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ADVOCACY
SUPPORT &
TRAINING

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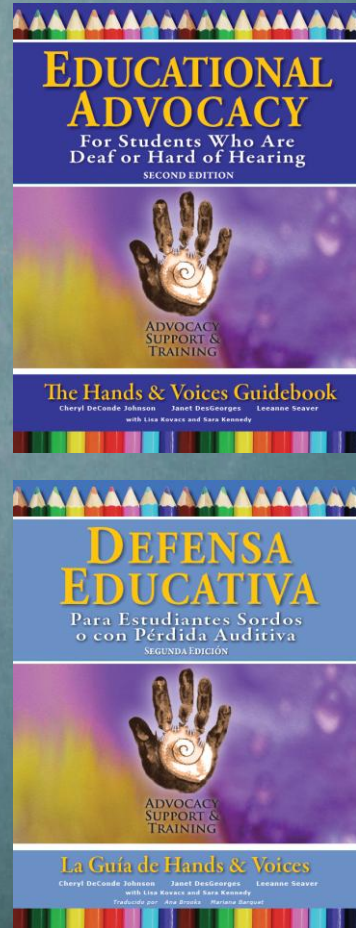
Assessments for Celebrating Achievements and Planning What's Next

January 28th, 2025

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Co-Founder and Director, Listening Together

Assistant Professor, Fontbonne University



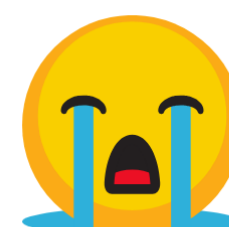
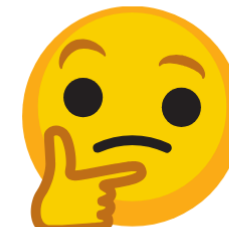
Advocacy Support & Training Webinar Series

TODAY WE WILL

- Consider how assessments can become tools to reflect on the past, document the present, and plan for the future
- Consider a variety of assessments that might be applicable to DHH learners with diverse learning profiles
- Explore the role of the caregivers in assessment administration, interpretation and application to educational programming



How do you feel about assessments?



WHAT IS YOUR STORY ?

