	https://www.wpspublish.com/store/p/3234/abas-3-adaptive-behavior-assessment-system-third-edition
<u>Enderle Severson Transition Rating Scale J (ESTR-J) - for students with a mild disability</u>	Jon Enderle and Dr. Susan Severson	Ages: 14+	Addresses the "needs, preferences, and interests" of learners with disabilities who prepare to exit the educational system to become successful adults in community environments.	15-30 minutes	N/A	https://estr.net/
<u>Enderle Severson Transition Rating Scale III (ESTR III) - for students with a moderate to severe disability</u>	Jon Enderle and Dr. Susan Severson	Ages: 14+	Addresses the "needs, preferences, and interests" of learners with disabilities who prepare to exit the educational system to become successful adults in community environments	15-30 minutes	N/A	https://estr.net/

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
Transition Planning Inventory (TPI)	James R. Patton and Gary M. Clark	Ages: 14+	Covers Post-Secondary Opportunities, Academic Skills, Independent Living, and Community Participation	15-30 minutes	N/A	https://www.proedinc.com/Products/14321/transition-planning-inventorysecond-edition-computer-version-tpi2cv-single-user.aspx
<i>Informal Assessments</i>						
Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
Minnesota Transition Guide for Teachers of Deaf/Hard of Hearing	Minnesota Collaborative Plan	Ages: 14+	to assist parents and service providers in the early planning for transition from school programs to employment or postsecondary education	20-30 minutes	N/A	https://dhh-resources.umn.edu/transition-guide/
Casey Life Skills (CLS)	Casey Family Programs	Ages: 14+	a free tool that assesses the behaviors and competencies youth need to achieve their long term goals	20-30 minutes	N/A	https://caseylifeskills.secure.force.com/

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
Comprehensive Adult Student Assessment System (CASAS)	CASAS	Ages: 14+	Relevant test items focus on real-life skills and competencies, such as paychecks, bills, and resumes	varies	N/A	https://www.casas.org/product-overviews/assessments
Employability Skills Inventory	John J. Liptak, Ed.D.	Ages: 14+	Helps individuals quickly assess their own strengths and weaknesses	15-20 minutes	N/A	https://jst.emcp.com/employability-skills-inventory.html
iseek.org	Minnesota State Colleges and Universities	Ages: 12+	A website to complete career interest inventories and search careers	varies	N/A	https://careerwise.minnsstate.edu/

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
Life Centered Education (LCE)	Council for Exceptional Children	Ages: 14+	It was developed by special education and transition specialists. LCE combines instruction with related assessment items and contains a progressing tracking and reporting function that covers daily living, interpersonal, and employment skills.	varies	The LCE Knowledge Battery is a criterion-referenced test designed as a pre- and post-assessment instrument to identify the students instructional needs.	https://www.cec.sped.org/Publications/LCE-Transition-Curriculum
O'Net Interest Profiler	National Center for O'Net Development	Ages: 14+	Helps find individual interests are and how they relate to the world of work.	15-20 minutes	online	https://www.mynextmove.org/explore/ip
Picture Interest Career Survey, Second Edition	Robert P. Brady, Ed.D.	Ages: 14+	A quick way for people to identify occupational interests by using pictures of people at work rather than text-based items.	varies	N/A	https://jst.emcp.com/picture-interest-career-survey.html

Test Name	Author/ Publisher/ Year	Age Range	Focus of Test	Time	Notes	Website Link
Reading- Free Vocational Interest Inventory– Second Edition	Ralph L. Becker	Ages: 13 - adult	It measures the vocational interests of special populations. It uses pictures of individuals engaged in different occupations to measure the vocational likes and dislikes of students and adults who have disabilities.	20 minutes	N/A	https://www.proedinc.com/Products/15055/readingfree-vocational-interest-inventorysecond-edition-rfvii2.aspx

Student Progress Monitoring

Reasons to Monitor Progress

- Monitoring student progress assists teachers, parents, and administrators in making informed instructional decisions.
- Monitoring student progress demonstrates the student's rate of growth toward meeting the annual instructional goals.
- Monitoring student progress provides documentation for informed decision-making regarding placement, effective use of communication modalities, and language development.
- Monitoring student progress provides students with feedback and motivation to learn.
- Monitoring student progress provides teachers of students who are D/HH with objective evidence that the student is progressing academically.

IDEA-2004 mandates accountability at several levels including the demonstration of student progress. While achievement tests have been used for decades in the field of education with learners who are D/HH, there is a need and mandate to monitor student's academic growth at frequent and regular intervals. Documentation of student progress may include formal and informal assessments including those described previously (e.g. systematic observations, formal and informal assessments). The only evidenced-based measures currently available include Curriculum Based Measurement (CBM) and Mastery Monitoring (MM).

More than 30 years of research has been conducted focusing on the CBM process, format, and effect on student growth. The principles of CBM have been applied for use with learners who are D/HH. For more information regarding the CBM and its application with learners who are D/HH visit the [University of Minnesota's D/HH Resources- Webinars](https://www.cehd.umn.edu/DHH-Resources/Webinars/default.html) (<https://www.cehd.umn.edu/DHH-Resources/Webinars/default.html>), [Student Progress](https://www.progressmonitoring.org/) (<https://www.progressmonitoring.org/>), or [Intensive Intervention](https://intensiveintervention.org/) (<https://intensiveintervention.org/>).

When to Monitor Progress

Progress monitoring using the CBM or MM process and indicators should occur ideally on a weekly basis and minimally, monthly.

How to Monitor Progress

A variety of methods are available for monitoring student progress including:

- Momentary Time Sampling, Check-In/Check-Out, Frequency Recording – to monitor student behavior.

- CBM-MAZE and Oral Reading Fluency (ORF) may be used to monitor students' progress in reading (Note: Oral reading measures may not always be appropriate with learners who are D/HH. [Avenue Progress Monitoring](http://avenuepm.org) (<http://avenuepm.org> or <http://avepm.com>, or [Aimsweb](http://www.aimsweb.com) (www.aimsweb.com)).
- Test of Silent Contextual Reading Fluency- 2nd Edition (TOSCRF-2) may be used with students who are D/HH.
- CBM-Written Expression. Words Written (WW), Words Spelled Correctly (WSC), and Correct Word Sequence (CWS) may be used to monitor students' progress in written English.
- CBM- Math at [Intervention Central](http://www.interventioncentral.org) or [Aimsweb](http://www.aimsweb.com) (www.interventioncentral.org or www.aimsweb.com).
- Picture Naming, Letter Naming, Rhyming, and Alliteration- to monitor pre-reading skills
- Criterion-based assessment (e.g., BRIGANCE, Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS)) may be used as Mastery Monitoring progress monitoring tools.

