

Assessment Test Report Template Examples

Educational Risk in the Inclusive Setting

(The student) was assessed using the *Screening Instrument For Targeting Educational Risk, (S.I.F.T.E.R.)* developed by Dr. Karen Anderson, to sift out students who are educationally at risk as a result of hearing problems. This rating scale is designed to elicit information about the student's Academics, Attention, Communication, Class Participation and School Behaviors. The results will indicate if the child is possibly at risk, by indicating a result of *failing, marginal* or *passing* scores in each of the 5 areas. If a student receives a *marginal* or *failing* score, then the teacher of the deaf and hard of hearing can further investigate possible reasons for this score and provide additional recommendations for accommodations and modifications to address the needs of the students. (The student) scores are as follows:

| Teachers: | | | | | |
|---------------------|--|--|--|--|--------------------|
| ACADEMICS | | | | | Pass/Marginal/Fail |
| ATTENTION | | | | | Pass/Marginal/Fail |
| COMMUNICATION | | | | | Pass/Marginal/Fail |
| CLASS PARTICIPATION | | | | | Pass/Marginal/Fail |
| SCHOOL BEHAVIOR | | | | | Pass/Marginal/Fail |

These results indicate that (the student):

Listening, Self-Advocacy and Access

(The student) was assessed using the *Listening Inventory For Education-Revised (L.I.F.E.-R)*

The purpose of the LIFE-R tool is to help the teacher identify when the student with hearing loss uses self-advocacy strategies in the classroom. Self-advocacy for listening and technological needs for students with hearing loss is fundamental for their success in the classroom and beyond. This assessment was developed by Drs. Karen Anderson, Joseph Smaldino and Carrie Spangler, all professionals in the field of hearing loss. The results on this inventory will indicate if the student has potential risks accessing, advocating, and listening in the general education setting. The student's results indicate:

Children's Home Inventory for Listening Difficulty

The student and parent/guardian were asked to complete the *Children's Home Inventory for Listening Difficulty, C.H.I.L.D.)* which is an inventory to assess the child's responses to various listening situations in the home. This inventory also focuses on the parents' role in the observation and monitoring of their child's listening behavior. The 15 items in this questionnaire represent typical family communication situations at different distances and in background noise. The parent uses an eight-point scale to estimate the child's listening ability. Adults carrying out the tests check the child's response to both speech in different environments and to other important sounds such as an alarm clock. This will provide vital information regarding the effectiveness of

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amplification and reveals communication challenges the child is facing in daily life. This student's results indicate that:

| Type of Situation | Total numerical responses | Average | Need or Strength |
|-------------------|---------------------------|---------|------------------|
| Quiet | | | |
| Noise | | | |
| Distance | | | |
| Social | | | |
| Media | | | |

Auditory Performance:

(The student's) auditory performance was assessed using the *Children's Auditory Performance Scale, (CHAPS)*. The *Children's Auditory Performance Scale (CHAPS)* is a questionnaire created by Smoski, Brunt, and Tannahill that is used to screen auditory performance by assessing a parent's and/or a teacher's judgment of a child's listening ability as compared to his or her peers. CHAPS was developed to systematically collect and quantify listening behaviors observed in children ages seven and older. Rated on a scale from -5 (cannot function at all) to a +1 (less difficulty), the following categories are included in this screening tool:

- Noise
- Quiet
- Ideal
- Multiple Inputs
- Auditory Memory/ Sequencing
- Auditory Attention Span

The results of (the students) scores indicate:

Secondary Transition:

Self-Advocacy

(the Student's) self-advocacy skills were assessed using the *Minnesota Compensatory Skills Checklist for Students with Hearing Loss*, developed collaboratively by Itinerant Teachers of the Deaf and Hard of Hearing throughout Minnesota and the Minnesota Department of Human Services. It is used as a guideline for developing skills in the area of compensatory skill strategies for students with hearing loss, to assist them in accessing information in manner equal to that of their hearing peers. This checklist is an informal inventory of skills specific to five areas of knowledge, that students with hearing loss are recommended to know throughout their school age experience and before leaving high school.. Each of the five categories are broken down in skills sets that scaffold from Emerging Skill Level (Grades K-2), Basic Skill Level (Grades 3-5) and Intermediate Skill Level (grades 6-8), and Advanced Skill Level (grades 9-12). The five categories are: Understanding Hearing Loss, Amplification Management, Resources

