



Language and Vocabulary

Language and vocabulary includes the level of language and vocabulary skills acquired as measured by formal and informal assessment tools. This includes standardized, norm-referenced, or criterion-referenced assessments, as well as observation-based developmental checklists, skill inventories, and criterion-referenced scales. It also includes the student's use of language for interaction with teachers and peers.

Titles marked with an * are available for loan from the [MOE RDHH Resource Library \(bit.ly/RDHHLib\)](https://bit.ly/RDHHLib).

Assessment/Checklist/Inventory

- Diagnostic Record & Intervention Plan - Early Years (DRIP-EY)* - infants to 3 years
- Receptive-Expressive Emergent Language Test (REEL-4)* - infants to 3 years
- Rossetti Infant-Toddler Language Scale (REEL-4)* - infants to 3 years
- SKI-HI Language Development Scale* - infants to 3 years
- Visual Communication Scale* - infants to 5 years
- Preschool Communication Sign Language (VCSL) Checklist* - infants to 5 years
- Cottage Language Scales (PLS-5)* - infants to 7:11 years
- Kendall Acquisition Scales for Listening, Language, and Speech (CASLLS)* - infants to 8 years
- The Communication Proficiency Levels (P-Levels)* - infants to adolescents
- MacArthur-Bates Communicative Development Inventories (MB-CDIs), Third Ed.* - 0:8 to 3:1 years
- American Sign Language - Communicative Development Inventory (ASL-CDI 2.0) - 0:8 to 5 years
- Arizona Articulation and Phonology Scale (Arizona-4)* - 1:6 to 21:11 years
- Teddy Talk Test* - 1:6 to 5 years
- Expressive One Word Picture Vocabulary Test (EOWPVT-5)* - 2 to 85+ years
- Goldman-Fristoe Test of Articulation (GFTA-3)* - 2 to 85+ years
- Peabody Picture Vocabulary Test (PPVT-5)* - 2 to 85+ years
- Expressive Vocabulary Test (EVT-3)* - 2:6 to 90+ years
- Wiig Assessment of Basic Concepts (WABC)* - 2:6 to 7:11 years
- Boehm Test of Basic Concepts (Boehm P-3)* - 3 to 5:11 years
- Bracken Basic Concept Scale Preschool (BBSC-P)* - 3 to 6:11 years
- Clinical Evaluation of Language Fundamentals Preschool (CELF Preschool-3)* - 3 to 6:11 years
- Bracken Basic Concept Scale Expressive (BBSC-E)* - 3 to 7:11 years
- Test of Early Language Development (TELD-4)* - 3 to 7:11 years
- Test for Auditory Comprehension of Language (TACL-4)* - 3 to 12:11 years
- Test of Expressive Language (TEXL)* - 3 to 12:11 years
- American Sign Language Receptive Skills Test (ASL RST)* - 3 to 13 years
- Comprehensive Assessment of Spoken Language (CASL-2)* - 3 to 21 years

Assessment Resource Guide for Students Who Are Deaf or Hard of Hearing

Introduction

Introduction	01
Audiological Factors	04
Language and Vocabulary	05
Functional Listening	07
Use of Hearing Technology	08
Academic/Vocational Performance	09
Personal Adjustments and Transitions	10

Introduction

About

The *Michigan Assessment Resource Guide for Students Who Are Deaf or Hard of Hearing* is a list of resources to assist professionals as they gather data regarding students who are deaf or hard of hearing (DHH). This guide, originally created as a companion to the [Educational Impact Matrix for Students Who Are Deaf or Hard of Hearing](https://bit.ly/EdImpactMatrix) (bit.ly/EdImpactMatrix), can also be used independently to support educational team discussions and planning.

The assessments, informal checklists, and inventories listed are neither exclusive nor exhaustive. Assessment planning is the responsibility of the educational team. MDE RDHH does not endorse the purchase or use of any commercial products not adopted by the State Board of Education. Resources are included for informational purposes to assist districts and families in identifying the needs of students who are DHH.

Instructions for Use

Educational team members collaborate to develop assessment plans based on student need. This guide is intended to assist teams with discussions and planning.