Appendix A

Adapted from: A Compilation of Assessment Resources for Young Children Who Are Deaf or Hard of Hearing (English)—Revised July 2018 by Kathy Anderson, Statewide EHDI Specialist, Minnesota Low Incidence Projects

[AEPS-2](https://www.brookespublishing.com/product/aeps/) Assessment, Evaluation and Programming System for Infants and Children (AEPS), 2nd Ed: Birth – 6 years
(<https://www.brookespublishing.com/product/aeps/>)

[Arizona-4](https://www.wpspublish.com/store/p/3395/arizona-4-arizona-articulation-proficiency-scale-fourth-edition) Arizona Articulation and Phonology Scale, Fourth Revision, 2017, ages 18 months to 21 years
(<https://www.wpspublish.com/store/p/3395/arizona-4-arizona-articulation-proficiency-scale-fourth-edition>)

[ASQ-3](https://www.brookespublishing.com/product/asq-3/) Ages and Stages Questionnaire, 3rd Edition (ASQ-3) (Developmental screening tool): 1-66 months
(<https://www.brookespublishing.com/product/asq-3/>)

[ASQ: SE-2](https://www.brookespublishing.com/product/asqse-2/) Ages and Stages Questionnaire Social-Emotional-2nd Edition (ASQ:SE-2): (Screening tool): 1-72 months
(<https://www.brookespublishing.com/product/asqse-2/>)

[Aud Skills Checklist-MedEl](https://s3.medel.com/pdf/US/bridge/BRIDGE_catalog_23054r5.pdf) Auditory Skills Checklist, by Nancy Caleffe-Schenk, MedEl BRIDGE Catalogue
(https://s3.medel.com/pdf/US/bridge/BRIDGE_catalog_23054r5.pdf) Also available as an App

[Aud Skills Checklist](https://successforkidswithhearingloss.com/for-professionals/listening-auditory-skills-development/) Auditory Skills Checklist, Dr. Karen Anderson, Success for Kids with Hearing Loss
(<https://successforkidswithhearingloss.com/for-professionals/listening-auditory-skills-development/>)

[Bayley-3](https://www.pearsonclinical.com/products/100000123/bayley-scales-of-infant-and-toddler-development-third-edition-bayley-iii.html) Bayley Scales of Infant and Toddler Development®, Third Edition (Bayley-III®), 2005, ages 1-42 months
(<https://www.pearsonclinical.com/products/100000123/bayley-scales-of-infant-and-toddler-development-third-edition-bayley-iii.html>)

[BDI-2](https://www.hmhco.com/programs/battelle-developmental-inventory) Battelle Developmental Inventory, Second Edition, Normative Updates (BDI-2, NU), norms based on census projections for 2015, ages Birth – 7.11
Houghton Mifflin Harcourt (<https://www.hmhco.com/programs/battelle-developmental-inventory>)

[Boehm-3](https://www.pearsonclinical.com/childhood/products/100000161/boehm3-preschool.html) Boehm-3 Preschool, 2001 ages 3-5.11
(<https://www.pearsonclinical.com/childhood/products/100000161/boehm3-preschool.html>)

[BBCS-3:R](#) Bracken Basic Concept Scale-3rd Ed; Receptive and Expressive (BBCS-3:R) and (BBCS:E), 2006: 3 years-6:11 years

[BBCS:E](https://www.pearsonclinical.com/childhood/products/100000225/bracken-basic-concept-scale--third-edition-receptive-bbcs-3r.html) (https://www.pearsonclinical.com/childhood/products/100000225/bracken-basic-concept-scale--third-edition-receptive-bbcs-3r.html- Receptive)

(https://www.pearsonclinical.com/childhood/products/100000488/bracken-basic-concept-scale-expressive-bbcs-e.html- Expressive)

[Brigance IED III](http://www.curriculumassociates.com/products/detail.aspx?title=BRIGSE-IED3-sum) Brigance Inventory of Early Development III (IED III): Birth – developmental age 7 years

(http://www.curriculumassociates.com/products/detail.aspx?title=BRIGSE-IED3-sum)

[Brigance IED III-S](https://www.curriculumassociates.com/products/detail.aspx?Title=BrigSE-IED3-std) Brigance Inventory of Early Development III Standardized (IED III Standardized), 2013: Birth-developmental age 7 years

(https://www.curriculumassociates.com/products/detail.aspx?Title=BrigSE-IED3-std)

[Carolina](https://www.brookespublishing.com/product/the-carolina-curriculum/) Carolina Curriculum: Birth to 5 years

(https://www.brookespublishing.com/product/the-carolina-curriculum/)

The Carolina Curriculum for Infants & Toddlers with Special Needs (CCITSN), Third Edition: birth-36 months

The Carolina Curriculum for Preschoolers with Special Needs (CCPSN), Second Edition: 24-60 months

[CASL-2](https://www.wpspublish.com/store/p/3371/casl-2-comprehensive-assessment-of-spoken-language-second-edition) Comprehensive Assessment of Spoken Language – 2nd Edition (CASL-2), 2017: 3—21 years

(https://www.wpspublish.com/store/p/3371/casl-2-comprehensive-assessment-of-spoken-language-second-edition)

[CASLLS](https://www.sscedproducts.com/index.php?catalog/all/-/date/1) Cottage Acquisition Scales for Listening, Language and Speech (CASLLS), 5th / 6th Editions; Sunshine Cottage School for Deaf Children

Pre-Verbal (PV) 0-12 months; Pre-Sentence (PS) 12-24 months; Simple Sentence (SS) 24-48 months; Complex Sentence (CS) 4-8 years; Sounds and Speech

(https://www.sscedproducts.com/index.php?catalog/all/-/date/1)

[CELF-P-2](https://www.pearsonclinical.com/language/products/100000316/celf-preschool-2-celf-preschool-2.html) Clinical Evaluation of Language Fundamentals-Preschool-2 (CELF Preschool-2), 2004: 3-6:11 years

(https://www.pearsonclinical.com/language/products/100000316/celf-preschool-2-celf-preschool-2.html)

CELF-Preschool 3 Field Research 2018-2019 (https://www.pearsonclinical.com/field-research/current-opportunities/celf-preschool-3.html)

[CELF-5](https://www.pearsonclinical.com/language/products/100000705/clinical-evaluation-of-language-fundamentals-fifth-edition-celf-5.html) Clinical Evaluation of Language Fundamentals, 5th Ed, (CELF-5), 2013: 5-21 years