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and Technology, Communication Strategies, and Personal/Interpersonal Skills. The results of this checklist indicate that (the student)

Communication:

The *Communication Matrix* is an assessment instrument that is designed to evaluate the expressive communication skills of children with severe and multiple disabilities. It accommodates any type of communicative behavior, including forms of augmentative and alternative communication (AAC) such as picture systems, electronic devices, sign language and 3-dimensional symbols; pre-symbolic communication such as gestures, body movements, sounds, eye gaze and facial expressions; as well as the typical forms of communication such as speech and writing. It covers seven levels of communication observed in typically developing infants during the first two years of life.

Inclusion Readiness Checklist:

The *Placement and Readiness Checklist, (PARC), General Education Inclusion Readiness Checklist 1 &2*, identifies basic critical skills and behaviors that contribute to successful participation and inclusion as well as performance on standardized academic assessments.

The student was rated on each item using the rubric scale of 1 to 5 that best describes the student's performance. Students with higher ratings (mostly 4s and 5s) will be able to participate more successfully in the general education classroom. Ratings in the 2-3 range indicate that the skill is emerging but still requires significant support to benefit from the general education setting. Students with lower ratings (mostly 1 and 2) will likely require specialized instruction from a teacher of the deaf with focus on language, communication, concept, and academic skill development. Participation should be determined on a class by class basis. The Student's results were as follows:

| | |
|---|--|
| Class: | |
| Knowledge of Classroom Routines and ability to Handle Transitions: | |
| Following Directions: | |
| Attention to Classroom Instruction: | |
| Comprehension of Classroom Instruction: | |
| Typical Behavior when Content is not Understood: | |
| Typical Response Behavior: | |
| Student's Response and Comments in Lecture/Teacher Directed Activities: | |
| Student's Participation in Group Discussion and Cooperative Learning: | |
| Attends and Processes Chain of Communication: | |

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| | |
|---|--|
| Independently Initiates Communication Interaction within the Classroom or Self Initiates a Comment: | |
| Academic Performance (Reading, Writing, Math): | |
| Language Skills: | |
| Self-Advocacy Skills: | |

PARC: Placement and Readiness Checklists, Part 2C: Placement Checklist for students who are Deaf and Hard of Hearing **Preschool/Kindergarten, Elementary & SECONDARY: (pick ONE)**

(Add narrative of results)

Instructional Communication Access Checklist-

This checklist contains indicators that are thought to represent necessary skills needed for students to access and fully participate in their learning environment. The checklist is designed to analyze the communication approaches used by a student to access instruction and how proficient the student is using the approach whether it is listening and spoken language (LSL), sign/cue, or both. The General Skills section considers competencies that lead to learner independence and may assist with Individual Education Program team decisions regarding the level of instructional support needed. Responses to the remaining questions should be based on the student's present learning environment or the one being considered for the student.

Self-Determination:

The student was assessed using the *Arc's Self-Determination Scale for Adolescents*. This scale has two primary purposes: to provide the students and educators a tool that assists them in identifying student's strengths and areas of support and instructional need in self-determination and to provide a research tool to examine the relationship between and among self-determination and factors that promote/inhibit self-determination behavior, and to evaluate the efficacy of interventions to promote self-determination. There are four sections and 72 items. Each section examines a different essential characteristic of self-determination behavior. Autonomy, Self-Regulation, Psychological Empowerment, and Self Realization.

Self Assessment of Communication- Adolescent (SAC-A)

The purpose of this questionnaire is to identify problems they may be having because of their hearing loss. The answers indicated will help develop conversation about how the student's hearing loss is impacting their ability to communicate, and give ways to help manage communication breakdowns.

