



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

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Preface

Introduction

The Michigan Assessment Resource Guide for Students Who are Deaf or Hard of Hearing is a list of resources compiled to assist professionals in gathering 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, can also be used independently to support individualized education program (IEP) team discussions and planning.

The assessments listed are neither exclusive nor exhaustive. Assessment planning is the responsibility of the IEP team. MDE-LIO 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

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

The assessments in this guide are grouped by six possible impact factors found on the Educational Impact Matrix:

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

Resources and approximate age ranges are listed under each impact factor to assist IEP teams in developing plans to meet a student's needs. Additional resources are listed at the bottom of each page for further review.

Resources

- [Michigan Department of Education–Low Incidence Outreach \(MDE-LIO\) Deaf/Hard of Hearing section](http://mdelio.org/deaf-hard-of-hearing) (mdelio.org/deaf-hard-of-hearing).
- [Educational Impact Matrix for Students who are Deaf or Hard of Hearing](http://mdelio.org/deaf-hard-of-hearing/service-delivery-tools) (mdelio.org/deaf-hard-of-hearing/service-delivery-tools), 2018. MDE-LIO.

References

- [Guidelines for the Assessment and Educational Evaluation of Students Who Are Deaf or Hard of Hearing](http://deafandblindoutreach.org/up_doc/Guidelines-for-Assessment-and-Educational-Evaluation-HH-2017.pdf) (deafandblindoutreach.org/up_doc/Guidelines-for-Assessment-and-Educational-Evaluation-HH-2017.pdf), 2017. The Outreach Center for Deafness and Blindness, Ohio.
- [Guidelines for the Assessment and Educational Evaluation of Deaf and Hard of Hearing Children in Indiana](http://in.gov/isdh/files/Guidelines%20for%20Assessment.pdf) (in.gov/isdh/files/Guidelines%20for%20Assessment.pdf), 2014.
- [Assessment Tools for Students who are Deaf or Hard of Hearing](http://wvde.state.wv.us/osp/AssessmentTools.pdf) (wvde.state.wv.us/osp/AssessmentTools.pdf). West Virginia Department of Education.
- [Deaf and Hard of Hearing Assessment Tools](http://wyominginstructionalnetwork.com/outreach-services/outreach-services-for-deafhard-of-hearing/assessment) (wyominginstructionalnetwork.com/outreach-services/outreach-services-for-deafhard-of-hearing/assessment), 2016. Wyoming Instructional Network.
- [Resources for Assessment of Students who are Deaf and Hard of Hearing](http://education.state.mn.us/MDE/dse/sped/cat/dhh) (education.state.mn.us/MDE/dse/sped/cat/dhh), 2008. Minnesota Department of Education.

1. Audiological Factors

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

| Assessment protocol | Approximate age/grade range |
|--|---|
| Newborn hearing screening | Newborns |
| Auditory Brainstem Response (ABR) (also known as Brainstem Auditory Evoked Response (BAER)) | Infants to adults (contraindicated for children or individuals who are unable to provide a consistent response to sound) |
| Visual reinforcement audiometry | Infants to toddlers |
| Conditioned play audiometry | Toddlers to young children |
| Tympanometry | Toddlers to adults |
| Otoacoustic emissions | Infants to adults |
| Conventional audiometry | Young children to adults |

Additional Resources

- Includes video: [The Human Ear: Facts and Functions of the Ear](http://organsofthebody.com/ears) (organsofthebody.com/ears), Organsofthebody.com.
- Types of testing explained: [Pediatric Hearing Loss](http://mottchildren.org/conditions-treatments/ped-ear-nose-throat/hearing-loss) (mottchildren.org/conditions-treatments/ped-ear-nose-throat/hearing-loss), Mott Children's Hospital.
- [Back to Basics: Speech Audiometry](http://audiologyonline.com/articles/back-to-basics-speech-audiometry-6828) (audiologyonline.com/articles/back-to-basics-speech-audiometry-6828), Audiology Online.
- [Relationship of Hearing Loss to Listening and Learning](http://successforkidswithhearingloss.com/for-professionals/relationship-of-hearing-loss-to-listening-and-learning) (successforkidswithhearingloss.com/for-professionals/relationship-of-hearing-loss-to-listening-and-learning), Supporting Success for Children with Hearing Loss.
- [Degrees of Hearing Loss](http://boystownhospital.org/knowledgeCenter/articles/hearing/Pages/DegreesofHearing.aspx) (boystownhospital.org/knowledgeCenter/articles/hearing/Pages/DegreesofHearing.aspx), Boys Town National Research Hospital.

