Literacy Assessment - Students who are Deaf and Hard of Hearing

Types of Assessment

- Norm-Referenced Tests
  - Challenge when groups are heterogeneous in language, exceptionality and/or culture
  - Least effective for reading instruction
  - Poor test taking skills influence performance
  - Group administration results in incorrect information

- Criterion Referenced Tests
  - Most not designed for students who are deaf or hard of hearing
  - Interpretation of test results must be done carefully and include an explanation of alterations
  - ALTERATION EXAMPLES
    - Sign language communication
    - Reworking questions

- Curriculum-Based Assessment
  - Accuracy and completeness dependent upon the skills of the person administering the assessment
  - Assessment may not be "standard"

- Performance-Based Measures
  - Authentic instruction
  - Multiple approaches for providing a more comprehensive and accurate picture of student performance
  - Supports analysis of literacy within the context of functional information

EXAMPLES
- SAT-HI
- TERA-D/HH

READING EXAMPLES
- Cloze Procedure
- Early Reading Checklist
- Reading Checklist

WRITING EXAMPLES
- Stages of Literacy Development Checklist
- Cleary Language Assessment
- Kendall Demonstration Elementary School

EXAMPLES
- The Idaho Special Education Manual
- Hand in Hand With Special Education: A Guide for Parents
- Regulations for the Education of Exceptional Students

REFERENCES/RESOURCES


<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessment Type</th>
<th>Assessment Areas/Notes</th>
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</thead>
<tbody>
<tr>
<td>Test of Written Language-3 (TOWL - 3)</td>
<td>Norm-Referenced</td>
<td>Measures conceptual, linguistic, and cognitive aspects of writing in spontaneous and contrived formats. Should be used with caution when interpreting the scores of DHH students.</td>
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<td>Cloze Procedure</td>
<td>Criterion-Referenced</td>
<td>Reading assessment not designed for students who are D/HH. Deletion of every fifth word within a passage. Degree of hearing loss and age of onset are two factors shown to affect test performance. Use caution with effectiveness and reliability.</td>
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<td>Early Reading Checklist and Reading Checklist</td>
<td>Criterion-Referenced</td>
<td>Reading assessment designed for students who are D/HH looking at conventions of print, alphabet knowledge, visual or listening comprehension, sight word vocabulary, use of cue systems, story retelling, reading comprehension strategies, and word analysis strategies. Completed checklist allows teachers to see student strengths and needs at a glance, thus helping to guide instruction.</td>
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<td>Cleary Language Assessment</td>
<td>Criterion-Referenced</td>
<td>Measures written and signed communication in six areas of writing using four levels (emerging, beginning, developing and maturing). Measures students’ ability to (a) develop a topic in an interesting and imaginative way, (b) produce a product that is organized in a logical manner, (c) support ideas using relevant information, (d) produce grammatically correct sentences, (e) use voice that is specific and vivid in language, and (f) have few to no mechanical errors.</td>
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<td>Kendall Demonstration Elementary School</td>
<td>Criterion-Referenced</td>
<td>Measures meaning, linguistic features, and conventions of writing and story using four levels. Scale breaks down the development of writing into manageable and teachable stages. It should not be used as “catch-all” as it doesn’t assess other areas of writing (e.g., voice aspects of narrative writing, expository writing, or development of paragraphs).</td>
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<td>Stages of Literacy Development Checklist</td>
<td>Criterion-Referenced</td>
<td>Measures reading and writing communicative competence, motivation, strategies of text knowledge, reading comprehension, application of background knowledge, reading and writing as social interactions, and concepts/forms of print.</td>
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<td>Idaho Special Education Manual</td>
<td>Curriculum-Based</td>
<td>Published curriculum designed for students who are deaf and hard of hearing.</td>
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<td>Alternative Assessment</td>
<td>Performance-Based</td>
<td>Examples encourage students who are deaf and hard of hearing to communicate their understanding of - narrative text using drama - expository text using semantic mapping - story grammar using drawings, dialogue journals, charts, and free writing</td>
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<tr>
<td>Reading Fluency Screening for Signing Students</td>
<td>Performance-Based</td>
<td>Screening tool supporting the use of signed communication within literacy. Assesses visual components of reading specific to text and evaluates students’ use of semantic, morphologic, and chéremic (phonics of sign) skills related to the text. Sign language skills analyzed include fingerspelling, signing speed, signing space, use of eye contact and eye gaze, facial expression, and body movement.</td>
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<td>Teaching Test- Taking Strategies</td>
<td>Performance-Based</td>
<td>Assesses how students approach multiple-choice and free-response (e.g., essay) tests, in addition to look back conditions to improve their test taking strategies.</td>
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