



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 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*, 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 in 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 \(MDE-LIO\)](https://mdelio.org) (mdelio.org).
- *Educational Impact Matrix for Students Who Are Deaf or Hard of Hearing*, 2018. MDE-LIO. Located on the [Service Delivery Tools page](https://mdelio.org/deaf-hard-of-hearing/other-resources/service-delivery-tools) (mdelio.org/deaf-hard-of-hearing/other-resources/service-delivery-tools).

References

- [Guidelines for the Assessment and Educational Evaluation of Students Who Are Deaf or Hard of Hearing \[PDF\]](#) (bit.ly/3nECgDA), 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 \[PDF\]](#) (bit.ly/2ZcRZR3), 2014.
- [Assessment Tools for Students who are Deaf or Hard of Hearing \[PDF\]](#) (wvde.state.wv.us/osp/AssessmentTools.pdf). West Virginia Department of Education.
- [Deaf and Hard of Hearing Assessment Tools](#) (bit.ly/3cAUWh9), 2016. Wyoming Instructional Network.
- [Deaf and Hard of Hearing](#) (education.mn.gov/MDE/dse/sped/cat/dhh/index.htm), including [Resources for Assessment of Learners Who Are Deaf and Hard of Hearing \[PDF\]](#) (bit.ly/3cCoqv9), 2019. 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 otologist.

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](https://www.organsofthebody.com/ears/) (organsofthebody.com/ears), Organsofthebody.com.
- Types of testing explained: [Pediatric Hearing Loss](https://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](https://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](https://bit.ly/3qYiaX9) (bit.ly/3qYiaX9), Supporting Success for Children with Hearing Loss.
- [Degrees of Hearing Loss](https://bit.ly/3qWQuBW) (bit.ly/3qWQuBW), 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. This includes standardized, norm-referenced, or criterion-referenced assessments, as well as observation-based developmental checklists, skill checklists, and criterion-referenced scales. A child's use of language for interaction with teachers and peers should also be included.

Assessments marked with an * are available for loan from the MDE-LIO [DHH Resource library](https://bit.ly/LIODHHLib) (bit.ly/LIODHHLib).

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
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

Assessment	Approximate Age/Grade Range
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
Oral Passage and Understanding Scale (OPUS)*	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:5)*	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
American Sign Language Proficiency Interview (ASL-PI)	16 years to adult

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.

Assessments marked with an * are available for loan from the MDE-LIO [DHH Resource library](https://bit.ly/LIODHHLib) (bit.ly/LIODHHLib).

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://bit.ly/3CGTtAJ) (bit.ly/3CGTtAJ), Supporting Success for Children With Hearing Loss.
- For infants to young children: [Track a Listening Child \[PDF\]](https://bit.ly/3FJuoHn) (bit.ly/3FJuoHn), 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://bit.ly/30S7EWK) (bit.ly/30S7EWK), Supporting Success for Children with Hearing Loss.
- [Hearing Aids](https://nidcd.nih.gov/health/hearing-aids) (nidcd.nih.gov/health/hearing-aids), National Institute on Deafness and Other Communication Disorders (NIDCD).
- [Cochlear Implants](https://nidcd.nih.gov/health/cochlear-implants) (nidcd.nih.gov/health/cochlear-implants), NIDCD.
- [Using Hearing Assistive Technologies in the Classroom: Why, When, and How?](https://bit.ly/3xe3xQz) (bit.ly/3xe3xQz), 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.

Assessments marked with an * are available for loan from the MDE-LIO [DHH Resource library](https://bit.ly/LIODHHLib) (bit.ly/LIODHHLib).

Assessment	Approximate Age/Grade Range
Communication Matrix	Infant to adulthood
Developmental Assessment for Individuals with Severe Disabilities (DASH-3)*	6 months to adulthood
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
ONET Career Interest Inventory, 3rd Edition*	14 years and older
Work Readiness Inventory*	14 years and older

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.

Assessments marked with an * are available for loan from the MDE-LIO [DHH Resource library](https://bit.ly/LIODHHLib) (bit.ly/LIODHHLib).

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