The assessments, checklists, and inventories in this guide are grouped by six possible impact factors found in the *Educational Impact Matrix*:

1. Audiological Factors
2. Language and Vocabulary
3. Functional Listening
4. Use of Hearing Technology
5. Academic/Vocational Performance
6. Personal Adjustments and Transitions

Resources and approximate age ranges are listed under each impact factor to assist educational teams in developing plans to meet a student's needs. Note: When an age range is written as 2:6 to 7:11, it means the assessment is suitable for children who are 2 years, 6 months old up to 7 years, 11 months old. Additional resources are listed at the bottom of each section for further review. Titles marked with an **asterisk (*)** are available to borrow from the [MDE RDHH Resource Library](https://bit.ly/RDHHLib) (bit.ly/RDHHLib). More detailed information about assessment resources can be found on the [MDE RDHH website](https://rdhh.org) (rdhh.org).

References

- *Assessment Tools for Students Who Are Deaf or Hard of Hearing*, West Virginia Department of Education.
- *Deaf and Hard of Hearing Assessment Tools*, 2016. Wyoming Instructional Network.
- *Guidelines for the Assessment and Educational Evaluation of Deaf and Hard of Hearing Children in Indiana*, 2014.
- *Guidelines for the Assessment and Educational Evaluation of Students Who Are Deaf or Hard of Hearing*, 2017. The Outreach Center for Deafness and Blindness, Ohio.
- *Resources for Assessment of Learners Who Are Deaf and Hard of Hearing*, 2019. Minnesota Department of Education.

Audiological Factors

Audiological factors (medical) include the type and degree of hearing level as reported by an audiologist and/or otolaryngologist/otologist.

Assessment Protocol

- **Newborn hearing screening** – newborns
- **Auditory Brainstem Response (ABR)** – infants to adults
- **Brainstem Auditory Evoked Response (BAER)** (also known as an ABR) – infants to adults
- **Otoacoustic Emissions (OAE)** – infants to adults
- **Visual reinforcement audiometry** – infants to toddlers
- **Conditioned play audiometry** – toddlers to young children
- **Tympanometry** – toddlers to adults
- **Conventional audiometry** – young children to adults

Additional Resources

- [What is an Audiogram?](http://babyhearing.org/what-is-an-audiogram) (babyhearing.org/what-is-an-audiogram), Boys Town National Research Hospital
- [Hearing Tests to Expect as Your Child Grows](http://babyhearing.org/hearing-tests-to-expect-as-your-child-grows) (babyhearing.org/hearing-tests-to-expect-as-your-child-grows), Boys Town National Research Hospital
- Video: [Journey of Sound to the Brain](http://www.nidcd.nih.gov/news/multimedia/journey-of-sound-video) (www.nidcd.nih.gov/news/multimedia/journey-of-sound-video), National Institute on Deafness and Other Communication Disorders (NIDCD)
- [Relationship of Hearing Loss to Listening and Learning](http://bit.ly/3qYiaX9) (bit.ly/3qYiaX9), Supporting Success for Children with Hearing Loss (explanations also available in Spanish and Arabic)
- [Understanding Audiograms and Speech Recognition Testing](http://bit.ly/43q7S4s) (bit.ly/43q7S4s), The Online Itinerant

Language and Vocabulary

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Assessment/Checklist/Inventory

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- **Receptive-Expressive Emergent Language Test (REEL-4)*** – infants to 3 years
- **Rossetti Infant-Toddler Language Scale*** – infants to 3 years
- **SKI-HI Language Development Scale*** – infants to 5 years
- **Visual Communication Sign Language (VCSL) Checklist*** – infants to 5 years
- **Preschool Language Scales (PLS-5)*** – infants to 7:11 years
- **Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS)*** – infants to 8 years
- **Kendall Conversational Proficiency Levels (P-Levels)*** – infants to adolescents
- **The Communication Matrix** – infants to adults
- **MacArthur-Bates Communicative Development Inventories (MB-CDIs), Third Ed.*** – 0:8 to 3:1 years
- **American Sign Language – Communicative Development Inventory (ASL-CDI 2.0)** – 0:8 to 5 years
- **Arizona Articulation and Phonology Scale (Arizona-4)*** – 1:6 to 21:11 years
- **Teddy Talk Test*** – 1:6 to 5 years
- **Expressive One Word Picture Vocabulary Test (EOWPVT-5)*** – 2 to 85+ years
- **Receptive One Word Picture Vocabulary Test (ROWPVT-5)** – 2 to 85+ years
- **Goldman-Fristoe Test of Articulation (GFTA-3)*** – 2 to 21:11 years
- **Peabody Picture Vocabulary Test (PPVT-5)*** – 2:6 to 90+ years
- **Expressive Vocabulary Test (EVT-3)*** – 2:6 to 90+ years
- **Wiig Assessment of Basic Concepts (WABC)*** – 2:6 to 7:11 years
- **Boehm Test of Basic Concepts-Preschool (Boehm P-3)*** – 3 to 5:11 years
- **Bracken Basic Concept Scale Expressive (BBSC:E)** – 3 to 6:11 years
- **Clinical Evaluation of Language Fundamentals Preschool (CELF Preschool-3)*** – 3 to 6:11 years
- **Bracken Basic Concept Scale Receptive (BBCS-4:R)*** – 3 to 7:11 years
- **Test of Early Language Development (TELD-4)*** – 3 to 7:11 years
- **Test for Auditory Comprehension of Language (TACL-4)*** – 3 to 12:11 years
- **Test of Expressive Language (TEXL)*** – 3 to 12:11 years
- **American Sign Language Receptive Skills Test (ASL RST)*** – 3 to 13 years
- **Comprehensive Assessment of Spoken Language (CASL-2)*** – 3 to 21 years