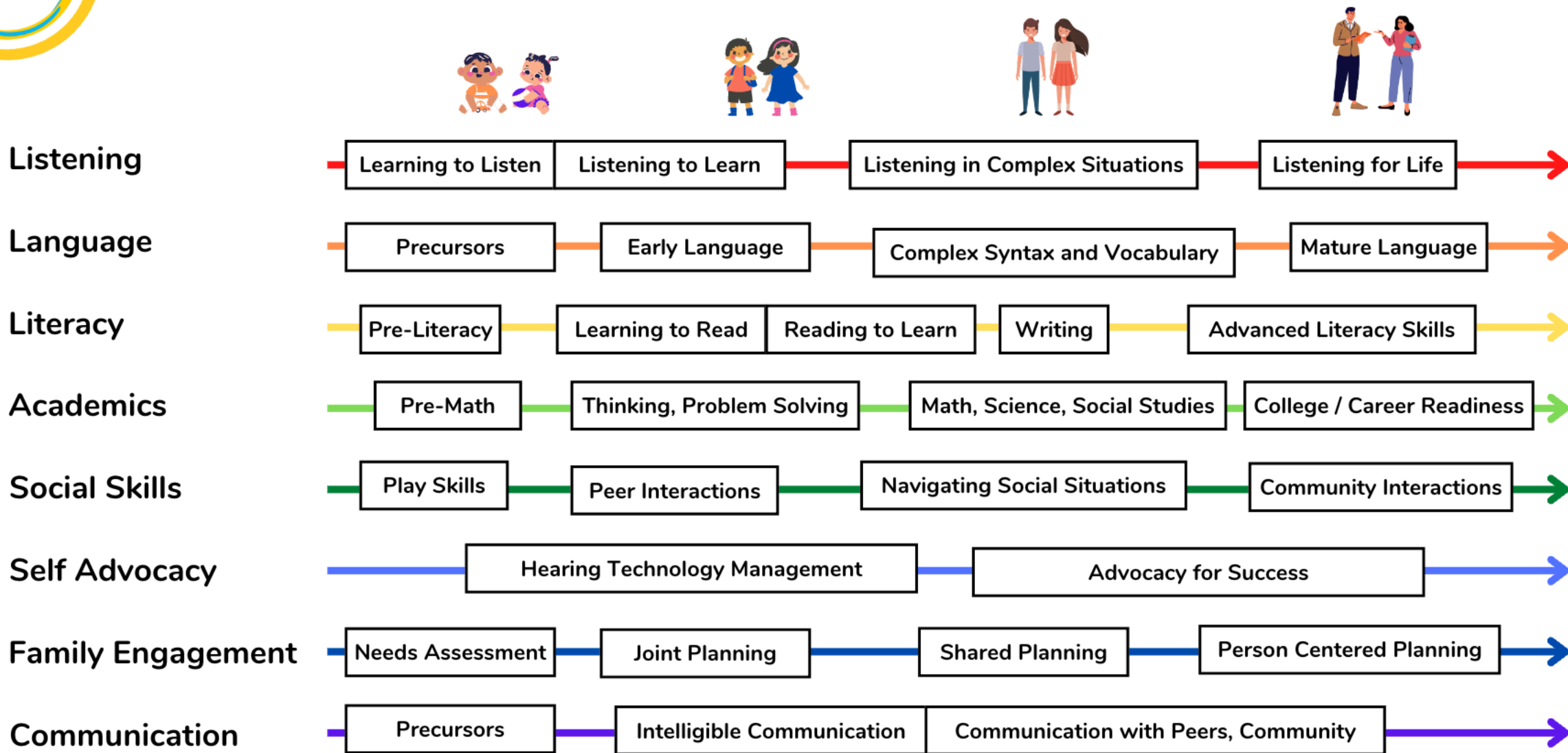


At the end of our time today, I would like you to

- KNOW – the roles that parents/caregivers and professionals play in the assessment process
- FEEL – empowered to engage in a conversation about assessments and progress
- DO – review reports, engage in a conversation with your team

Intervention Needs of DHH Learners Across the School Years

Listening Together



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PAST

Documentation of Past Performance
A point of comparison
Standard scores and performance levels
Anecdotal records, observation of behaviors

PRESENT

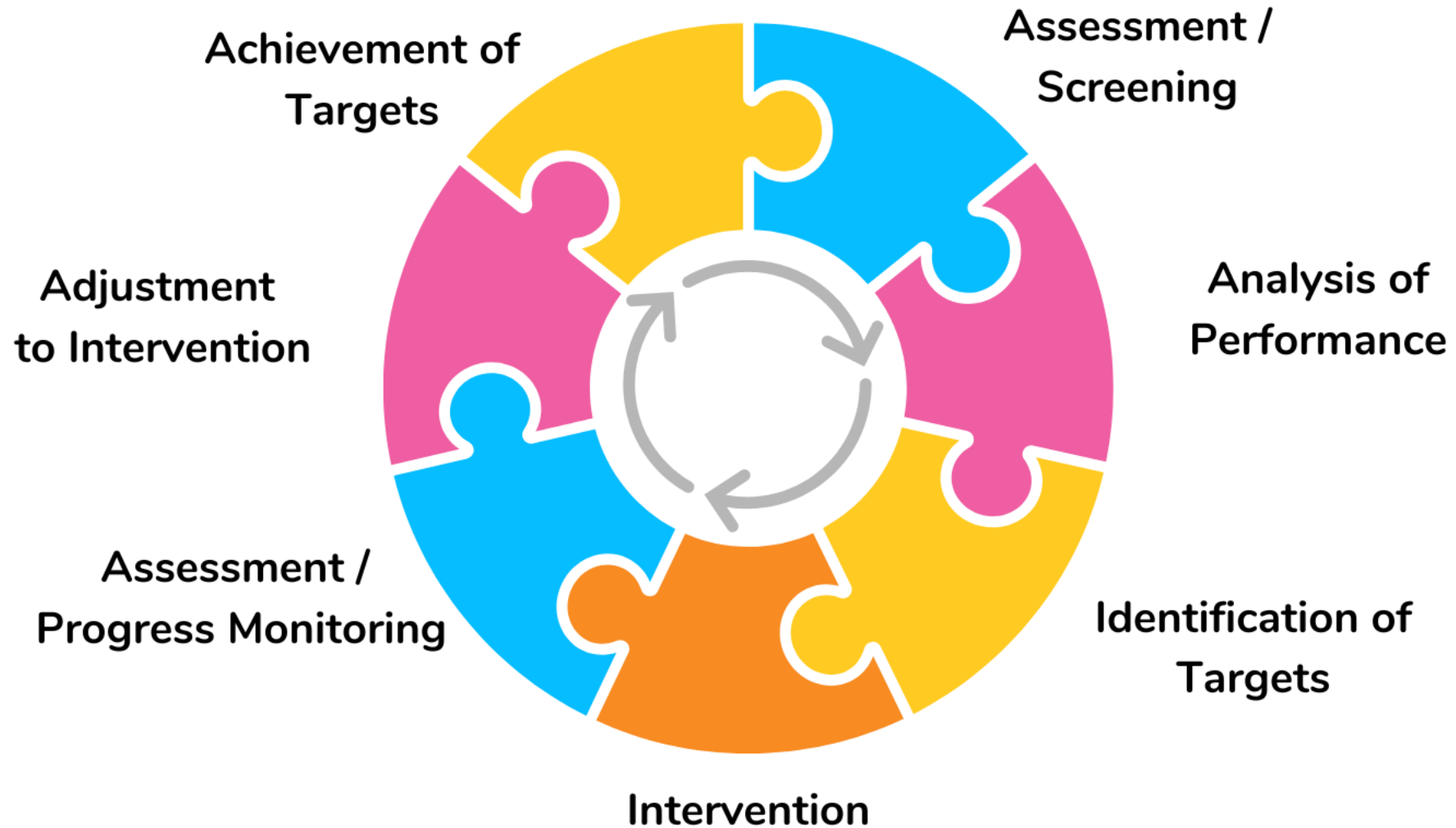
Current level of Functioning
What can and cannot the child do now?
In what setting?
Under what conditions?