(https://www.pearsonclinical.com/language/products/100000705/clinical-evaluation-of-language-fundamentals-fifth-edition-celf-5.html)

- [CHILD](#) Children’s Home Inventory of Listening Difficulties (CHILD): 3-5 years +, 2001, Anderson and Smaldino
(<https://successforkidswithhearingloss.com/for-professionals/tests-informal-assessments-for-parents-students-teachers/>)
- [CID](#) CID Educational Curricula and Tools (<https://cid.edu/professionals/curricula-and-tools>)
[CID Early Childhood Vocabulary Rating Forms](https://cid.edu/professionals/shop/cid-early-childhood-vocabulary-rating-forms) (<https://cid.edu/professionals/shop/cid-early-childhood-vocabulary-rating-forms>)
[CID Early Speech Perception Test, 3 years +](https://cid.edu/professionals/shop/cid-esp-early-speech-perception-test) (<https://cid.edu/professionals/shop/cid-esp-early-speech-perception-test>)
[CID Pragmatic Language Rating Forms](https://cid.edu/professionals/shop/cid-preschool-pragmatic-language-rating-forms) (<https://cid.edu/professionals/shop/cid-preschool-pragmatic-language-rating-forms>)
[CID Preschool Developmental Rating Forms \(3, 4, 5 years\)](https://cid.edu/professionals/shop/cid-preschool-developmental-rating-forms-ages-3-4-and-5)
(<https://cid.edu/professionals/shop/cid-preschool-developmental-rating-forms-ages-3-4-and-5>)
[CID Preschool Symbolic Play Rating Forms](https://cid.edu/professionals/shop/cid-preschool-symbolic-play-rating-forms) (<https://cid.edu/professionals/shop/cid-preschool-symbolic-play-rating-forms>)
[CID Speech Skills Rating Forms](https://cid.edu/professionals/shop/cid-speech-skills-rating-forms) (<https://cid.edu/professionals/shop/cid-speech-skills-rating-forms>)
[CID SPICE-2nd Ed \(Speech Perception Instructional Curriculum and Evaluation\) ages 2-12](https://cid.edu/professionals/shop/cid-spice-2nd-edition)
(<https://cid.edu/professionals/shop/cid-spice-2nd-edition>)
[CID SPICE for LIFE Auditory Learning Curriculum \(children ages 5 and older\)](https://cid.edu/professionals/shop/cid-spice-for-life-auditory-learning-curriculum)
(<https://cid.edu/professionals/shop/cid-spice-for-life-auditory-learning-curriculum>)
CID Teacher Assessment of Grammatical Structures (TAGS) [CID TAGS Starter Kit](#); [CID TAGS 1](#); [CID TAGS 2](#); [CID TAGS 3](#)
[CID Toddler Developmental Rating Forms](https://cid.edu/professionals/shop/cid-toddler-developmental-rating-forms-ages-1-and-2) (<https://cid.edu/professionals/shop/cid-toddler-developmental-rating-forms-ages-1-and-2>)
- [Di-EL](#) Diary of Early Language, Cochlear Corporation
(<https://www.cochlear.com/uk/home/support/rehabilitation-resources/early-intervention/di-el>)
- [DRDP-K](#) Desired Results Developmental Profile-Kindergarten (DRDP-K), California Dept of Education, 2015; (<https://drdpk.org/>)
Infant-Toddler, Preschool [Desired Results Dev Profile](https://desiredresults.us/) (<https://desiredresults.us/>)
[DRDP \(2015\) Portfolio Application](https://desiredresults.us/drdp-portfolio-app) (<https://desiredresults.us/drdp-portfolio-app>)
(Note: DRDP-K is an [MDE Kindergarten Entry Profile \(KEP\)-Approved Assessment Tool](https://education.mn.gov/MDE/dse/kind/KEP/), <https://education.mn.gov/MDE/dse/kind/KEP/>)
- [ELF](#) Early Listening Function (ELF), Success for Kids with Hearing Loss
(<https://successforkidswithhearingloss.com/for-professionals/tests-informal-assessments-for-parents-students-teachers/>)
- [ERA](#) Early Reading (Screening) Assessment (ERA): 2012 4:0-7:11
(<https://www.proedinc.com/Products/13730/era-early-reading-assessment-complete-kit.aspx>)

[EOWPVT-4](#) Expressive One-Word Picture Vocabulary Test-4 (EOWPVT-4), 2011: 2 years-80 years
(<http://www.pearsonclinical.com/language/products/100000338/expressive-and-receptive-one-word-picture-vocabulary-tests-fourth-edition-rowpvt4eowpvt4.html>)

[EVT-2](#) Expressive Vocabulary Test -2nd Ed (EVT-2), 2007: 2:6 years-90 years
(<https://www.pearsonclinical.com/language/products/100000416/expressive-vocabulary-test-second-edition-evt-2.html>)

[EVT-3](#) Expressive Vocabulary Test 3rd Edition, (*expected in 2018*) (<https://www.pearsonclinical.com/language/products/100001982/expressive-vocabulary-test-third-edition.html>)

[FAPI](#) Functional Auditory Performance Indicators (FAPI): 2001, 2003, 2004
(https://www.phonakpro.com/content/dam/phonakpro/gc_hq/en/resources/counseling_tools/documents/child_hearing_assessment_functional_auditory_performance_indicators_fapi_2017.pdf)

[Foundations](#) Foundations for Literacy Curriculum
(<https://clad.education.gsu.edu/foundations-literacy-home/>)

[GFTA-3](#) Goldman Fristoe Test of Articulation – 3 (GFTA-3), 2015: 2:0-21:11 years
(<https://www.pearsonclinical.com/language/products/100001202/goldman-fristoe-test-of-articulation-3-gfta-3.html>)

[HELP](#) Hawaii Early Learning Profile (HELP) (<http://www.vort.com/>)

[Hrg First Dev Milestones](#) Hearing First Developmental Milestones (Hearing, Speech Language Cognition), Birth to 8 Years
(<https://hearingfirst.org/-/media/files/downloadables/hf-milestones-09062017.pdf>)
(Originally published through First Years professional development program)

[IEPN-HL](#) Identifying Early Phonological Needs of Children with Hearing Loss: MedEI BRIDGE Catalogue
(<https://s3.medel.com/pdf/US/bridge/23054-r4.0-BRIDGE-Catalog.pdf>)

[IGDIs](#) Individual Growth and Development Indicators (IGDIs)
(<https://www.myigdis.com/>)