2. Language and Vocabulary

Language and vocabulary includes a child’s acquired level of language and vocabulary skills as measured by formal and informal assessment tools, including standardized, norm-referenced, or criterion-referenced assessments as well as observation-based developmental checklists, skills checklists, and criterion-referenced scales. A child’s use of language for interaction with teachers and peers should also be included.

| Assessment | Approximate age/grade range |
|---|---|
| SKI-HI Language Development Scale | Infants to 5 years |
| Visual Communication Sign Language (VCSL) Checklist | Infants to 5 years |
| Rosetti Infant-Toddler Language Scale | Infants to 5 years |
| Preschool Language Scale (PLS-4) | Infants to 6 years, 11 months |
| 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 Inventory | 8 months to 37 months |
| Peabody Picture Vocabulary Test (PPVT-4) | 2 years, 6 months to 90 years |
| Wiig Assessment of Basic Concepts (WABC) | 2 years, 6 months to 7 years, 11 months |
| Test of Early Language Development (TELD-3) | 2 years to 7 years, 11 months |
| Expressive One Word Picture Vocabulary Test (EOWPVT-4) | 2 years to 80 years |
| Receptive One Word Picture Vocabulary Test (ROWPVT-4) | 2 years to 80 years |
| Boehm Test of Basic Concepts-Preschool (Boehm P-3) | 3 years to 5 years, 11 months |
| Bracken Basic Concept Scale Receptive (BBCS-3:R) | 3 years to 6 years, 11 months |
| Bracken Basic Concept Scale Expressive (BBSC:E) | 3 years to 6 years, 11 months |

| Assessment | Approximate age/grade range |
|---|--------------------------------|
| Test for Auditory Comprehension of Language (TACL-4) | 3 years to 12 years |
| American Sign Language Receptive Skills Test (ASL RST) | 3 years to 13 years |
| Comprehensive Assessment of Spoken Language (CASL) | 3 years to 21 years |
| Oral and Written Language Scales (OWLS II) | 3 years to 21 years, 11 months |
| Test of Language Development-Primary (TOLD-P:4) | 4 years to 8 years, 11 months |
| Test of Semantic Skills Primary (TOSS-P) | 4 years to 8 years, 11 months |
| Structured Photographic Expressive Language III (SPELT-3) | 4 years to 9 years |
| Carolina Picture Vocabulary Test (CPVT) | 4 years to 11 years, 6 months |
| Elementary Language Processing Test (LPT-3) | 5 years to 11 years |
| Clinical Evaluation of Language Fundamentals (CELF-5) | 5 years to 21 years, 11 months |
| Comprehensive Receptive and Expressive Vocabulary (CREVT-3) | 5 years to 89 years |
| Boehm-3 Test of Basic Concepts | Kindergarten to grade 2 |
| Word Test 2 Elementary | 6 years to 11 years |
| Test of Language Development-Intermediate (TOLD-I:4) | 8 years to 17 years, 11 months |
| Test of Semantic Skills Intermediate (TOSS-I) | 9 years to 13 years, 11 months |
| Test of Written Language (TOWL-4) | 9 years to 17 years, 11 months |
| Word Test 2 Adolescent | 12 years to 17 years |

Additional Resources

- [ASL Content Standards, Kindergarten – Grade 12 \[PDF\]](https://gallaudet.edu/Documents/ASL-Standards/K-12-ASL-Content-Standard.pdf) (gallaudet.edu/Documents/ASL-Standards/K-12-ASL-Content-Standard.pdf), Gallaudet University, 2018.
- [Developmental Norms for Speech and Language](https://asha.org/SLP/schools/prof-consult/norms) (asha.org/SLP/schools/prof-consult/norms), American Speech-Language-Hearing Association.
- [Importance of Early Communication and Communication Options](https://infanthearing.org/earlyintervention/importance.html) (infanthearing.org/earlyintervention/importance.html), National Center for Hearing Assessment and Management (NCHAM).

3. Functional Listening

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

| Assessment | Approximate age/grade range |
|--|-----------------------------|
| Auditory Learning Guide (ALD) | Infants to young children |
| Teacher's Evaluation of Aural/Oral Performance of Children (TEACH) | Toddlers to young children |
| Functional Auditory Performance Indicators (FAPI) | Toddlers and older |
| Speech Perception Instructional Curriculum and Evaluation (SPICE) | 2 years to 12 years |
| Early Speech Perception Test (ESP) | 3 years to 7 years |
| Auditory Perception Test for the Hearing Impaired (APT/HI) | 3 years and older |
| Test of Auditory Processing Skills (TAPS-3) | 4 years to 18 years |
| SPICE for Life Auditory Learning Curriculum | 5 years and older |
| Listening Inventory For Education (LIFE-R) | Kindergarten and older |
| Screening Instrument for Targeting Educational Risk (S.I.F.T.E.R.) | Younger and older children |
| Developmental Test of Auditory Processing (DTAP) | 6 years to 18 years |
| Functional Listening Evaluation (FLE) | 6 years and older |

Additional Resources

- Resources to develop listening skills: [Listening \(Auditory Skills\) Development](https://www.successforkidswithhearingloss.com/for-professionals/listening-auditory-skills-development) (successforkidswithhearingloss.com/for-professionals/listening-auditory-skills-development), Supporting Success for Children with Hearing Loss.
- For infants to young children: [Track a Listening Child \[PDF\]](https://www.cochlear.com/track-a-listening-child) (goo.gl/Lct8xE), Cochlear.com.