- **Oral and Written Language Scales (OWLS II)*** – 3 to 21 years
- **Informal Assessment for Language Deprivation*** – no specific age
- **Teacher Assessment of Spoken Language (TASL-II)*** – no specific age
- **Holding Stories in the Palm of Your Hand: Using Story Grammar Marker*** – pre-K to adults
- **Test of Language Development-Primary (TOLD-P:5)*** – 4 to 8:11 years
- **Test of Semantic Skills Primary (TOSS-P)** – 4 to 8:11 years
- **Structured Photographic Expressive Language III (SPELT-3)*** – 4 to 9:11 years
- **American Sign Language Expressive Skills Test (ASL EST)*** – 4 to 13 years
- **Test of Narrative Language (TNL-2)*** – 4 to 15:11 years
- **American Sign Language Assessment (ASLA)** – 4 to 21 years
- **Language Processing Test 3: Elementary (LPT-3)*** – 5 to 11:11 years
- **Oral Passage and Understanding Scale (OPUS)** – 5 to 21 years
- **Clinical Evaluation of Language Fundamentals (CELF-5)*** – 5 to 21:11 years
- **Comprehensive Receptive and Expressive Vocabulary (CREVT-3)*** – 5 to 89:11 years
- **Boehm Test of Basic Concepts (Boehm-3)*** – grades K to 2
- **American Sign Language Vocabulary Test (ASL-VT)** – 6 to 10 years
- **Word Test 3 Elementary*** – 6 to 11:11 years
- **Test of Language Development-Intermediate (TOLD-I:5)*** – 8 to 17:11 years
- **Test of Semantic Skills – Intermediate (TOSS-I:NU)*** – 9 to 13:11 years
- **Test of Written Language (TOWL-4)*** – 9 to 17:11 years
- **Word Test 2 Adolescent*** – 12 to 17:11 years
- **American Sign Language Proficiency Interview (ASL-PI)** – 16 years to adults

Additional Resources

- [ASL Content Standards](http://aslstandards.org) (aslstandards.org), Laurent Clerc National Deaf Education Center
- [American Sign Language Curriculum, Instruction, and Assessment \(ASL CIA\)](http://www.aslcia.net) (www.aslcia.net)
- [Assessment Toolkits - ASL](http://vl2.gallaudet.edu/assessment-toolkits) (vl2.gallaudet.edu/assessment-toolkits), Gallaudet University's Science of Learning Center on Visual Language and Visual Learning (VL2)
- [Developmental Norms for Speech and Language](http://asha.org/SLP/schools/prof-consult/norms) (asha.org/SLP/schools/prof-consult/norms), American Speech-Language-Hearing Association (ASHA)
- [Explore ASL Assessments](http://language1st.org/assessments) (language1st.org/assessments), Language First

Functional Listening

Functional listening includes the student's ability to use listening skills in a variety of settings to understand sounds and spoken language.