FUTURE

Goals & Connection to Intervention
What do we need to work on next?
What is the rate of progress?
Is intervention effective / optimal?



Connecting Assessment to Intervention

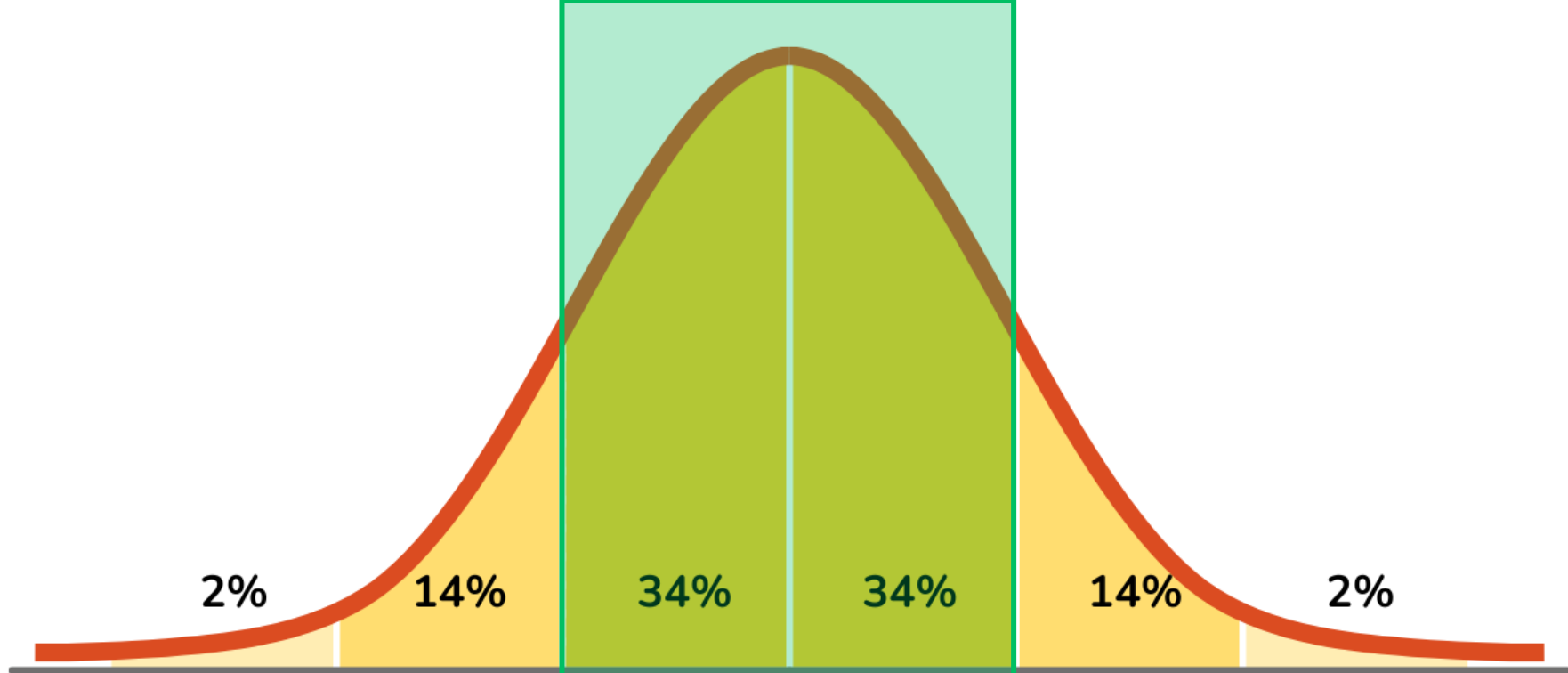


Standardized Assessment

- Standardized questions and expected answers
- Standardized scoring system and interpretation
- Standardized for age and language
- Two types
 - Norm-Referenced - comparing to others of the same age, grade, and/or gender
 - Criterion-Referenced - comparing to a skill list

HARD DATA - standard scores, age equivalences, percentiles.