[IGDIs IT](#) IGDIs for Infants and Toddlers
(<http://igdi.ku.edu/>)

[KEP](#) Kindergarten Entry Profile
(<https://education.mn.gov/MDE/dse/kind/KEP/>)

[LUI](#) Language Use Inventory (LUI): 18-47 months
(<https://languageuseinventory.com/>)

[LL&T Integrated Scales](#) Listen, Learn and Talk –Cochlear (LL&T) 2005: Birth to school age
(<https://www.cochlear.com/uk/home/support/rehabilitation-resources/early-intervention/listen-learn-and-talk>)

Integrated Scales of Development
(<https://www.cochlear.com/uk/home/support/rehabilitation-resources/early-intervention/scales-of-development-isd>)

[LittlEars](#) LittlEars Auditory Questionnaire: 0-2 years; in MedEl Bridge Catalogue
(<https://s3.medel.com/pdf/US/bridge/23054-r4.0-BRIDGE-Catalog.pdf>)

[My LittlEars Diary](#) My LittlEars Diary (Educational Resource): 0-2
(<https://s3.medel.com/pdf/US/bridge/23054-r4.0-BRIDGE-Catalog.pdf>)

[M-B CDI](#) MacArthur Bates Communicative Development Inventories (CDI):
Words and Gestures (WG) 8-18 months; Words and Sentences (WS) 16-30 months; CDI III 30-36 months
(<https://www.brookespublishing.com/product/cdi/>)

MacArthur Bates adaptation in ASL [MacArthur-Bates ASL](#)
<http://mb-cdi.stanford.edu/adaptations.html>

Anderson, D., and Reilly, J.; *The MacArthur Communicative Development Inventory: Normative Data for American Sign Language*, Journal of Deaf Studies and Deaf Education 7:2, Spring 2002.

[MN-ECIPs](#) Minnesota Early Childhood Indicators of Progress (ECIPs), 2017
(<https://education.mn.gov/MDE/dse/early/ind/>)

[Mullen](#) Mullen Scales of Early Development (Birth-68 months), 1995:
(<https://www.pearsonclinical.com/childhood/products/100000306/mullen-scales-of-early-learning.html>)
(<https://www.wpspublish.com/store/p/2871/mullen-scales-of-early-learning>)

[OWLS-II](#) Oral and Written Language Scales, 2nd Ed (OWLS-II): 3-21:11 years
(Includes Listening Comprehension, Oral Expression, Reading Comprehension, Written Expression
(<https://www.pearsonclinical.com/products/100000293/owls-ii-lcoe-and-rcweoral-and-written-language-scales-second-edition-owls-ii.html>)
(<https://www.proedinc.com/Products/14194/owlsii-oral-and-written-language-scalessecond-edition-comprehensive-handscored-kit.aspx>)

[PAT-3](#) Photo Articulation Test-3 (PAT-3), 1997, 3:0-8:11 years
(<https://www.proedinc.com/Products/8370/pat3-photo-articulation-testthird-edition.aspx>)

[PEACH](#) Parents Evaluation of Aural/Oral Performance of Children (PEACH, PEACH+), 2005: infants – elementary (English and 13 additional languages)
(<https://outcomes.nal.gov.au/peach.html>)

Parents' Evaluation of Aural/Oral Performance of Children and Ease of Listening Form: [PEACH+](#)
(https://outcomes.nal.gov.au/Assesments_Resources/PEACH%20Plus%20v3.4.pdf)

[PELI](#) Preschool Early Literacy Indicator (PELI): ages 3-5 years (Currently in early release research trials, 2018-2019) (<https://acadidencelarning.org/peli.html>)

[PES-2](#) Preschool Evaluation Scale-2 (PES-2)
(<https://www.hawthorne-ed.com/pages/early%20childhood/ec1.html>)

[PLAI-2](#) Preschool Language Assessment Instrument, Second Edition (PLAI-2): 2003 Ages 3 – 5:11 years
(<https://www.pearsonclinical.ca/en/products/product-master/item-340.html>)

[PLS-5*](#) Preschool Language Scale, 5th Ed. 2011, (PLS-5): Birth – 7 years, 11 months, (*Spanish version revised in 2012*)
(<https://www.pearsonclinical.com/language/products/100000233/preschool-language-scales-fifth-edition-pls-5.html>)

Auditory Comprehension Scale

- Expressive Communication Scale
- Language Sample Checklist
- Home Communication Questionnaire
- Articulation Screener

* Note: Use along with other measures. Some concerns have been raised about the validity/reliability of PLS-5 scores for infants and young toddlers.

- [PPVT-4](#) Peabody Picture Vocabulary Test-4th Edition (PPVT-4): 2007, 2:6-90+
(<https://www.pearsonclinical.com/language/products/100000501/peabody-picture-vocabulary-test-fourth-edition-ppvt-4.html>)
- [PPVT-5](#) Peabody Picture Vocabulary Test-5th Edition (PPVT-5): 2:6 – 90, (*expected late 2018*)
(<https://www.pearsonclinical.com/language/products/100001984/peabody-picture-vocabulary-test-fifth-edition.html>)
- [Pragmatics Checklist](#) Pragmatics Checklist (Goberis, C. Yoshinaga-Itano, adapted from Simon, C.S.)
(<http://successforkidswithhearingloss.com/wp-content/uploads/2013/08/PRAGMATICS-CHECKLIST.pdf>)
- [Preschool SIFTER](#) Preschool SIFTER—Screening Identification for Targeting Educational Risk: 1996
<https://successforkidswithhearingloss.com/for-professionals/tests-informal-assessments-for-parents-students-teachers/>
- [REEL-3](#) Receptive-Expressive Emergent Language Test-Third Edition (REEL-3), 2003, Birth – 3 years
(<https://www.pearsonclinical.ca/en/products/product-master/item-427.html>)
- [Rossetti](#) Rossetti Infant Toddler Language Scale: 2006, Birth to 3 years (English and Spanish forms)
(<https://www.proedinc.com/Products/34110/the-rossetti-infanttoddler-language-scale.aspx>)
- [ROWPVT-4](#) Receptive One-Word Picture Vocabulary Test -4 (ROWPVT-4): 2010, 2.0 – 70 years
(<https://www.pearsonclinical.com/language/products/100000338/expressive-and-receptive-one-word-picture-vocabulary-tests-fourth-edition-rowpvt-4-eowpvt-4.html>)
- [SEAM](#) Social-Emotional Assessment/Evaluation Measure (SEAM); 2014, Ages 2 months – 66 months
(<https://www.brookespublishing.com/product/seam/>)
- [SF-Babies](#) Sound Foundation for Babies, Cochlear Corporation
(<https://www.cochlear.com/uk/home/support/rehabilitation-resources/early-intervention/sound-foundation-for-babies>)
- [SF-Toddlers](#) Sound Foundation for Toddlers, Cochlear Corporation
(<https://www.cochlear.com/uk/home/support/rehabilitation-resources/early-intervention/sound-foundation-for-toddlers>)
- [SKI-HI**](#) SKI-HI Language Development Scale, 2004: 0-5 years ** (Do not use as the only assessment of language.)
(<http://hopepubl.com/proddetail.php?prod=401&cat=9>)