Hearing and Understanding at different times:
Feelings about communication:

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Other People when communicating.

Test of Auditory Processing Skills, (TAPS-3):

This assessment can help you diagnose auditory processing difficulties, imperceptions of auditory modality, language problems, and/or learning disabilities in both children and teens. The TAPS-3 can be used for children ages 4 to 18 years. This test measures what children and teens do with what they hear.

The TAPS-3 includes the following subtests:

- Word Discrimination
- Phonological Segmentation
- Phonological Blending
- Numbers Forward
- Numbers Reversed
- Word Memory
- Sentence Memory
- Auditory Comprehension
- Auditory Reasoning

The order of the subtests reflects a developmental progression from easiest to most difficult tasks. The Auditory Reasoning subtest is specifically designed to tap auditory cohesion, a higher order process. Results are as follows:

| <u>Subtest Name</u> | <u>Raw Score</u> | <u>Scaled Score</u> | <u>Age Equivalent</u> | <u>Interpretation</u> |
|----------------------------------|-------------------------|----------------------------|------------------------------|------------------------------|
| Word Discrimination | — | — | — | — |
| Phonological Segmentation | — | — | — | — |
| Phonological Blending | — | — | — | — |
| Number Memory Forward | — | — | — | — |
| Number Memory Reversed | — | — | — | — |
| Word Memory | — | — | — | — |
| Sentence Memory | — | — | — | — |
| Auditory Comprehension | — | — | — | — |
| Auditory Reasoning | — | — | — | — |

Alternative TAPS-3

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TAPS-3

The Test of Auditory Processing Skills-3 (TAPS-3) is an individually administered assessment of auditory skills necessary for the development, use, and understanding of language commonly utilized in academic and everyday activities. The following are the Sub tests included in this overall assessment. Scaled Scores are based on a population distribution having a mean of 10 and standard deviation of 3. Thus a scaled score of 10 indicates performance is at the mean for a particular age group.

WORD DISCRIMINATION

The Word Discrimination subtest assess the student's ability to discern phonological differences and similarities within word pairs. STUDENT presented with a Scaled Score of , indicating XXXPerformance.

PHONOLOGICAL SEGMENTATION

The Phonological Segmentation subtest is designed to determine how well a student can manipulate phonemes within words. Even though a number of types of manipulations are made, only one overall score is determined. STUDENT presented with a Scaled Score of , indicating XXX Performance.

PHONOLOGICAL BLENDING

The Phonological Blending subtest is designed to determine how well a student can synthesize a word given the individual phonemes. STUDENT presented with a Scaled Score of , indicating XXX Performance.

NUMBER MEMORY FORWARD

The Number Memory Forward subtest is designed to show how well the student can retain simple sequences of auditory information. STUDENT presented with a Scaled Score of , indicating XXX Performance.

NUMBER MEMORY REVERSED

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The Number Memory Forward subtest is designed to show how well the student can retain and manipulate simple sequences of auditory information. STUDENT presented with a Scaled Score of , indicating XXX Performance.

WORD MEMORY

The Word Memory Subtest is designed to show how well the student can retain and manipulate simple sequences of auditory information. STUDENT presented with a Scaled Score of , indicating XXX Performance.

SENTENCE MEMORY

The Sentence Memory Subtest is designed to show how well the student can retain details in sentences of increasing length and grammatical complexity. STUDENT presented with a Scaled Score of , indicating XXX Performance.

AUDITORY COMPREHENSION

The Auditory Comprehension Subtest is designed to measure how well a student understands spoken information. STUDENT presented with a Scaled Score of , indicating XXX Performance.

AUDITORY REASONING

The Auditory Reasoning Subtest is designed to measure a student's auditory cohesion skills. This subtest reflects higher-order linguistic processing, and is related to understanding jokes, riddles, inferences and abstractions. These items are intended to determine if the student can understand implied meaning, make inferences or come to logical conclusions given the information in the sentences presented. The answers cannot merely be just a repetition of the key words from the sentence. STUDENT presented with a Scaled Score of , indicating XXX Performance.

