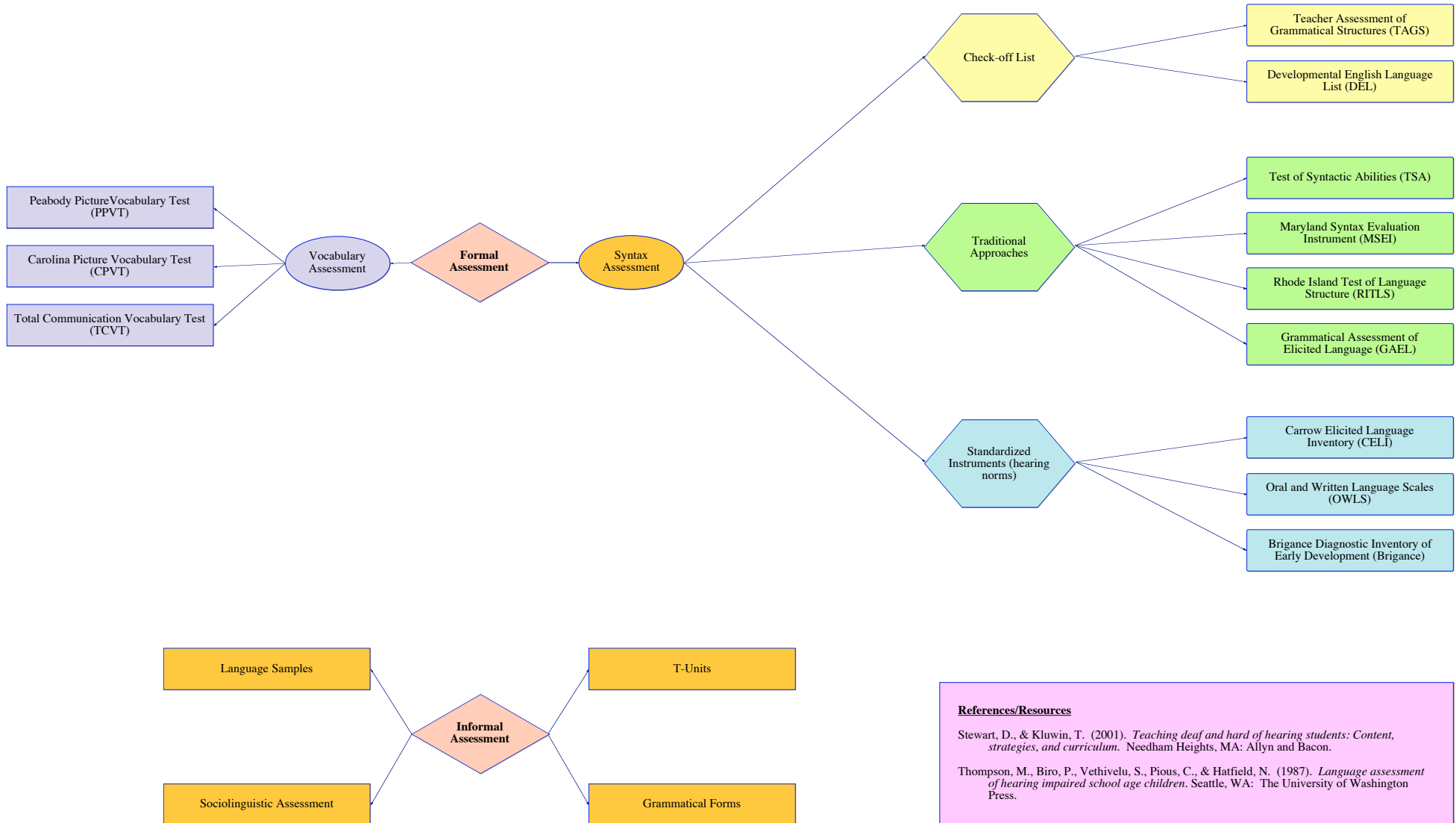


**Why Language Assessment?**

- 1) Baselineing: "If you don't know where you are, you won't know where you're going."
- 2) Establish Language Goals: Where is it you want to go?
- 3) Increase Effective Teaching: How to get where you want to go?
- 4) Teacher Accountability: Can you get to where you want to go?