[SPELT-2](#) SPELT-Preschool-2: Structured Photographic Expressive Language Test—Preschool 2; 2005, Ages 3-5.11 years
(<https://www.janellepublications.com/0707.shtml>)

[TACL-4](#) Test for Auditory Comprehension of Language – 4th Edition: 2014, 3-12 years
(<https://www.proedinc.com/Products/12700/tacl4-test-for-auditory-comprehension-of-languagefourth-edition.aspx>)

[TASL](#) Teacher Assessment of Spoken Language (Moog)
(<http://thebookstore.moogcenter.org/>)

TEACH Teacher Evaluation of Aural/Oral Performance of Children (TEACH): 2005; pre-K to early elementary (English and four additional languages)
[TEACH Rating Scale](#): (https://outcomes.nal.gov.au/Assesments_Resources/TEACH%20ratings%20with%20coverpage%20260509.pdf)

Teacher’s Evaluation of Aural/Oral Performance of Children and Ease of Listening Form: ([TEACH+](#))
(https://outcomes.nal.gov.au/Assesments_Resources/TEACH%20Plus%20v1.1.pdf)

[TNL-2](#) Test of Narrative Language-2 (TNL), 2017: 5-15:11 years
(Measures the ability to answer literal and inferential comprehension questions and how well children use language in narrative discourse)
(<https://www.proedinc.com/Products/14560/tnl2-test-of-narrative-languagesecond-edition.aspx>)

[TOLD:P-4](#) Test of Language Development-Primary, 4th Ed (TOLD:P-4): 2008, ages 4—8:11
(<https://www.pearsonclinical.com/language/products/100000503/test-of-language-development-primary-fourth-edition-told-p-4.html>)

[TOPEL](#) Test of Preschool Early Literacy (TOPEL), Pro Ed, 2007, ages 3:0 to 5:11
(<https://www.proedinc.com/Products/12440/topel-test-of-preschool-early-literacy.aspx>)

[Track a Listening Child](#) Track a Listening Child, Cochlear Corporation
(<https://www.cochlear.com/uk/home/support/rehabilitation-resources/early-intervention/track-a-listening-child-tlc>)

[TS GOLD](#) Teaching Strategies GOLD (TS Gold) Online
(<https://teachingstrategies.com/solutions/assess/gold/>)

[VCSL](#) The VCSL: Visual Communication and Sign Language Checklist for Deaf and Hard of Hearing Children
Article: (<http://vl2.gallaudet.edu/files/9914/2324/5941/14.1.simms.pdf> or <http://vl2.gallaudet.edu/resources/vcsl/>)

[WSS](#) Work Sampling System (WWS), Pearson, Pre-K to Grade 3
(<http://www.pearsonclinical.com/childhood/products/100000755/the-work-sampling-system-5th-edition.html>)

Early Intervention: Birth through Two Years of Age

<p>Language / Learning Area</p> <p>Informing MDE Child Outcome Summary Form (COSF) And Outcomes Reporting—DHH</p>	<p>Norm-Referenced Assessment Tools</p>		<p>Observation / Authentic / “Informal” Assessment Tools</p>		
	<p>Standardized / Norm-Referenced, “Formal” Tests</p>	<p>Norm-Referenced Parent- and/or Provider-Completed Inventories</p>	<p>Criterion-Referenced Scales of Development</p>	<p>Skills Checklists</p>	<p>Curriculum-Based Assessment Tools</p>
<p>Development Across All Domains, including cognitive</p> <p>Integrated into COSF</p>	<p>Bayley-3</p> <p>BDI-2</p> <p>Brigance IED III-S</p>	<p>ASQ-3 (<i>Screening only</i>)</p> <p>PES-2</p>	<p>AEPS-2</p> <p>Brigance IED III</p> <p>MN-ECIPs</p>	<p>CID Toddler Development</p> <p>IGDIs IT</p>	<p>HELP 0-3</p> <p>Desired Results Dev Profile</p> <p>TS GOLD</p> <p>Carolina I,T</p>
<p>Social-Emotional Development</p> <p>Integrated into COSF</p>	<p>N/A</p>	<p>ASQ: SE-2 (<i>Screening only</i>)</p>	<p>LL&T Integrated Scales</p> <p>MN-ECIPs</p> <p>Track a Listening Child</p>	<p>N/A</p>	<p>HELP 0-3</p> <p>Desired Results Dev Profile</p> <p>SEAM</p> <p>TS GOLD</p>

<p>Language / Learning Area</p> <p>Informing MDE Child Outcome Summary Form (COSF) And Outcomes Reporting—DHH</p>	<p>Norm-Referenced Assessment Tools</p>		<p>Observation / Authentic / “Informal” Assessment Tools</p>		
	<p>Standardized / Norm-Referenced, “Formal” Tests</p>	<p>Norm-Referenced Parent- and/or Provider-Completed Inventories</p>	<p>Criterion-Referenced Scales of Development</p>	<p>Skills Checklists</p>	<p>Curriculum-Based Assessment Tools</p>
<p>Auditory Development / Early Listening Skills</p>	<p>N/A</p>	<p>LittlEars</p> <p>PEACH</p>	<p>CASLLS PV, PS, SS- <i>Listening</i></p> <p>Hrg First Dev Milestones</p> <p>LL&T Integrated Scales</p> <p>Track a Listening Child</p>	<p>Aud Skills Checklist-MedEl</p> <p>Aud Skills Checklist</p> <p>CID ESP ELF</p> <p>FAPI</p> <p>My LittlEars Diary</p>	<p>CID SPICE</p> <p>SF-Babies</p> <p>SF-Toddlers</p>
<p>Vocabulary Development</p> <p>Understanding/Using spoken English vocabulary; number and variety of words</p>	<p>EVT-2 EVT-3</p> <p>PLS-5</p> <p>PPVT-4 PPVT-5</p> <p>EOWPVT-4</p> <p>ROWPVT-4</p>	<p>M-B CDI WG, WS, III</p> <p>M-B CDI Stanford info</p> <p>MacArthur-Bates ASL</p> <p>REEL-3</p>	<p>CASLLS</p> <p>Hrg First Dev Milestones</p> <p>Rossetti</p> <p>SKI-HI **</p> <p>Track a Listening Child</p> <p>VCSL (ASL)</p>	<p>CID EC Vocabulary</p> <p>Di-EL</p>	<p>SF-Babies</p> <p>SF-Toddlers</p>