After the Scaled Scores are derived, Index/Standard Scores are computed from the sum of scaled scores. Index/Standard scores have a mean of 100 and a standard deviation of 15. Thus, a standard score of 100 indicates performance is

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at the mean for a particular age group. The following table indicated STUDENT's Index Scores for the TAPS-3.

OVERALL INDEX:

*Includes sum of all 9 subtests

PHONOLOGICAL INDEX:

* Word Discrimination-

*Phonological Segmentation-

*Phonological Blending-

MEMORY INDEX:

*Number Memory Forward-

*Number Memory Reversed-

*Word Memory-

*Sentence Memory-

COHESION INDEX:

*Auditory Comprehension-

*Auditory Reasoning-

The Test of Auditory Processing Skills-4 (TAPS-4)

The TAPS-4 is an individually administered assessment of auditory skills necessary for the development, use, and understanding of language commonly utilized in academic and everyday activities. The following are the Sub tests included in this overall assessment. Scaled Scores are based on a population distribution having a mean of 10 and standard deviation of 3. Thus a scaled score of 10 indicates performance is at the mean for a particular age group.

Phonological Processing Index:

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| Subtest: | Assesses: | Student's Scaled Score: | Percentile | Age Equivalent | Results |
|----------------------------|---|-------------------------|------------|----------------|---------|
| Word (Pair) Discrimination | Assesses an individual's ability to discriminate whether a given word pair is the same or different | | | | |
| Phonological Deletion | Assesses an individual's ability to manipulate phonemes within words | | | | |
| Phonological Blending | Assesses an individual's ability to synthesize a word given the individual phonemes | | | | |
| Syllabic Blending | Assesses an individual's ability to synthesize a nonsense word given the individual syllables | | | | |

Auditory Memory Index:

| Subtest: | Assesses: | Student's Scaled Score: | Percentile | Age Equivalent | Results |
|-----------------------|---|-------------------------|------------|----------------|---------|
| Number Memory Forward | Assesses an individual's ability to recall an auditory sequence of numbers in the given order | | | | |
| Word Memory | Assesses an individual's ability to recall an auditory sequence of words in the given order | | | | |

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| | | | | | |
|-----------------|--|--|--|--|--|
| Sentence Memory | Assesses an individual's ability to recall a spoken sentence | | | | |
|-----------------|--|--|--|--|--|

Listening Comprehension Index:

| Subtest: | Assesses: | Student's Scaled Score: | Percentile | Age Equivalent | Results |
|--|---|-------------------------|------------|----------------|---------|
| Processing Oral Directions (without background noise) | Assesses an individual's ability to process and recall oral directions when presented in quiet listening conditions | | | | |
| Auditory Comprehension | Assesses an individual's ability to comprehend oral language at the sentence and narrative level, including literal recall, inference, and higher order language tasks such as idioms and figurative language | | | | |
| Auditory Figure-Ground (Processing Oral Directions with background noise) (Supplemental) | Assesses an individual's ability to process and recall oral directions when presented with competing background noise | | | | |

The TAPS-4 assesses five narrow abilities across three broad skill areas as defined in the Cattell-Horn-Carroll (CHC) theory of cognitive abilities:

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Short-Term Memory

- Memory Span (MS)
- Working Memory Capacity (WM)

Auditory Processing

- Phonetic Coding (PC)
- Resistance to Auditory Stimulus Distortion (UR)

Comprehension Knowledge

Listening Ability (LS)

The Listening Comprehension Test-Test 2:

The *Listening Comprehension Test 2* assesses listening through natural classroom situations rather than evaluating listening through simple repetition or discrimination subtests. The tasks reveal students' strengths and weaknesses in integrated language problem solving, reasoning, and comprehension of material presented auditorily.