Deficient Below Average Low Average High Average Superior Very Superior

-3 SD -2 SD -1 SD Mean +1 SD +2 SD +3 SD

Standard Score	55	70	85	100	115	130	145
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Scaled Score	1	4	7	10	13	16	19
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Percentile Rank		2nd	16th	50th	84th	98th	
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Norm-Referenced Assessments

- Vocabulary
 - Receptive & Expressive One-Word Picture Vocabulary Test (**ROWPVT** & **EOWPVT**)
 - Peabody Picture Vocabulary Test & Expressive Vocabulary Test (**PPVT** & **EVT**)
- Connected Language
 - Preschool Language Scale (**PLS**)
 - Clinical Evaluation of Language Fundamentals (**CELF-P** and **CELF**)
 - Comprehensive Assessment of Spoken Language (**CASL**)
- Literacy & Academics
 - Woodcock Reading Mastery Test (**WRMT**)
 - Woodcock Johnson Test of Achievement (**WJTA**)
 - School chosen standardized assessment
- Speech
 - Goldman-Fristoe Test of Articulation (**GFTA**)
- Audition
 - Test of Auditory Perception (**TAPS**)

What story is the assessment telling you?

AJ	Receptive Vocabulary	Expressive Vocabulary	Connected Language	Literacy
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- What should we celebrate?
- What is going well?
- What needs to change?
- What are the intervention needs?

Remember, 85-100 is low average, 100-115 is high average
Below 85 is below average, and above 115 is superior



Criterion-Referenced Assessments

- Connected Language
 - Cottage Acquisition Scales for Listening, Language, & Speech (CASLLS)
 - Teacher Assessment of Spoken Language (TASL)
 - Teacher Assessment of Grammatical Structures (TAGS)
- Literacy development checklists (e.g. Reading Rockets, Sunshine Cottage)
- Auditory skills development checklists (e.g. FLI-P)
- Developmental milestone checklists (e.g. ISD, Hearing First)

Non-Standardized Assessments

- Free-form assessments made by teacher
 - Unit test
 - Vocabulary assessment
 - Worksheets
- Student work samples
- Observations and anecdotal records

SOFT DATA - more about the quality and achievement in specific areas

Vocabulary Trackers

- Vocabulary is a predictor for language outcomes and later reading achievement. Tracking vocabulary is important, but not always possible through standardized assessments.
- McArthur-Bates Communication Development Inventory is a commonly used vocabulary tracker. Some languages have validated vocabulary or word lists. But when that is not available, try this

Vocabulary Tracker

- Applicable to various ages and languages
- Led by families, rooted in culturally relevant vocabulary

		RECEPTIVE VOCABULARY = Words my child understands		EXPRESSIVE VOCABULARY = Words my child understands and says			SPEECH INTELLIGIBILITY	
WORD CATEGORY		UNDERSTANDS		USES / SAYS			CAN I UNDERSTAND MY CHILD	CAN OTHERS UNDERSTAND MY CHILD
ENGLISH	MARATHI	Gestures	Words	Signs / Gestures / Vocalization	Imitates / Repeats	Spontaneous		
Power Phrases and Directions								
	इकडे ये	15 months		15 months				
sit down	खाली बस	15 months	15 months	15 months				
hello		15 months	15 months	15 months				
bye-bye		15 months	15 months	15 months				
	उचलून घे			15 months				
	गाई गाई	15 months	15 months					

Parent as the Expert and a Partner

- About 18 months ago - “It takes my son 27 days to learn new words.”
- About 3 months ago, when we started focusing on tracking second language development - “It takes him about 4-6 days to learn the English word for a word he knows in Hindi.”
- I, the professional cannot plan intervention without this insightful, informative data from the parent. The parent IS the expert on the child.



Language Sample

- We want information about FUNCTIONAL language use.
- Language samples tell us about - word knowledge, world knowledge, and language organization (and speech)
- This is about more than just MLU, and language scores.
- This is also about what language the child is using, what is emerging, missing, and what might be incorrect.
- Applicable to various ages, stages, languages, and abilities.