<p>Language / Learning Area</p> <p>Informing MDE Child Outcome Summary Form (COSF) And Outcomes Reporting—DHH</p>	<p>Norm-Referenced Assessment Tools</p>		<p>Observation / Authentic / “Informal” Assessment Tools</p>		
	<p>Standardized / Norm-Referenced, “Formal” Tests</p>	<p>Norm-Referenced Parent- and/or Provider-Completed Inventories</p>	<p>Criterion-Referenced Scales of Development</p>	<p>Skills Checklists</p>	<p>Curriculum-Based Assessment Tools</p>
<p>Pragmatics</p> <p>Understanding/Using social language and behaviors during interactions with others</p>	<p>PLS-5</p>	<p>LUI</p> <p>REEL-3</p>	<p>CASLLS–Social Interaction</p> <p>Hrg First Dev Milestones</p> <p>LL&T Integrated Scales</p> <p>Rossetti</p> <p>Track a Listening Child</p>	<p>Pragmatics Checklist</p>	<p>SF-Babies</p> <p>SF-Toddlers</p>
<p>Morphology, Syntax</p> <p>Understanding/Using grammatical word- and sentence forms</p>	<p>PLS-5</p>	<p>REEL-3</p>	<p>CASLLS</p> <p>Hrg First Dev Milestones</p> <p>LL&T Integrated Scales</p> <p>Rossetti</p> <p>SKI-HI **</p> <p>Track a Listening Child</p>	<p>CID TAGS 1</p> <p>CID TAGS 2</p>	<p>SF-Babies</p> <p>SF-Toddlers</p>

<p>Language / Learning Area</p> <p>Informing MDE Child Outcome Summary Form (COSF) And Outcomes Reporting—DHH</p>	<p>Norm-Referenced Assessment Tools</p>		<p>Observation / Authentic / “Informal” Assessment Tools</p>		
	<p>Standardized / Norm-Referenced, “Formal” Tests</p>	<p>Norm-Referenced Parent- and/or Provider-Completed Inventories</p>	<p>Criterion-Referenced Scales of Development</p>	<p>Skills Checklists</p>	<p>Curriculum-Based Assessment Tools</p>
<p>Speech Articulation / Sign Forms that can be understood by others</p>	<p>Arizona-4</p> <p>PLS-5 - Artic Screener</p> <p>GFTA-3</p>	<p>N/A</p>	<p>CASLLS - Sounds and Speech</p> <p>LL&T Integrated Scales</p> <p>Track a Listening Child</p>	<p>IEPN-HL</p>	<p>SF-Babies</p> <p>SF-Toddlers</p>
<p>Early Literacy, Numeracy Concepts</p> <p>Understanding/Using readiness skills, concept vocabulary</p>	<p>Brigance IED III-S</p>	<p>N/A</p>	<p>Brigance IED III</p> <p>MN-ECIPs</p> <p>SKI-HI **</p> <p>Track a Listening Child</p>	<p>N/A</p>	<p>Desired Results Dev Profile</p> <p>HELP 0-3</p> <p>TS GOLD</p>

Preschool: 3 to 5 Years of Age / Entrance to Kindergarten

<p>Language / Learning Area</p> <p>Informing MDE Child Outcome Summary Form (COSF) And Outcomes Reporting—DHH</p>	<p>Norm-Referenced Assessment Tools</p>		<p>Observation / Authentic / “Informal” Assessment Tools</p>		
	<p>Standardized / Norm-Referenced, “Formal” Tests</p>	<p>Norm-Referenced Parent-and/or Provider-Completed Inventories</p>	<p>Criterion-Referenced Scales of Development</p>	<p>Skills Checklists</p>	<p>Curriculum-Based Assessment Tools</p>
<p>Development Across All Domains, Including Cognitive</p> <p>Integrated into COSF</p>	<p>Brigance IED III-S</p> <p>Bayley-3</p> <p>BDI-2</p> <p>Mullen</p>	<p>ASQ-3 (Screening only)</p> <p>PES-2</p>	<p>AEPS-2</p> <p>Brigance IED III</p> <p>MN-ECIPs</p>	<p>CID Preschool Development</p>	<p>Carolina Preschool HELP 3-6</p> <p>KEP , DRDP-K</p> <p>TS GOLD, WSS</p>

<p>Language / Learning Area</p> <p>Informing MDE Child Outcome Summary Form (COSF) And Outcomes Reporting—DHH</p>	<p>Norm-Referenced Assessment Tools</p>		<p>Observation / Authentic / “Informal” Assessment Tools</p>		
	<p>Standardized / Norm-Referenced, “Formal” Tests</p>	<p>Norm-Referenced Parent-and/or Provider-Completed Inventories</p>	<p>Criterion-Referenced Scales of Development</p>	<p>Skills Checklists</p>	<p>Curriculum-Based Assessment Tools</p>
<p>Social-Emotional Development</p> <p>Integrated into COSF</p>	<p>N/A</p>	<p>ASQ: SE-2 <i>(Screening only)</i></p>	<p>LL&T Integrated Scales</p> <p>MN-ECIPs</p> <p>Track a Listening Child</p>	<p>N/A</p>	<p>Carolina Preschool</p> <p>HELP 3-6</p> <p>KEP</p> <p>DRDP-K</p> <p>TS GOLD, WSS</p> <p>SEAM</p>

<p>Language / Learning Area</p> <p>Informing MDE Child Outcome Summary Form (COSF) And Outcomes Reporting—DHH</p>	<p>Norm-Referenced Assessment Tools</p>		<p>Observation / Authentic / “Informal” Assessment Tools</p>		
	<p>Standardized / Norm-Referenced, “Formal” Tests</p>	<p>Norm-Referenced Parent-and/or Provider-Completed Inventories</p>	<p>Criterion-Referenced Scales of Development</p>	<p>Skills Checklists</p>	<p>Curriculum-Based Assessment Tools</p>
<p>Auditory Development / Listening Skills</p> <p>Auditory comprehension of language</p>	<p>OWLS-II</p> <p>TACL-4</p>	<p>LittleEars</p> <p>PEACH</p> <p>TEACH</p>	<p>CASLLS SS, C – Listening</p> <p>Hrg First Dev Milestones</p> <p>LL&T Integrated Scales</p> <p>Track a Listening Child</p>	<p>Aud Skills Checklist-MedEl</p> <p>Aud Skills Checklist</p> <p>CHILD</p> <p>CID ESP</p> <p>FAPI</p>	<p>CID SPICE</p>