Because children need the basic skill of listening (receiving, attending to, interpreting, and responding to verbal messages and other cues) in order to succeed in school and in life and because classroom listening is such an integrated process, each subtest on the *Listening Comprehension Test 2* requires students to:

- pay careful attention to what they hear
- listen with a purpose in mind
- remember what they hear well enough to think about it
- avoid being impulsive in giving answers
- express answers verbally

The test, as closely as possible, models the type of listening required in the classroom. The student must determine what part of the message needs immediate attention, organize and understand the input, and plan appropriate responses. In order to respond, the student must integrate the communication

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skills of vocabulary and semantics, syntax and morphology, phonology, and thinking.

Subtests

- **Subtest A: Main Idea** - The student identifies the main idea after listening to a passage read aloud by the examiner. The student must recall his background knowledge of the topic and process the overall meaning of the passage.
- **Subtest B: Details** - The student listens to a passage and answers a question about the details. The student must rely on grammar, vocabulary, and the semantics of the passage to comprehend the details.
- **Subtest C: Reasoning** - This subtest taps into higher-level cognitive skills. The student infers answers from information presented verbally.
- **Subtest D: Vocabulary** - The student gives a one-word synonym or a descriptive definition for a word heard in a passage.
- **Subtest E: Understanding Messages** - The student listens to a short message and answers two questions about it.

Access to Curriculum Inventory, ATCI

The ATCI is an informal framework to help gather data about students' classroom performance. Responses to questions provide information that may be useful to describe the student, their school performance and their perceived access to the curriculum.

The form is for data-collection, as a means to identify some aspects of a students' academics and functional performance in the classroom, related to the world in which the student lives. The form is neither standardized nor normed, but information obtained from the inventory can help describe the student and their access to the curriculum of the classroom.

Within this inventory are suggested questions for the (1) Parent, (2) Speech Clinician, (3) Teacher of the Deaf and Hard of Hearing, (4) General Education Classroom Teacher, (5) Special Education Support, and (6) Student. The information obtained in

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this inventory is summarized, depending on the student, their curriculum, and their specific needs.

This inventory is only one informal indicator of a student's educational profile. The ATCI should not be utilized as a sole measure of student competencies or as progress indicators. The ATCI is not a standardized assessment instrument, but it can be an effective data collection tool for team discussion.

Results are as follows:

Audiology Self-Advocacy Checklist-High School (ASAC-HS)

This checklist contains skills that you should develop during high school related to your hearing status. This checklist provides information about the skill areas related to communication access hearing technology and use and health and medical needs. The student should be proficient in explaining their needs related to each skill area. If a student is not proficient in an area those skills maybe considered as a need to be addressed in their IEP.

The results of this checklist indicate that:

Listening Inventory For Education-Revised

- Student Appraisal of Listening Difficulty - Before LIFE-R Questions for Students: Comprised of six multiple choice questions in which the student describes his classroom listening setting. It is intended that this 'get-set' activity will prepare the student to accurately represent his listening challenges as s/he responds to the Student LIFE-R listening situations.
- Student Appraisal of Listening Difficulty (Student LIFE-R): The original 10 classroom and 5 additional social listening situations in school have been updated. The electronic version includes a separate page for each listening situation with a suitable photograph and the rating scale. A student proceeds through each question, viewing the photograph, reading, or being read the question, and selecting his/her level of difficulty

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hearing or understanding. The short and expanded versions of the questions to ask the student are integrated into the Summary of Listening Challenges.

- Student Appraisal of Listening Difficulty - After LIFE Questions for Students: After LIFE Questions provide a new avenue of assessment of student function. Six multiple choice questions ask the student to select multiple choice answers that describe how s/he responds when s/he doesn't hear or

understand what was said. The purpose is to briefly assess various self-advocacy skills that the student identifies as something he uses. The responses can serve as a baseline measure that can justify skill development and shape IEP goal development.

Completion of the Student LIFE-R requires self-report by the student. Self-report measures are most reliable and appropriate for students that are approximately 8 years (3rd grade) or older. The multiple choice questions in the Before LIFE-R and After LIFE-R can be administered in a discussion format to younger students depending upon their linguistic development and relative maturity level.