**Best Practices:  
Language Assessment  
With Students Who  
Are Deaf and Hard of  
Hearing**

Teachers of students who are deaf and hard of hearing are the primary diagnosticians, and as such, they should seek the assistance of educational diagnosticians and SLPs to confirm hypotheses formulated about their students.



**References/Resources**

Stewart, D., & Kluwin, T. (2001). *Teaching deaf and hard of hearing students: Content, strategies, and curriculum*. Needham Heights, MA: Allyn and Bacon.

Thompson, M., Biro, P., Vethivelu, S., Pious, C., & Hatfield, N. (1987). *Language assessment of hearing impaired school age children*. Seattle, WA: The University of Washington Press.

Assessment	Assessment Type	Assessment Areas/Notes
Peabody Picture Vocabulary Test (PVT)	Formal Assessment: Vocabulary	Used for years with DHH students but without standardized norms for DHH.
Carolina Picture Vocabulary Test (CPVT)	Formal Assessment: Vocabulary	Vocabulary test developed for children with significant hearing loss. The most comprehensive set of norms when compared with the TCVT. Concerns include questions about the iconic nature of some signs allowing items to be answered correctly without understanding the concept.
Total Communication Vocabulary Test (TCVT)	Formal Assessment: Vocabulary	Vocabulary test developed for children with significant hearing loss. Concerns include questions about the iconic nature of some signs allowing items to be answered correctly without understanding the concept.
Maryland Syntax Evaluation Instrument (MSEI)	Formal Assessment: Syntax Traditional Approach Group Administered	Norms for residential school deaf students from 6-0 to 18-11 years of age. Designed for in-class teachers who are knowledgeable about English grammar. Students write spontaneous sentences to a set of 10 pictures.
Test of Syntactic Abilities (TSA)	Formal Assessment: Syntax Traditional Approach Group Administered	Norms for students age 10-0 to 18-11. Relies on "word scrambles" presented in multiple-choice format. Comprehensive and scored objectively. Concerns include length of test and small print.
Grammatical Assessment of Elicited Language (GAEL)	Formal Assessment: Syntax Traditional Approach	Norms for children ages 5-0 to 9-0. Relies on "manipulatives" and personal interaction between child and examiner. Does not assess spontaneous language. Two hours to score.
Rhode Island Test of Language Structure (RITLS)	Formal Assessment: Syntax Traditional Approach	Relies on format in which students choose one of three pictures based on a language prompt. Concerns include children's semantic knowledge base in ASL may cue them to make the proper selection without the English competence.
Brigance Diagnostic Inventory of Early Development (Brigance)	Formal Assessment: Syntax	Standardized instrument normed on hearing children. Made a significant contribution to the field of deaf education.
Carrow Elicited Language Inventory (CELI)	Formal Assessment: Syntax	Standardized instrument normed on hearing children. Made a significant contribution to the field of deaf education.
Oral and Written Language Scales (OWLS)	Formal Assessment: Syntax	Standard instrument normed on hearing children. Made a significant contribution to the field of deaf education.
Teacher Assessment of Grammatical Structures (TAGS)	Formal Assessment: Syntax Check-off List	Check-off list
Developmental English Language List (DEL)	Formal Assessment: Syntax Check-off List	Check-off list
Grammatical Forms	Informal Assessment	A set of 13 Key Trigger Verbs (KTV) assesses student's functional and grammatical use of verbs.
Language Samples	Informal Assessment	Student's language sample (written, spoken or signed) is elicited to assess the student's linguistic performance.

T-Units	Informal Assessment	Structural Assessment of Written Language (SAWL) is a way to assess number of words and clauses per T-unit.
Sociolinguistic	Informal Assessment	Four sets of cluster questions give direction to teachers for assessing the language abilities of students. The four sets are Social Awareness, Communicative Intent, Sociolinguistic, and Pragmatic Knowledge.
Preschool Language Scale (PLS)	Formal Assessment Receptive and expressive language concepts & some English grammar.	Standardized & normed on hearing children through age 6-11. Auditory Comprehension section can be signed as can Expressive Communication section. Test items developmentally ordered.
Test of Language Development P (TOLD—P)	Formal Assessment, Syntax, Morphology, Vocabulary Concepts	Standardized and normed on hearing children through age 8-11. Has subtests for Picture Vocabulary, Relational Vocabulary, Oral Vocabulary, Grammatical Understanding, Grammatical Completion, and Sentence Imitation.