<p>Language / Learning Area</p> <p>Informing MDE Child Outcome Summary Form (COSF) And Outcomes Reporting—DHH</p>	<p>Norm-Referenced Assessment Tools</p>		<p>Observation / Authentic / “Informal” Assessment Tools</p>		
	<p>Standardized / Norm-Referenced, “Formal” Tests</p>	<p>Norm-Referenced Parent-and/or Provider-Completed Inventories</p>	<p>Criterion-Referenced Scales of Development</p>	<p>Skills Checklists</p>	<p>Curriculum-Based Assessment Tools</p>
<p>Vocabulary Development</p> <p>Understanding/Using spoken English vocabulary; number and variety of words</p>	<p>CASL-2</p> <p>CELF-P-2</p> <p>EVT-2 EVT-3</p> <p>EOWPVT-4</p> <p>ROWPVT-4</p> <p>PLS-5</p> <p>PPVT-4 PPVT-5</p> <p>TACL-4</p>	<p>M-B CDI WS, III</p> <p>M-B CDI Stanford info</p> <p>MacArthur-Bates ASL</p>	<p>CASLLS</p> <p>Hrg First Dev Milestones</p> <p>SKI-HI **</p> <p>Track a Listening Child</p> <p>VCSL (ASL)</p>	<p>CID EC Vocabulary</p>	<p>N/A</p>

<p>Language / Learning Area</p> <p>Informing MDE Child Outcome Summary Form (COSF) And Outcomes Reporting—DHH</p>	<p>Norm-Referenced Assessment Tools</p>		<p>Observation / Authentic / “Informal” Assessment Tools</p>		
	<p>Standardized / Norm-Referenced, “Formal” Tests</p>	<p>Norm-Referenced Parent-and/or Provider-Completed Inventories</p>	<p>Criterion-Referenced Scales of Development</p>	<p>Skills Checklists</p>	<p>Curriculum-Based Assessment Tools</p>
<p>Pragmatics</p> <p>Understanding/Using social language and behaviors during interactions with others</p>	<p>CASL-2</p> <p>CELF-P-2</p> <p>OWLS-II</p> <p>PLAI-2</p> <p>PLS-5</p> <p>TNL-2</p>	<p>LUI</p>	<p>CASLLS Conversation, Discourse</p> <p>Hrg First Dev Milestones</p> <p>LL&T Integrated Scales</p> <p>Track a Listening Child</p>	<p>CID Pragmatics Pragmatics Checklist</p>	<p>N/A</p>

<p>Language / Learning Area</p> <p>Informing MDE Child Outcome Summary Form (COSF) And Outcomes Reporting—DHH</p>	<p>Norm-Referenced Assessment Tools</p>		<p>Observation / Authentic / “Informal” Assessment Tools</p>		
	<p>Standardized / Norm-Referenced, “Formal” Tests</p>	<p>Norm-Referenced Parent-and/or Provider-Completed Inventories</p>	<p>Criterion-Referenced Scales of Development</p>	<p>Skills Checklists</p>	<p>Curriculum-Based Assessment Tools</p>
<p>Morphology, Syntax</p> <p>Understanding/Using grammatical word- and sentence forms</p>	<p>CASL-2</p> <p>CELF-P-2</p> <p>OWLS-II</p> <p>PLS-5</p> <p>SPELT-2</p> <p>TACL-4</p>	<p>N/A</p>	<p>CASLLS</p> <p>Hrg First Dev Milestones</p> <p>LL&T Integrated Scales</p> <p>Track a Listening Child</p> <p>SKI-HI **</p>	<p>CID TAGS 1</p> <p>CID TAGS 2</p> <p>CID TAGS 3</p>	<p>TASL</p>

<p>Language / Learning Area</p> <p>Informing MDE Child Outcome Summary Form (COSF) And Outcomes Reporting—DHH</p>	<p>Norm-Referenced Assessment Tools</p>		<p>Observation / Authentic / “Informal” Assessment Tools</p>		
	<p>Standardized / Norm-Referenced, “Formal” Tests</p>	<p>Norm-Referenced Parent-and/or Provider-Completed Inventories</p>	<p>Criterion-Referenced Scales of Development</p>	<p>Skills Checklists</p>	<p>Curriculum-Based Assessment Tools</p>
<p>Speech Articulation</p> <p>Speech articulation/Sign forms that can be understood by others</p>	<p>Arizona-4</p> <p>GFTA-3</p> <p>PAT-3</p> <p>PLS-5 - Artic Screener</p>	<p>N/A</p>	<p>CASLLS - Sounds and Speech</p> <p>CID Speech Skills</p> <p>LL&T Integrated Scales</p> <p>Track a Listening Child</p>	<p>IEPN-HL</p>	<p>N/A</p>

<p>Language / Learning Area</p> <p>Informing MDE Child Outcome Summary Form (COSF) And Outcomes Reporting—DHH</p>	<p>Norm-Referenced Assessment Tools</p>		<p>Observation / Authentic / “Informal” Assessment Tools</p>		
	<p>Standardized / Norm-Referenced, “Formal” Tests</p>	<p>Norm-Referenced Parent-and/or Provider-Completed Inventories</p>	<p>Criterion-Referenced Scales of Development</p>	<p>Skills Checklists</p>	<p>Curriculum-Based Assessment Tools</p>
<p>School Readiness, Early Literacy, Numeracy Skills</p> <p>Understanding/Using readiness skills, concept vocabulary</p>	<p>BBCS-3:R BBCS:E</p> <p>Boehm-3</p> <p>Brigance IED III-S</p> <p>CELF-P-2</p> <p>OWLS-II</p> <p>PELI</p> <p>TOPEL</p>	<p>N/A</p>	<p>Brigance IED III</p> <p>MN-ECIPs</p> <p>SKI-HI**</p>	<p>CID Preschool Development</p> <p>IGDIs : ProLADR, IDGIs Early Literacy, IDGIs Early Numeracy</p> <p>Preschool SIFTER</p>	<p>Foundations</p> <p>KEP, DRDP-K</p> <p>TS GOLD, WSS</p>

Appendix B

Definitions and Examples of Systematic Observation

Frequency Recording: The number of times, or how often a behavior occurs

Frequency Recording Example #1

Recorder: Meredith Palmer

Student: Toby Flenderson

Hearing Loss: Mild Unilateral Hearing Loss

Mode of Communication: Auditory/Oral

School: Schrute Farms Elementary

Subject: Language Arts

Grade: 3

Date(s): 09/11/2018

Time: 8:40 a.m. to 9:25 a.m.