Teacher LIFE-R

The original LIFE Teacher Appraisal could only be used as a post-test. The content of the Teacher LIFE questions has been changed to allow the Teacher LIFE-R to be used prior to, and following, a trial with a hearing assistance device (HAT). Questions relate primarily to student attention and class participation; areas of classroom behavior that more sensitively reflect changes to acoustic conditions than specific learning or skills-based items. The responses to the 15 questions are averaged and scored on a continuum from 15 to 75 possible points with five related ability ranges: 1) No listening challenges or very rare (75),

2) Occasional listening challenges (60),

3) Sometimes experiences listening challenges (45),

4) Often or regularly has listening challenges (30)

5) Almost always has listening challenges (15).

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•Teacher Checklist: Self-Advocacy and Instructional Access: This new checklist provides an assessment tool to aid the student's team in writing IEP goals related to self-advocacy, thereby highlighting important skills that should be expected of the student in the classroom. The teacher completes eight questions that describe different self-advocacy activities. When these responses are considered together with the Student LIFE-R and After LIFE-R Questions, the professional with deaf/hard of hearing expertise can identify student self-advocacy needs, develop appropriate goals and track progress over time. In this checklist the student is assessed via teacher questionnaire, and rated on a scale of 1-5. There are 40 total possible points to assess the student's access and self-advocacy needs. This students scored _____ out of 40 points for a _____%.

Guide to Access Planning: Communication Access & Hearing and Hearing Assistance Technologies for Teens and Young Adults (GAP)

The purpose of this checklist/informal assessment is to guide the student and parents or caretakers and the professionals who provide the student support, information about the acquisition of important skills and activities that lead to successful transition planning from high school to independent living, a job, college, or vocational training. This checklist was completed with the help of the student's teachers, parents, and other professionals to assist in the student's transition planning. Skills are assessed through a checklist in the areas of: Post School Goals, Hearing loss and hearing technology skills, communication needs and accommodations, social skills, functional skills, money management, survivor skills, work related skills, communication skills and health skills, safety skills, school/work related grooming skills, recreational skills, and education/training after high school.

(The student) was given the ***O*NET Online student interest profiler***, on _____. This inventory asks the student to answer 60 questions about skills and tasks that would be of possible interest, then the student rates their level of interest in possibly doing the tasks in a future career. Then after the results are scored they are given a profile of possible careers, depending on amount of training they prefer, and details about college, cost, necessary prerequisite skills and other similar careers. (The Student's profile indicated her interests are mostly in a _____" category with a second and third interest profile for _____ and _____. The results of this profile are or are not commensurate with his or her interest in _____.

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To supplement this, _____ also repeated the *O*Net, on-line inventory*, on _____ to evaluate their interests and profile and put interests into categories that reflect their preferences in possible job related skills and work environments. The categories are Investigative, Social, Realistic, Enterprising, Artistic, and Conventional. The results of the inventory indicate that _____'s greatest interest lies in _____ and _____, followed by _____. Their numerical results are in the table below. This reflects a stable view of their interests compared to last year's results, where they scored highest in _____, then _____ and _____.

| Area | 2020 result | 2021 |
|---------------|-------------|------|
| Realistic | | |
| Investigative | | |
| Artistic | | |
| Social | | |
| Enterprising | | |
| Conventional | | |

Descriptions of his highest-rated areas are as follows:

- People with **Artistic** interests like work that deals with the artistic side of things, such as acting, music, art, and design. They like: Creativity in their work; Work that can be done without following a set of rules
- People with **Enterprising** interests like work that has to do with starting up and carrying out business projects. These people like taking action rather than thinking about things. They like: Persuading and leading people; Making decisions; Taking risks for profits
- People with **Social** interests like working with others to help them learn and grow. They like working with people more than working with objects, machines, or information. They like: Teaching; Giving advice, Helping and being of service to people
- People with **Realistic** interests like work that includes practical, hands-on problems and answers. Often people with Realistic interests do not like careers that involve paperwork or working closely with others. They like: Working with plants and animals, Real-world materials like wood, tools, and machinery, Outside work