4. Use of Amplification Devices

Use of amplification devices includes a child’s use of devices and level of assistance needed. Amplification devices include hearing aids, cochlear implants, direct audio input from the teacher, a classroom audio distribution system, loop system, or other hearing assistive technology (HAT).

| Assessment | Approximate age/grade range |
|---|-----------------------------|
| Student Expectation for Advocacy and Monitoring (SEAM) | Preschool to high school |
| K–12 Compensatory Skills Checklist for Children With Hearing Loss | 5 years to 18 years |

Additional Resources

- [Hearing Device Retention Ratings and Information \[PDF\]](https://goo.gl/THrg64) (goo.gl/THrg64), Supporting Success for Children with Hearing Loss.
- [Hearing Aids](http://www.nidcd.nih.gov/health/hearing-aids) (www.nidcd.nih.gov/health/hearing-aids), National Institute on Deafness and Other Communication Disorders (NIDCD).
- [Cochlear Implants](http://www.nidcd.nih.gov/health/cochlear-implants) (www.nidcd.nih.gov/health/cochlear-implants), NIDCD.
- [Using Hearing Assistive Technologies in the Classroom: Why, When, and How?](http://boystownhospital.org/knowledgeCenter/articles/Pages/UsingHearingAssistiveTechnologiesintheClassroom.aspx) (boystownhospital.org/knowledgeCenter/articles/Pages/UsingHearingAssistiveTechnologiesintheClassroom.aspx), Boys Town National Research Hospital.

5. 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 | Approximate age/grade range |
|--|--|
| Bracken School Readiness Assessment (BSRA-3) | 3 years to 6 years, 11 months |
| Bracken Basic Concept Scale Receptive (BBCS-3:R) | 3 years to 6 years, 11 months |
| Bracken Basic Concept Scale Expressive (BBCS:E) | 3 years to 6 years, 11 months |
| Test of Early Reading Ability Deaf or Hard of Hearing (TERA-D/HH) | 3 years to 13 years |
| Brigance Comprehensive Inventory of Basic Skills II | Pre-K to grade 9 |
| KeyMath-3 | 4 years, 6 months to 21 years, 11 months |
| Kaufman Test of Educational Achievement (KTEA-II) | 4 years to 25 years |
| Woodcock Reading Master Test (WRMT-III) | 4 years to 79 years |
| aimsweb | Kindergarten to grade 12 |
| Stanford Achievement Test, 10th Edition | Kindergarten to grade 12 |
| Qualitative Reading Inventory (QRI-6) | Kindergarten to grade 12 |
| Screening Instrument for Targeting Educational Risk (S.I.F.T.E.R.) | Younger and older children |

Additional Resources

- [Raising and Educating Deaf Children: Foundations for Policy, Practice, and Outcomes](http://raisingandeducatingdeafchildren.org) (raisingandeducatingdeafchildren.org), Oxford University Journals.

6. Personal Adjustments and Transitions

Personal adjustments and transitions include a child’s level of self-advocacy for technology and accommodations. They may also include skills necessary for transitions including graduation and/or change of levels.

| Assessment | Approximate age/grade range |
|---|-----------------------------|
| Guide to Self-Advocacy Skill Development, DHH | Preschool to grade 4 |
| Student Communication Repair Inventory and Practice (SCRIPT) | 5 years to adolescents |
| Informal Inventory of Independence and Self-Advocacy skills for Deaf/Hard of Hearing Students | Kindergarten to grade 12 |
| Minnesota Compensatory Skills Checklist for Children with Hearing Loss | Kindergarten to grade 12 |
| Reading Free Vocational Interest Inventory | 13 years and older |
| Picture Interest Career Survey (PICS) | Middle and high school |
| Brigance Transition Skills Inventory (TSI) | Middle and high school |
| Life Centered Education (LCE) | Middle and high school |
| aimsweb | Kindergarten to grade 12 |
| Stanford Achievement Test, 10th Edition | Kindergarten to grade 12 |
| Qualitative Reading Inventory (QRI-6) | Kindergarten to grade 12 |
| Screening Instrument for Targeting Educational Risk (S.I.F.T.E.R.) | Younger and older children |

Additional Resources

- [National Deaf Center](http://nationaldeafcenter.org) (nationaldeafcenter.org)
- [DeafTec: National Technical Institute for the Deaf](http://deaftec.org) (deaftec.org)
- [Laurent Clerc National Deaf Education Center: Transition](http://www3.gallaudet.edu/clerc-center/info-to-go/) (www3.gallaudet.edu/clerc-center/info-to-go/)