Evaluating Language and Communication Skills of Students Who are Deaf or Hard of Hearing
Essential Elements of the Evaluation Report and/or IEP

This tool can be used to plan an evaluation by indicating what information needs to be collected, or to review a current evaluation to determine what information is evident in the report. Data collection of the essential elements should be addressed by a multidisciplinary team.

Domains	Areas	Components	Evident/ Needed		
			Yes	No	NA
Physical	Audiological, Otological, Hearing Technology	Is the type and degree of hearing loss stated?			
		Are the speech perception and discrimination scores summarized?			
		If applicable, have any special circumstances about the hearing loss been reported? (e.g. fluctuating loss, progressive loss, etc.)			
		Is a history and etiology of the hearing loss provided?			
		Is hearing technology referenced including date of amplification, consistency of use, and benefit?			
		Are the educational implications of the hearing loss stated?			
Expressive	Articulation	Is there information about speech articulation competencies and/or errors?			
	Intelligibility	Was speech intelligibility evaluated?			
		Was sign intelligibility evaluated?			
		Is it clear how various communication partners view the student's intelligibility? (e.g. teachers, parents, peers, unfamiliar communication partners, etc.)			
	Components	Is there information about language skills in the areas of phonology, morphology, semantics, syntax, and pragmatics?			
		Are all pertinent areas of expressive communication addressed: spoken, sign language, and fingerspelling?			
		If the student uses manual communication, is the specific kind identified? (i.e. Signing Exact English, American Sign Language, Conceptually Accurate Signed English)			
	Competencies	Are examples of the student's utterances provided?			
		Is there information that explains the student's language competencies? (e.g. number of different words used, average length of utterance etc.)			
		Does the information distinguish between academic, functional, and developmental language?			
		Are language competencies compared to the student's chronological age and his/her hearing age?			

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Receptive	Functional Listening, Auditory Skills	Has the student's hearing ability in the natural environment with and without hearing technology been assessed (noise, quiet, close, distant, visual input)?			
		Is there information about the student's auditory skills (attention, discrimination, memory, comprehension)?			
		Is there information about what assistive technology the student uses, if any? (personal FM/DM system, soundfield, desktop speaker, etc.)			
	Speechreading	Does the information indicate if the student utilized hearing technology and if the evaluator voiced the target words or phrases?			
		Is there information about whether facial expressions and/or gestures were used during the evaluation of this skill?			
		Is there information about the functional use of speechreading for this student?			
	Components	Are all pertinent areas of receptive communication addressed: listening, sign language, and fingerspelling?			
		If the student understands manual communication, is the specific kind identified? (i.e. Signing Exact English, American Sign Language, Conceptually Accurate Signed English)			
	Competencies	Does the information distinguish between academic, functional, and developmental language?			
		Are language competencies compared to the student's chronological age and his/her hearing age?			
	Supports	Is there information about how the student uses interpreting services? (i.e. sign language or real-time captioning)			
Parent Information	Home Language, Preference	Does the report identify the primary language and any additional languages used in the home?			
		Is there information that explains how the family and the child communicate at home?			
		Does the report identify the parents' preferred mode of communication for the child?			
Preferred Mode of Communication	Student Specific	Is this clearly stated? (i.e. if manual communication is used, the type is specified)			
		Are both receptive and expressive forms included?			
		Is there a statement about the student's ability to change communication modes when he/she communicates with a signer versus a non-signer?			
		If the student uses a combination of communication modes, is there information on how and when those modes are used? (e.g. simultaneous communication)			