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- People with **Investigative** interests like work that has to do with ideas and thinking rather than physical activity or leading people. They like: Searching for facts, Figuring out problems
- People with **Conventional** interests like work that follows set procedures and routines. They prefer working with information and paying attention to details rather than working with ideas. They like: Working with clear rules, Following a strong leader

Auditory Discrimination and Speech Reading (ADLR)

Assists in evaluating the different skills that a person uses to discriminate speech at the word and sentence levels. This inventory can be used to establish a baseline ability level, create goals, and/or measure progress. It does not provide standardized scores or age equivalents.

CLINICAL EVALUATION OF LANGUAGE FUNDAMENTALS-5th EDITION (CELF-5)

Clinical Evaluation of Language Fundamentals- 5th Edition (CELF-5), a language assessment for children ages 5-21, was administered to assess _____'s overall language skills. The *CELF-5* assesses aspects of language considered to be fundamental to the development of effective communication. It consists of multiple subtests combined to form five comprehensive Language Composite scores.

CELF-5 SUBTEST RESULTS

The following subtests of the *CELF-5* were administered to measure _____'s expressive and receptive language skills, each yielding a scaled score in which 10 is average and 7-13 is the average range. STUDENT obtained the following scores:

| <u>Subtest Name</u> | <u>Raw Score</u> | <u>Scaled Score</u> | <u>Interpretation</u> |
|-------------------------------|------------------|---------------------|-----------------------|
| Sentence Assembly | | | |
| Semantic Relationships | | | |
| Word Definitions | | | |
| Word Classes | | | |
| Following Directions | | | |
| Formulated Sentences | | | |
| Recalling Sentences | | | |

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|--|
| Understanding Spoken Paragraphs |
| Pragmatic Profile |

Semantic Relationships This subtest requires students to point to a picture that illustrates an orally presented sentence. Results:

Pragmatic Profile: This subtest requires students to point to pictures of objects in response to oral directions with embedded language concepts. Results:

Word Definitions: This subtest requires students to listen to an orally presented sentence that includes a target word. Then the student is asked to define the targeted word in their own words. Results:

Word Classes: This subtest requires students to choose two of the three or four orally-presented words that are related. Results:

Following Directions: This subtest requires students to point to shapes in response to oral directions of increasing length and complexity. Results:

Formulated Sentences: Given visual support, students are asked to formulate a sentence about the picture using one or two targeted words presented orally. Results:

Recalling Sentences: Students are asked to imitate, verbatim, an orally presented sentence. Results:

Understanding Spoken Paragraphs: Students respond to questions about a paragraph presented orally. The questions target the paragraph's main idea, details, and sequencing as well as inferential and prediction information. Results:

Sentence Assembly: The student is given sentences in "parts" and in random order, then asked to put the parts together to make a sentence. Results:

CELF-5 LANGUAGE COMPOSITE SCORES

The *CELF-5* comprises multiple subtests used to form five comprehensive Language Composites, each yielding a standard score in which 100 is average and 85-115 is the average range. STUDENT obtained the following scores:

| <u>Language Composite</u> <u>s</u> | <u>Standard Score</u> | <u>Percentile Rank</u> | <u>Outcome Measures</u> | <u>Interpretation</u> |
|---------------------------------------|-----------------------|------------------------|---------------------------------|-----------------------|
| Core Language | — | — | Overall Language Skills | |
| Receptive Language | — | — | Overall Listening Comprehension | |
| Expressive Language | — | — | Overall Spoken Language | |

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| | | | |
|---------------------------|---|---|---|
| Language Content | — | — | Overall Semantic Development (i.e., vocabulary, concept/category development, relationships between words, etc.) |
| Language Structure | — | — | Overall ability to interpret/produce sentence structures (i.e., produce/process language according to meaning and grammatical rules) |

OVERALL LANGUAGE SKILLS

The Core Language composite of the *CELF-5* is considered to be the most representative of students' overall language abilities. _____'s Core Language standard score (SS) of ___ places him/her in the _____ range compared to his/her same-age, typically-hearing peers. STUDENT was the strongest in his/her performance in the Receptive Language (SS: __) area.