Language Sample

- **Traditional** language sample protocol (resource – ASHA)
 - 50-100 utterances of spontaneously used language
- Modified LT protocol with documentation of caregiver utterances

Assessment as Part of Parent Coaching

Mother's Utterance	Child's Utterances	Mother's Comments / Analysis
<p>अच्छा अब तुम मुझे बताओ स्टोरी में जैसे विवान था उसने अपनी मम्मी को खुश करने के लिए कितना कुछ किया। अगर मैं बीमार पड़ गई ॥ की मम्मी बीमार पड़ गई, तो तुम मेरे लिए गार्डन में जाकर क्या करोगे क्या लाओगे?</p> <p>[TRANSLATION] Now you tell me, like Vivaan was in the story, he did so much to make his mother happy. What if I fell ill, if [name]'s mother fell ill, what will you do for me, what will you bring for me?</p>	<p>मैं गार्डन में अपनी बाजी के साथ साथ जाऊंगा और मैंगो दिख रहा था ना मैं उनके शोल्डर के ऊपर चढ़ूंगा। मैं mango तोड़ूंगा और फिर मैं मांगो लाऊंगा बहुत सारे मांगो होंगे और फिर मैं घर पर लेकर आऊंगा।</p> <p>[TRANSLATION] I will go to the garden with my sister and I saw mangoes in the garden. I will climb on my sister's shoulder, I will pluck them and then I will take all the mangoes. There will be a lot of mangoes and then I will bring them home.</p>	<ul style="list-style-type: none"> • Improvement in use of tenses observed. Uses the future tenses more appropriately. • Number of words in sentence has increased. • Need to work more tier 2 vocabulary. • Need to work on more conjunctions and pronouns. • Also still seeing inconsistencies in gender markers

Courtesy of Neera Lalwani, AURED, Mumbai



Parent as the Expert and a Partner

“मुझे बहुत खुशी है कि मैं उन गोल को पहचान सकी जो मुझे लगता है कि मेरे बेटे के लिए इंपॉर्टेंट हैं। मुझे पता है मुझे क्या करना है. मैं चाहती हं कि मेरा बेटा भी हमारी तरह भाषा बोले। मैं पूरी कोशिश करती हूँ कि उसकी बहने भी गोल को समझे। हम सब जो गोल डिसाइड किया है उसे पर काम करते हैं। मैं बहुत कॉन्फिडेंट फील कर रही हं. मुझे लगता है कि मैं ध्यान से सुनती हूँ अब। मुझे उससे सभी होशियारी वाले क्वेश्चन पूछना अच्छा लगता है।”

[TRANSLATED] “I am so glad I can recognize the goals I think are important to my son. I know what I need to do. I want my son to be using language like us. I make sure everyone in the family understands that. We are all on the same page about the goals set. I feel more confident. I think I am becoming a better listener. I enjoy asking him all those clever questions.”

Courtesy of Neera Lalwani, AURED, Mumbai



Language Sample

- **Hadley protocol** for narrative and expository text (1998)
 - 12 minute assessment (3 blocks of 4 minutes)
- *You could also use **SALT, SUGAR, CASSLS** if using with English or Spanish speakers

Analysis of Hadley Protocol

JANUARY 2023

➤ CAN DO

- simple to complex sentences
- tier 1 vocabulary
- use of correct tense

➤ NEEDS TO WORK ON

- sequence of events
- story elements
- taking into account what the listener might know (ToM)
- Use of Tier 2 vocabulary

DECEMBER 2023

➤ CAN DO

- sequence of events – **improved**
- story elements – **present**
- taking into account what the listener might know (ToM) – **improved**
- Use of Tier 2 vocabulary -**increased**

➤ NEEDS TO WORK ON

- sequence of events
- gender-verb agreement
- figurative language

Helping children achieve their full potential, helping families achieve their desired outcomes is the work that we do.

And assessments are an integral tool to engage in that work, work that is done in partnership with families and other professionals.





TODAY WE HAVE CONSIDERED

- Assessments are tools to reflect on the past, document the present, and plan for the future.
- A combination of standardized and non-standardized, professional-led and parent-led assessments provide important information about DHH learners with diverse learning profiles.
- Parents, caregivers are experts on their child. They can become partners in assessment.

THANKS TO ALL OF MY FAMILIES & COLLEAGUES!



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Your Turn...

Please type your questions in the Q&A box



Thank you!



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<https://handsandvoices.org/astra/webinars/>