Assessment/Checklist/Inventory

- **Auditory Learning Guide (ALG)** – infants to young children
- **Auditory Skills Checklist** – infants to young children
- **Infant-Toddler Meaningful Auditory Integration Scale** – infants to 2 years
- **LittleEARS Auditory Questionnaire** – infants to first 2 years after being fitted with personal listening device(s)
- **CID Early Listening at Home (ELH)*** – infants to 3 years
- **Parents' Evaluation of Aural/Oral Performance of Children (PEACH)** – infants to 5 years
- **Functional Listening Index – Pediatric (FLI-P)** – infants to 6 years
- **Early Listening Function (ELF)** – 0:4 to 3 years
- **Teacher's Evaluation of Aural/Oral Performance of Children (TEACH)** – toddlers to 5 years
- **Functional Auditory Performance Indicators (FAPI)** – toddlers and older
- **Speech Perception Instructional Curriculum and Evaluation (SPICE Second Edition)** – 2 to 12 years
 - **SPICE First Edition*** is available to borrow
- **Test of Auditory Functioning (TAF)*** – 2 years to middle school
- **Early Speech Perception Test (ESP)*** – 3 to 7 years
- **Children's Home Inventory for Listening Difficulties (CHILD)** – 3 to 12 years
- **Test for Auditory Comprehension of Language (TACL-4)*** – 3 to 12:11 years
- **Auditory Perception Test for the Hearing Impaired (APT/HI)*** – 3 years and older
- **Auditory Skills Assessment*** – 3:6 to 6:11 years
- **Test of Auditory Processing Skills (TAPS-4)*** – 4 to 18 years
- **Speech Perception Instructional Curriculum and Evaluation for Life 2 (SPICE for Life 2)*** – 5 to 12 years
- **The Listening Comprehension Test: 2*** – 6 to 11:11 years
- **Vanderbilt Fatigue Scales: Pediatric** – 6 to 17 years
- **Developmental Test of Auditory Processing (DTAP)*** – 6 to 18 years
- **Functional Listening Evaluation (FLE)*** – 6 years and older
- **Children's Auditory Performance Scale (CHAPS)** – 7 years and older
- **Listening Inventory For Education - Revised (LIFE-R)** – 8 years and older
- **Speech Perception in Noise Test Revised (RSPIN)** – not specified

Additional Resources

- [Central Institute for the Deaf](http://professionals.cid.edu) (professionals.cid.edu)
- [Hearing First](http://hearingfirst.org) (hearingfirst.org)
- [Supporting Success for Children with Hearing Loss](http://successforkidswithhearingloss.com) (successforkidswithhearingloss.com)
- [Listening \(Auditory Skills\) Development](http://bit.ly/3CGTtAJ) (bit.ly/3CGTtAJ)
- [Track a Listening Child \[PDF\]](http://bit.ly/3FJuoHn) (bit.ly/3FJuoHn) for infants to young children, Cochlear Americas

Use of Hearing Technology

Use of hearing technology consists of a student's use of their hearing device(s) and/or hearing assistive technology (HAT). Hearing devices include hearing aids, cochlear implants, and bone conduction devices. HAT may include a remote microphone system, classroom audio distribution system, or loop system.

Assessment/Checklist/Inventory

- **Student Expectation for Advocacy and Monitoring (SEAM) Hearing Technology** – grades pre-K to 12
- **Audiology Self-Advocacy Checklist** – grades K to 12
- **Minnesota Compensatory Skills Checklist for Children with Hearing Loss** – grades K to 12

Additional Resources

- [Bone Conduction Devices](http://cincinnatichildrens.org/health/b/bone-conduction-devices) (cincinnatichildrens.org/health/b/bone-conduction-devices), Cincinnati Children's Hospital
- [Cochlear Implants](http://www.nidcd.nih.gov/health/cochlear-implants) (www.nidcd.nih.gov/health/cochlear-implants), National Institute on Deafness and Other Communication Disorders (NIDCD)
- [Hearing Aids](http://www.nidcd.nih.gov/health/hearing-aids) (www.nidcd.nih.gov/health/hearing-aids), NIDCD
- [Hearing Solutions for the Classroom](http://bit.ly/43os5Yy) (bit.ly/43os5Yy), Phonak
- [Using Hearing Assistive Technologies in the Classroom: Why, When, and How?](http://bit.ly/4r7bUHQ) (bit.ly/4r7bUHQ), Boys Town National Research Hospital

Academic/Vocational Performance

Academic/vocational performance includes the level of academic progress and/or career-related learning as well as the student's need for accommodations or modifications.