****optional information**** STUDENT completed the Celf-P2 last year, which was based on norms for children up to age 6.11 while he/she was 7.1 at the time of testing. Therefore, _____'s scores are compared to children that are a bit younger than him. This test was utilized because at the time, it was more representative of his language skills at the time. Thus comparing his scores from below average to low average as compared to *younger* children (2020) to achieving below average to average as compared to typical, same age children, shows a marked improvement in _____'s overall language skills. This is also evident in his general communication with peers and adults daily in the classroom and in social settings.

STUDENT continues to require a greater amount of support within the domains of Expressive Language (SS: __) and Language Content (SS: __). He/She needs to continue to work on his comprehension and ability to follow directions and answer questions with and without varied background noise.

(SAID)-Student Advocacy & Independence Development

The SAID is used to monitor how well the student integrates important self- advocacy, independence activities and communication repair into their daily school life. This is an informal questionnaire that asks how assertive the child responds when they don't understand or haven't heard information presented auditorily. Do they respond passively, aggressively or assertively?

Auditory Skill Checklist:

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Auditory skill development consists of skills related to awareness of sound, sound localizations, sound tracking, auditory feedback, auditory discrimination, listening at a distance, listening with presence of background noise, auditory identification, sound blending, sound auditory closure, auditory memory (recall), comprehension and reasoning. Typically, children develop these skills simultaneously, in a progressive manner according to complexity. All children are unique and will develop these skills in their own time and at their own pace, however, when a hearing loss is present, there may be delays and interruptions in the progression.

Checklist of Socio-Pragmatic Language Behaviors for Students with Sensory Impairment

This checklist is intended to be used to determine if there are concerns regarding pragmatic language development for the student with hearing loss. This has no normative information, but is used to guide instructional needs. The general education teachers and parents are asked for input. There are twenty five common pragmatic usage questions asked to the evaluator, and the responses are categorized by level of pragmatic use, 1 being little to no use up to 4, indicating that pragmatic language is used purposefully and often.

Starting School Listening Inventory for Education-Revised (L.I.F.E.-R)

The purpose of this tool is to estimate the listening difficulty a child may have in the school environment (age 3-12). Access is at the center of most of the struggles of the student with hearing loss and is so important that the Individuals with Disabilities Act specifies “supporting the development and use of technology, including assistive technology device and assassin technology services. To maximize accessibility for children with disabilities.

Craig Lipreading Inventory:

The student’s ability to use lipreading as a compensatory strategy was informally assessed using the *Craig Lipreading Inventory*. The student was given four pictures, with similar speech features, and the evaluator said the target word without voice, so that the student could see only the mouth formation when saying the word. The student then referenced the card showing the 4 pictures and was asked to identify which word was spoken. The student scored XX correct out of 33 indicating that they are able to lipread about XX% of words that were visible for this subtest.

**These scores are used only to indicate if the student uses lipreading as a strategy when having difficulty understanding the person speaking. It is noted that in most connected speech, lipreading is more difficult and only about 40% of the English speech sounds are visible on a person’s lips. When used in context however, it is necessary for a person with hearing loss to use lipreading to supplement other strategies to fill in the gaps when there is confusion about what is being said. Possibly when asked to discriminate sounds that are similar, to identify plural or singular, to aid in word discrimination when a gap in understanding occurs.

Assessment Test Report Template Examples

Contrast for Auditory and Speech Training-CAST

The **CAST** assessment is a functional assessment used to test the student's ability to discriminate words in the areas of recognition of suprasegmental features, recognition of phonemically dissimilar words, recognition of the vowels and wide vowel contrasts and narrow vowel contrasts, recognition of constant manner features, recognition of consonant voicing features, recognition of consonant place features, recognition of final consonant differences.

Observational Record of Behavior of Deaf or Hard of Hearing Students