Behaviors to be Observed: Turning to watch other classmates offering oral responses/comments

Name	Watching	Not Watching
Pam	//	n/a
Kelly	/	n/a
Oscar	/	n/a
Kevin	n/a	///
Andy	/	//
Holly	/	n/a
Toby	//	////////

Interpretation of Data:

Toby turned to watch his peers offering oral responses 2/9 times or 22 percent of the time.

Frequency Recording Example #2

Recorder: Michael Scott

Student: Jim Halpert

Hearing Loss: Moderate/Severe Hearing Loss **Mode of Communication:** Auditory/Oral

School: Robertson Elementary School **Subject:** Centers **Grade:** Kindergarten

Date(s): 10/23/2018 - 10/27/2018 **Time:** 9:15 a.m. - 11:00 a.m.

Behaviors to be Observed: Standing up and walking away from teacher-directed instruction

Date	Time	Frequency
10/23/2018	9:15-11:00 a.m.	/////
10/24/2018	9:15-11:00 a.m.	///
10/25/2018	9:15-11:00 a.m.	//////////
10/26/2018	9:15-11:00 a.m.	///
10/27/2018	9:15-11:00 a.m.	/////

Interpretation of Data:

During the week of October 23 - October 27, from 9:15 a.m. - 11:00 a.m., Jim stood up and walked away from the instructional activity 26 times. This was, on the average, 24 more times than his kindergarten peers.

Duration Recording: The total amount of time a student spends engaging in a specified behavior.

Duration Recording Example

Recorder: Angela Martin

Student: Dwight Schurte

Hearing Loss: Moderate/Severe Hearing Loss

Mode of Communication: American Sign Language (ASL), utilizes interpreter full-time

School: Scranton Middle School **Subject:** Civics **Grade:** 8

Date: 04/30/2018

Time: 8:40 a.m. - 9:25 a.m.

Behaviors to be Observed: Attending to educational interpreter during a lecture

Behavior Start	Behavior End	Duration
2:05 p.m.	2:08 p.m.	3 minutes
2:10 p.m.	2:12 p.m.	2 minutes
2:16 p.m.	2:21 p.m.	5 minutes
2:25 p.m.	2:29 p.m.	5 minutes
2:34 p.m.	2:35 p.m.	1 minutes
2:40 p.m.	2:45 p.m.	5 minutes

Total Class Period: 45 minutes; *Total duration:* 20 minutes

Percentage: $20/45 = 44$ percent attending

Interpretation of Data:

During Dwight's 45-minute civics class on October 12, he attended to the interpreter

44 percent of the time. The longest interval of attending was five minutes.

Latency Recording: The amount of time that elapses between a specified event and the expected behavioral response.

Latency Recording Example

Recorder: Clarke Green

Student: Phyllis Vance

Hearing Loss: Profound unilateral hearing loss in right ear

Mode of Communication: Auditory/Oral

School: Levinson Elementary **Subject:** Special Education Resource Room **Grade:** 4

Date: 04/19/2018 - 04/21/2018 **Time:** 8:40 a.m. - 9:25 a.m.

Behaviors to be Observed: Teacher gives directions and student follows the instruction

Date	Start	Response Time	Elapsed Time
04/19/2018	8:30 a.m.	8:36 a.m.	6 minutes
04/19/2018	12:05 p.m.	12:07 p.m.	2 minutes
04/20/2018	8:30 a.m.	8:35 a.m.	5 minutes
04/20/2018	12:05 p.m.	12:12 p.m.	7 minutes
04/21/2018	8:30 a.m.	8:40 a.m.	10 minutes
04/21/2018	12:05 p.m.	12:00 p.m.	3 minutes

Average a.m. latency: 7 minutes

Average p.m. latency: 4 minutes

Interpretation of data:

In the morning, it takes Phyllis seven minutes to follow instruction after the teacher gives a direction. In the afternoon, it takes Jessica four minutes to follow instruction after the teacher gives a direction.

Methods of Data Collection: Each of the methods described requires that the observer use a stopwatch and/or an electronic or formatted paper and pencil recording/tally sheet. Observers most often design their own forms to fit the situation being observed.

Continuous Recording: Recording the behavior each and every time it occurs for a given time period. Used for frequency or the duration of a response (e.g., the number of times the student throws an object, or the number of minutes that the student is off-task during a class period).

Interval Recording: Recording the absence or presence of a pre-specified behavior within a series of time intervals. Use when the behavior of concern occurs with such high frequency that continuous recording would be difficult to implement (e.g., the student speaking out of turn at any time within a 2-minute interval).

Time Sampling: The student is observed at the end of fixed intervals (e.g., 10 seconds, 1 minute.) The observer marks whether or not the behavior has occurred (e.g., whether the child is off-task at the end of a one-minute interval). It does not require constant observation of a student, but it is a less accurate estimate than interval recording.

Appendix C

The purpose of the Evaluation Report is to summarize the student's evaluation for special education eligibility, related services, and educational needs. This template provides a checklist framework for best practice evaluation reports from teachers for learners who are D/HH.

- Parent Information and Concerns.
- Background Information.
 - School history.
 - ELL status and history.
 - State and district test results.
 - File review.
- Medical Information.
 - Audiological information.
 - Amplification information.
 - Health background.
 - Vision status.
- Intellectual.
 - Not required. Testing determined by evaluation team.
- Academic.
 - Formal academic assessment results.
 - Informal academic assessments results.
 - Present level of academic skills.
- Communication.
 - Primary mode of communication and considerations.
 - Formal and informal language and communication assessment results (if applicable).
- Informal Sensory.
 - Informal assessment results.
 - Classroom observation.
- Social/Emotional.
 - Not required. Testing determined by evaluation team.
- Transition (required for all children age 14+).
 - Formal transition assessment.
 - Informal transition assessments.
- Conclusion.
 - Identify the student's needs (academic, communication, sensory, transition, etc.).
 - How does the student's hearing loss impact their participation in the classroom?
 - Considerations for the student making progress in general education curriculum.
 - Accommodations and/or modifications needed.
 - State assessment considerations.

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