Assessment/Checklist/Inventory

- **All Children Can Read: Literacy Skills Checklist** – infants to young adults
- **The Communication Matrix** – infants to adults
- **Developmental Assessment for Individuals with Severe Disabilities (DASH-3)*** – 0:6 years to adults
- **Bracken Basic Concept Scale Expressive (BBCS:E)** – 3 to 6:11 years
- **Bracken School Readiness Assessment (BSRA-4)** – 3 to 7:11 years
- **Bracken Basic Concept Scale Receptive (BBCS-4:R)*** – 3 to 7:11 years
- **Test of Early Reading Ability Deaf or Hard of Hearing (TERA-D/HH)*** – 3 to 13 years
- **Oral and Written Language Scales (OWLS II)*** – 3 to 21 years
- **Screening Instrument for Targeting Educational Risk (Preschool SIFTER)** – grades pre-K to K
- **aimswebPlus** – grades pre-K to 12
- **Test of Early Reading Ability (TERA-4)** – 4 to 8:11 years
- **Kaufman Test of Educational Achievement (KTEA-3)** – 4 to 25:11 years
- **KeyMath-3 Diagnostic Assessment (KeyMath-3 DA)** – 4:6 to 21:11 years
- **Woodcock Reading Master Test (WRMT-III)** – 4:6 to 79:11 years
- **Common Core Educational Standards: Selected for Vulnerability to Progress Delays Due to Hearing Loss** – grades K-6
- **Brigance Comprehensive Inventory of Basic Skills II (CIBS II)** – grades K to 9
- **Qualitative Reading Inventory (QRI-7)** – grades K to 12
- **Signed Reading Fluency Rubric for Deaf Children** – grades K to 12
- **Stanford Achievement Test Series (SAT10)** – grades K to 12
- **Screening Instrument for Targeting Educational Risk (SIFTER-Elementary)** – grades 1 to 5
- **Picture Interest Career Survey (PICS-3)** – 10 to 65 years
- **Reading-Free Vocational Interest Inventory (RFVII-3)** – 10 to 75 years
- **Screening Instrument for Targeting Educational Risk (Secondary SIFTER)** – grades 6 to 12
- **O*NET Career Interest Inventory*** – 14 years and older
- **Work Readiness Inventory (WRI)*** – 14 years and older

Personal Adjustments and Transitions

Personal adjustments and transitions include a student's level of self-advocacy for assistive technology or accommodations. They may also include the skills necessary for transitions, including graduation and/or change of levels. Note: Hearing assistive technology (e.g., remote microphone system, classroom audio distribution system, or loop system) is included within the broader category of assistive technology.

Assessment/Checklist/Inventory

- **Social-Emotional Assessment/Evaluation Measure (SEAM)** – 0:2 to 5:6 years
- **Social Communication Skills – The Pragmatics Checklist** – 2 to 7 years
- **Clinical Evaluation of Language Fundamentals Preschool (CELF Preschool-3)*** – 3 to 6:11 years
- **Guide to Self-Advocacy Skill Development, DHH** – grades pre-K to 4
- **aimswebPlus** – grades pre-K to 12
- **Minnesota Social Skills Checklist for Deaf/Hard of Hearing Students** – grades pre-K to 12
- **Student Communication Repair Inventory and Practical Training (SCRIPT-2)*** – 5 years to adolescents
- **Theory of Mind Test** – 5 to 12 years
- **Clinical Evaluation of Language Fundamentals (CELF-5)*** – 5 to 21:11 years
- **Children's Peer Relationship Scale** – grades K to 6
- **Informal Inventory of Independence and Self-Advocacy Skills for DHH Students** – grades K to 12
- **Minnesota Compensatory Skills Checklist for Children with Hearing Loss** – grades K to 12
- **Student Advocacy & Independence Development (SAID) Teacher Checklist** – grades K to 12
- **Transition Skills Guidelines: DHH Students** – grades K to 12
- **Self Assessment of Communication – Adolescent (SAC-A)** – grades 6-12
- **Significant Other Assessment of Communication – Adolescent (SOAC-A)** – grades 6-12
- **Brigance Transition Skills Inventory (TSI 2)** – grades 7 to 12
- **Secondary Transition Guide for Students Who Are Deaf or Hard of Hearing** – grades 7 to 12
- **Life Centered Education (LCE 2.0)** – 12 to 28 years
- **Self-Determination Inventory** – 13 to 22 years

Additional Resources

- [Building Skills for Success in the Fast-Paced Classroom: Optimizing Achievement for Students with Hearing Loss](http://successforkidswithhearingloss.com/product/building-skills-for-success-in-the-fast-paced-classroom) (successforkidswithhearingloss.com/product/building-skills-for-success-in-the-fast-paced-classroom), 2016. Anderson & Arnoldi
- [DeafTEC: National Technical Institute for the Deaf](http://deaftec.org) (deaftec.org)
- [Laurent Clerc National Deaf Education Center](http://clerccenter.gallaudet.edu) (clerccenter.gallaudet.edu)
- [National Deaf Center](http://nationaldeafcenter.org) (nationaldeafcenter.org)